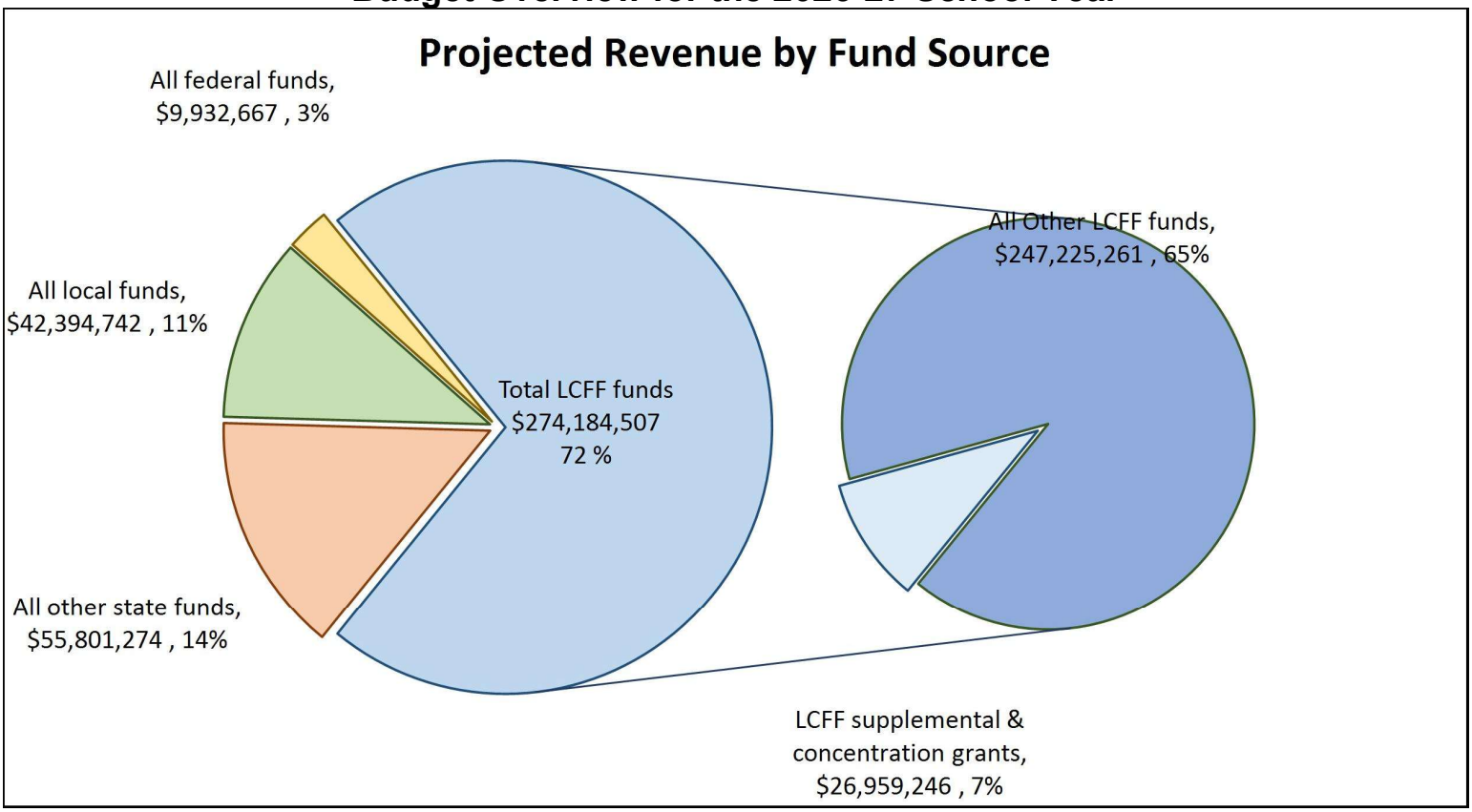
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Murrieta Valley Unified School District
CDS Code: 33 75200 0000000
School Year: 2026-27
LEA contact information: Faythe Mutchnick-Jayx
Assistant Superintendent, Educational Services
fmutchnick-jayx@murrieta.k12.ca.us
(951) 696-1600

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

## Budget Overview for the 2026-27 School Year

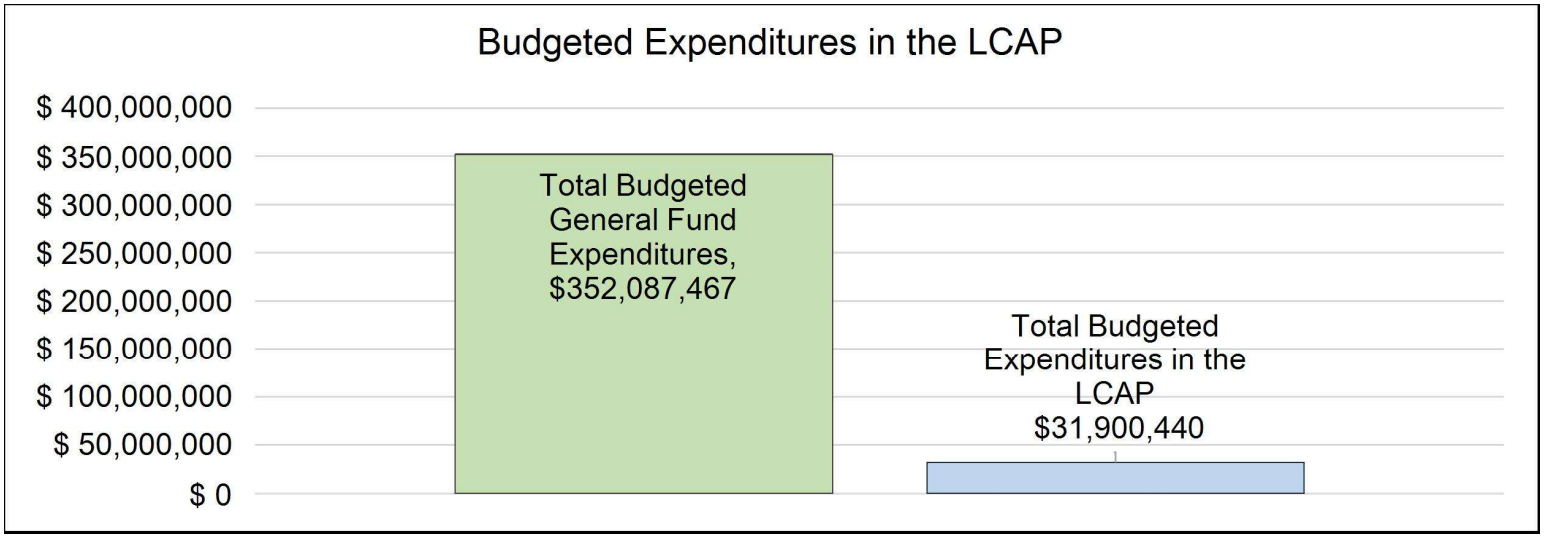



This chart shows the total general purpose revenue Murrieta Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Murrieta Valley Unified School District is $382,313,190, of which $274,184,507 is Local Control Funding Formula (LCFF), $55,801,274 is other state funds, $42,394,742 is local funds, and $9,932,667 is federal funds. Of the $274,184,507 in LCFF Funds, $26,959,246 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much Murrieta Valley Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Murrieta Valley Unified School District plans to spend $352,087,467 for the 2026-27 school year. Of that amount, $31,900,440 is tied to actions/services in the LCAP and $320,187,027 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

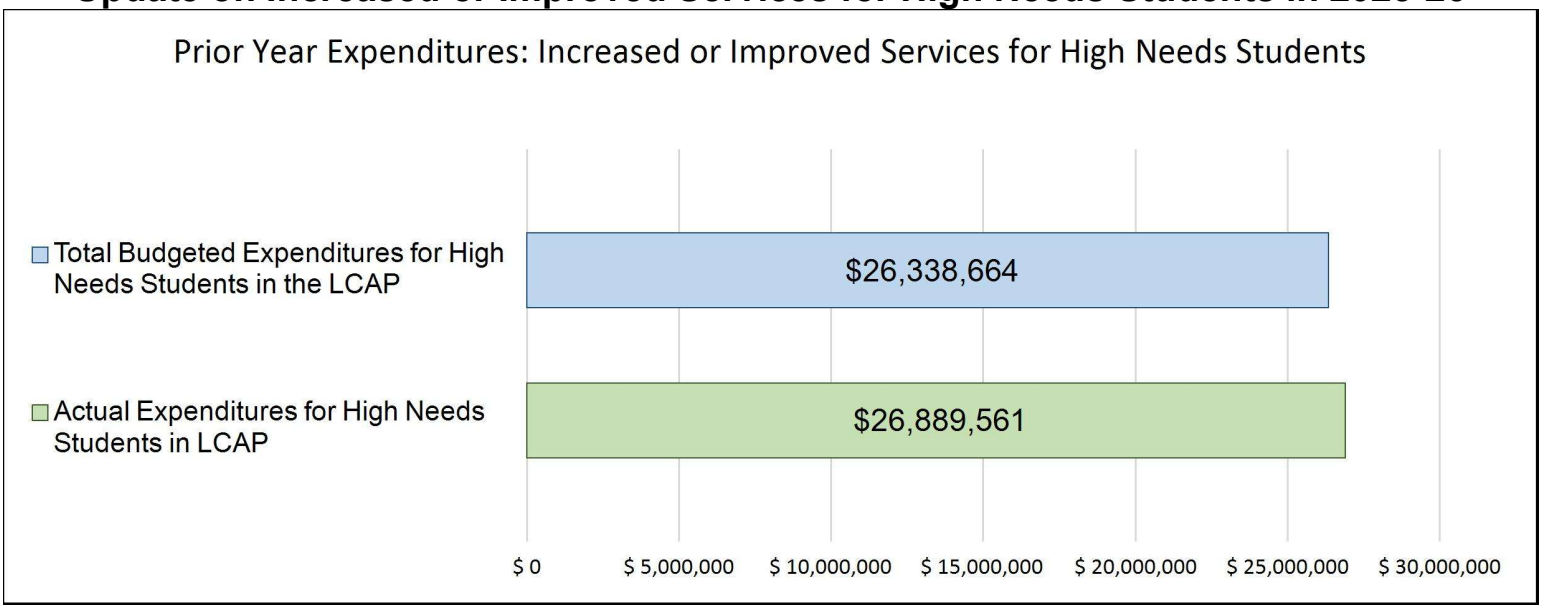
General Funds support the educational needs of all students. Expenditures include salary and benefits for employees not specifically outlined in the LCAP, including teachers, custodians, librarians, transportation staff, facilities/grounds maintenance staff, district and site support staff, as well as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

## Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Murrieta Valley Unified School District is projecting it will receive $26,959,246 based on the enrollment of foster youth, English learner, and low-income students. Murrieta Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Murrieta Valley Unified School District plans to spend $27,827,428 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2025-26




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

The text description of the above chart is as follows: In 2025-26, Murrieta Valley Unified School District's LCAP budgeted $26,338,664 for planned actions to increase or improve services for high needs students. Murrieta Valley Unified School District actually spent $26,889,561 for actions to increase or improve services for high needs students in 2025-26.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Murrieta Valley Unified School District | Faythe Mutchnick-Jayx<br>Assistant Superintendent, Educational Services | fmutchnick-jayx@murrieta.k12.ca.us<br>(951) 696-1600 |

# Plan Summary [2026-27]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Murrieta Valley Unified School District (MVUSD) provides comprehensive academic programs to a student body of 21,600 individuals spanning from Preschool through our Adult Transition Program. Renowned for excellence, our institution offers highly acclaimed visual and performing arts opportunities, championship interscholastic athletic programs, nationally recognized student activities, and an expanding career technical education program. Central to our mission is a student-centered educational approach that prioritizes the academic achievement of every individual. With a distinguished record of performance, MVUSD stands as one of the premier districts in Riverside County. We continue to earn Distinguished School recognition annually, including three awards during the 2025–26 school year. Our dedicated team of highly qualified educators and staff deliver a rigorous educational experience that seamlessly integrates academics, co-curricular activities, and career preparedness, equipping students with the skills and knowledge necessary to thrive in their future educational and professional endeavors.

Schools
11 Elementary Schools (TK-5)
4 Middle Schools (6-8)
3 Comprehensive High Schools
1 Alternative Education Program that includes in-person, daily instruction, as well as independent study options
Our district also offers adult education, an adult-transition program, early childhood education, before and after school childcare, TK and Kindergarten wrap-around services, and enriching extended learning opportunities.

Students
Our student population is diverse, representing a wide range of ethnic backgrounds and sixty-one languages. We have eight Title I schools in our district. 4.7% of our students are English Learners, and 53.2% qualify for free or reduced lunches. Upon graduation, approximately 66% of our 2025 graduates enrolled in higher educational institutions including colleges and universities across the state and nation.

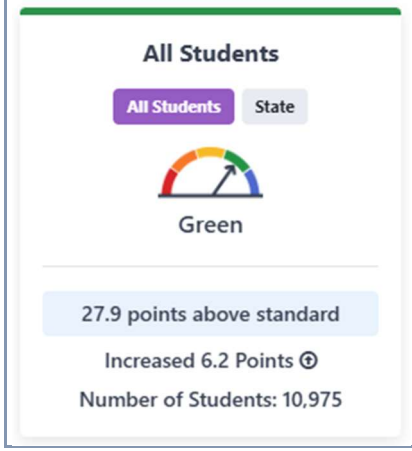
Ethnic/Racial Distribution:
American Indian or Alaska Native .2%
Asian 4.2%
Pacific Islander 0.5%
Filipino 3.6%
Hispanic or Latino 43.8%
African American 5.2%
White (not Hispanic) 31.9%
Multiple or No Response 10.7%

The district has one school, Murrieta Options Academy, that is receiving Equity Multiplier funding.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

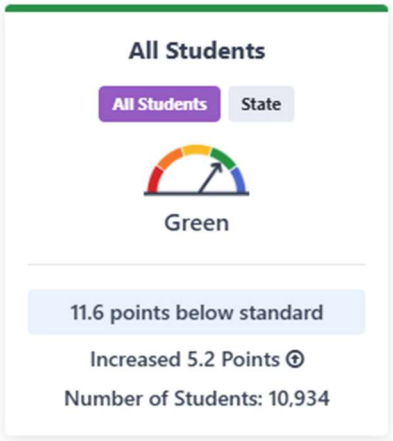
SUCCESSES
Murrieta Valley USD has demonstrated success in the majority of metrics on the 2025 Dashboard, including English Language Arts performance, Mathematics performance, the College/Career Indicator, graduation rates, and suspension rates as described below. Please note, the Dashboard colors indicate performance level as follows: Blue=Very High, Green=High, Yellow=Medium, Orange=Low, and Red=Very Low. Success is demonstrated specifically through Blue or Green performance.



English Language Arts performance is a success for the district. On the 2025 CA School Dashboard it is categorized by the CDE as Green, with the district scoring 27.9 points above the standard, a data point which increased by 6.2 points from the previous year. The Asian and Filipino student groups are categorized as Blue. The African American, Hispanic, Two or More Races, Pacific Islander, Socioeconomically Disadvantaged, and White student groups are categorized as Green. The English Learners, Foster Youth, Homeless, and Students with Disabilities student groups are categorized as Yellow. Due to a change in elementary i-Ready diagnostic testing windows, local assessment data cannot be used this year to make valid comparisons to prior years. At the secondary level, the recently adopted STAR assessment shows a slight decline compared to last year's administration and, as a result, does not reflect the instructional successes highlighted on the dashboard.

Despite this success, one student group has low performance in English Language Arts on the 2025 Dashboard. Long-Term English Learners are characterized as Orange. This still reflects one level of improvement for this student group from the prior year, with foster youth and homeless student groups each demonstrating growth of one performance level as well. Additionally, we continue to reflect on the 2023 Dashboard, since it informed the initial year of our three-year LCAP. In that Dashboard, two student groups within our schools were in the Red category for English Language Arts performance. This included English Learners at Avaxat and Students with Disabilities at Alta Murrieta, Avaxat, Buchanan, Lisa J. Mails, Monte Vista, Murrieta Canyon Academy, Murrieta Elementary, Rail Ranch, and Shivela.

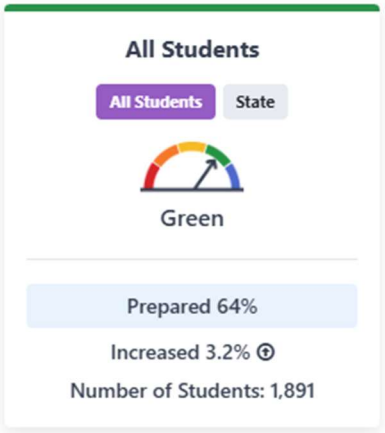
The district will continue to build on our success in English Language Arts Performance, while addressing the identified needs of these student groups, through our focus on professional learning teams that are looking at common assessment data and developing ways to respond when students are not learning. Additionally, the district's continued focus on early literacy instruction, inclusion, and English learner support will address these needs, as will a continued focus on quality Tier 2 interventions within the school day.




Mathematics performance is also a success for the district. On the 2025 CA School Dashboard it is also categorized by the CDE as Green, with the district scoring 11.6 points below the standard, an increase of 5.2 points from the prior year. The Asian student group is categorized as Blue. The Filipino, Two or More Races, and White student groups are categorized as Green. The African American, English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities student groups are categorized as Yellow. Due to a change in elementary i-Ready diagnostic testing windows, local assessment data cannot be used this year to make valid comparisons to prior years. At the secondary level, results from the recently adopted STAR assessment indicate that scores were largely maintained or showed slight increases, reflecting the positive trends represented on the dashboard.

Despite this success, three student groups have low or very low performance in Mathematics on the 2025 Dashboard. Long-Term English Learners and Pacific Islander student groups are characterized as Orange, and Foster Youth are characterized as Red. Additionally, we continue to reflect on the 2023 Dashboard, since it informed the initial year of our three-year LCAP. In that Dashboard, one school and multiple student groups within our schools were in the Red category for Mathematics performance. This included Murrieta Canyon Academy overall, as well as Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White student groups at Murrieta Canyon Academy. It also included Students with Disabilities at Avaxat, Rail Ranch, Shivela, and Warm Springs, as well as English Learners at Thompson.

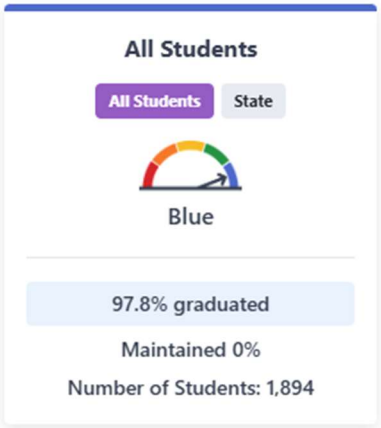
The district will continue to build on our success in Mathematics performance, while addressing the identified need of these students groups, through our focus on professional learning teams that are looking at common assessment data and developing ways to respond when students are not learning. Additionally, the district is continuing to implement recently adopted Mathematics curriculum at the elementary level, which offers teachers a new approach to teaching and opportunities for training in and reengagement with instruction in this subject area. At the secondary level, we will begin piloting new curriculum in the upcoming school year.




The College/Career Indicator continues to be a success for our district for the current year, despite being an identified need in the past. On the 2025 CA School Dashboard it is categorized as Green with 64% of seniors considered to be prepared for college and career which is a 3.2% increase from the prior year. The Filipino and Two or More Races student groups are categorized as Blue. The Asian, Hispanic, Socioeconomically Disadvantaged, and White student groups are categorized as Green. Homeless students and Students with Disabilities are categorized as Yellow. Local A-G and CTE Rate data supports this growth.

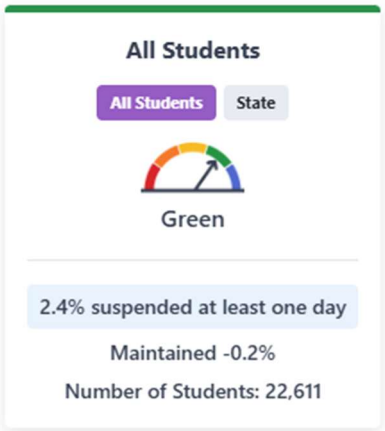
Despite this success, three student groups are categorized as Orange on the 2025 Dashboard: African American students, English Learners, and Long-Term English Learners. Additionally, we continue to reflect on the 2023 Dashboard, since it informed the initial year of our three-year LCAP. In that Dashboard, there were not any student groups categorized as Very Low, but English Learners and Students with Disabilities were characterized as Low, and African American, Hispanic, Homeless, and Socioeconomically Disadvantaged students were categorized as Medium. Additionally, three student groups at two of our high schools were characterized as Very Low: Socioeconomically Disadvantaged students at Murrieta Canyon Academy, Hispanic students at Murrieta Canyon Academy, and Students with Disabilities at Vista Murrieta HS.

The district will address the overall identified needs and the needs of these student groups through the PLT initiative, the Profile of a Graduate, and the work of our counselors. The district's focus on professional learning teams, who are looking at common assessment data and developing ways to respond when students are not learning, will ensure that more students meet proficiency in English Language Arts and Mathematics. Additionally, the implementation of Tier 2 interventions through elementary intervention teachers, secondary intervention sections, and office hours/WIN (What I Need) time will complement the PLT work. Our district's Profile of a Graduate will also impact this metric as it provides a continued focus on career readiness for our staff and helps our students understand the outcome of their learning experience in our schools. Our counselors will also be key in helping more of our students meet the CCI. Their work to ensure students make progress in their A-G coursework, to promote and monitor CTE pathway completion and advanced coursework, and to ensure more students complete World Languages coursework to achieve the Seal of Biliteracy will help address our needs in this area.




Graduation Rates continue to be a major success for the district. On the 2025 CA School Dashboard this is categorized as Blue, with a district graduation rate of 97.8% which was maintained from the prior year. Most student groups are categorized as Blue, and two student groups (Two or More Races and Students with Disabilities) are categorized as Yellow. Despite this success, one student group (Homeless students) was categorized as Orange this school year. There were not any schools or student groups characterized as Red on the 2023 Dashboard which informed the initial year of our three-year LCAP.

The district will build on the great success with our graduation rates by continuing our current counselor monitoring practices which have played a big role in these results. We will also continue to offer credit recovery opportunities, as well as enhance our communication around CTE pathways which can engage more students in their high school experience and in post high school planning. The district will also build on this success by continuing to roll out our recently revised Grade Level Projects, aligned to our Profile of a Graduate. These projects will build school-wide engagement in career readiness and ensure students participate in the process of college and career planning over the course of their high school experience. We will address the Homeless student group, specifically, through continued enhancement of the supports offered to these students, including tutoring, course guidance, and connections to appropriate resources.



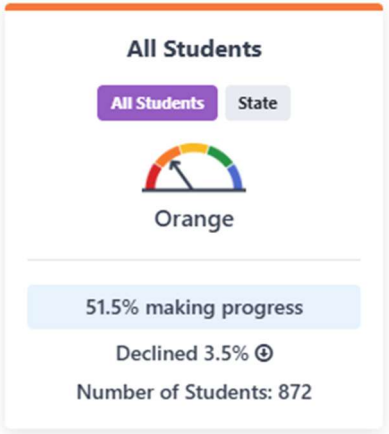

Suspension rates have remained a strength for the district in the current year, despite being an identified area of need in prior years. On the 2025 CA School Dashboard, MVUSD is categorized as Green with an overall suspension rate of 2.4% which declined by 0.2% from the prior year. The Filipino students group is characterized as Blue. The following have been categorized as Green: Asian, Hispanic, Pacific Islander, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups. English Learners, Long-Term English Learners, and Two or more Races student groups have all been categorized as Yellow. While local suspension data demonstrates a decline in overall suspension rates, there continues to be a discrepancy between the rates of all students and that of specific student groups, particularly Foster Youth, Students with Disabilities, Long-Term English Learners, and African American students.

Despite the Dashboard success this year, there are a number of student groups categorized as Orange or Red on the 2025 Dashboard. African American, Foster Youth, and Homeless student groups are categorized as Orange. The American Indian student group is categorized as Red. Additionally, we continue to reflect on the 2023 Dashboard, since it informed the initial year of our three-year LCAP. In that Dashboard, the Suspension Rate for Foster Youth was characterized as Red. Additionally, a number of student groups at specific schools were characterized as Red for Suspension Rates. That included Students with Disabilities at Antelope Hills, Monte Vista, and Rail Ranch; Socioeconomically Disadvantaged students at Murrieta Canyon Academy; African American students at Murrieta Canyon Academy and Rail Ranch; and Multiple Race students at Murrieta Valley High School.

The district will address the overall identified needs and the needs of these student groups through a continued focus on MTSS and positive behavioral supports. We have built a foundation for this work and will continue to engage site teams in building a robust, tiered system of support for students. Additionally, our LCAP has specific actions to directly support Foster Youth, and we have systems in place to enhance support for our Homeless students and families. Finally, the district is better aligning discipline practices and supporting administrators who oversee discipline with more opportunities for training and collaboration around best practices to support all students.

CHALLENGES

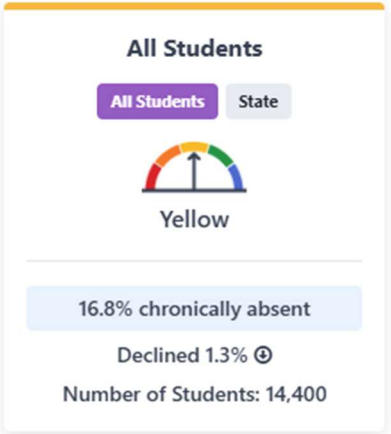
Murrieta Valley USD has identified English Learner Progress and Chronic Absenteeism as areas needing further attention and focus.




English Learner Progress has become an identified need for our district for the current year, despite being a noted success last year. On the 2025 CA School Dashboard it is categorized as Orange, with 51.5% of our English Learners making progress towards English language proficiency which represents a decline of 3.5% from the prior year. Both our overall English Learner student group and our Long-Term English Learner student group are categorized as Orange. Our local data shows some growth, including a slightly higher redesignation rate. Midyear i-Ready performance cannot be compared this year due to adjustments in testing windows. At the secondary level, the recently adopted STAR assessment shows moderate growth for English Learners in English Language Arts (8.5% to 10.8%) and significant growth for this student group in Mathematics (9.6% to 23.2%).

We also continue to reflect on the 2023 Dashboard, since it informed the initial year of our three-year LCAP. In that Dashboard, English Learner Progress is characterized as Red for Avaxat Elementary and Murrieta Valley High School.

Our LCAP has specific actions to directly support English Learner Progress, and English Learners have been a key focus area of the district in recent years. We have focused on professional development for teachers and plan to provide further training to teachers and administrators in the coming year. There are plans in place to reengage elementary schools in the practice of designated instructional time and to continue to improve practices for supporting dually identified (Special Education and English Learner) students. English Learner progress continues to be a key priority for our district.



While the district has had some success with Chronic Absenteeism, it continues to be a challenge and an identified need. On the 2025 CA School Dashboard it is categorized as Yellow with 16.8% of students chronically absent, a percentage that has declined by 1.3% from the prior year. The majority of our student groups are also in Yellow, but American Indian, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities and White student groups are categorized as Orange, and African American and Pacific Islander student groups are categorized as Red. While chronic absenteeism continues to exceed pre-pandemic levels, local data demonstrates a positive downward trend across most student groups. Foster Youth have chronic absenteeism rates that are much higher than those of all students.

We continue to reflect on the 2023 Dashboard, since it informed the initial year of our three-year LCAP. In that Dashboard, while the district did not have any student groups that were categorized as Red, one of our schools (Murrieta Canyon Academy) was categorized as Red overall with the following student groups also categorized as Red: Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White students. Additionally, a number of student groups from specific schools were categorized as Red, including English Learners at Antelope Hills, Dorothy McElhinney, and Tovashal; Asian students at Monte Vista; African American Students at Murrieta El; and White students at Rail Ranch.

The district will address the overall identified needs and the needs of these student groups through a continued focus on attendance. Attendance is an LCAP goal, and our Attendance Coordinator, along with our MTSS staff, have integrated attendance monitoring and response into the district's MTSS focus area. Tier 2 MTSS teams have been formed at each site. They are taking part in a process of identifying students and/or families who need additional support in the area of attendance and developing appropriate responses or interventions for them. This work will continue into next year with the help of district coaching. Additionally, we will continue to develop attendance recovery opportunities through the use of ELOP programs and funding.

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)

The district has unexpended LREBG funds for the 2026-27 school year. The following actions will be funded in part by LREBG funds. Each description below explains how the action is aligned to the allowable use of funds, as well as how the action addresses an area of need identified in the district's needs assessment.

Goal 1
1.2: Additional Counselors TK - 12: This action is aligned to the allowable use of funds as it addresses college and career readiness, including English Language Arts and Math performance, particularly for students in LTEL, Foster, and SWD student groups, who demonstrate the greatest need in these areas based on the district's needs assessment. This action provides additional counseling support at the secondary level.

Goal 2
2.2: Secondary Intervention: This action is aligned to the allowable use of funds as it addresses English Language Arts and Mathematics performance, particularly for students in LTEL, Foster, and SWD student groups, who demonstrate the greatest need in these areas based on the district's needs assessment. These funds provide access to instruction for credit-deficient pupils to complete graduation requirements during the summer.

Goal 4
4.3: Mental Health Supports and MTSS: This action is aligned to the allowable use of funds as it addresses other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services. It addresses Chronic Absenteeism, particularly for our American Indian student group, which demonstrated the greatest need in this area based on the district's needs assessment. This action provides additional mental health support in the form of school psychologists and "reset rooms" at the middle school level.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

MVUSD is in its second year of Differentiated Assistance based on performance indicators for the Long-Term English Learner student group (English Language Arts, Math, Suspension, and Chronic Absenteeism) and the American Indian student group (Suspension and Chronic Absenteeism). In response, the district has engaged in targeted technical assistance efforts to strengthen supports and improve outcomes for these student groups. The following summarizes the work currently underway.

For LTELs, the district has added designated sections at the secondary level to specifically support language acquisition using a research-based curriculum. The completion of the English Learner Master Plan has further clarified the instructional expectations and support structures for LTELs, including procedures for students to be opted out of support classes, rather than into them. Training and collaboration with EL teachers has also been a key component, ensuring consistent implementation and capacity-building at school sites. In addition, site administrators have engaged in data reviews to identify trends, monitor progress, and inform next steps in serving this student group more effectively.

For American Indian students, technical assistance has included targeted data analysis with administrative teams to raise awareness and inform site-level action planning. This student group has been elevated within the district’s broader Multi-Tiered System of Supports (MTSS) work, particularly within efforts to address behavior and chronic absenteeism. Focus has been placed on increasing access to Tier 2 interventions, with an emphasis on building stronger connections to school and reducing suspension and absenteeism rates.

In the 2025 Dashboard, LTELs do not have any areas characterized as Red, although a number of areas are still characterized as Orange. The American Indian student group is still characterized by Red for suspension rate; chronic absenteeism is now Orange.

# 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.

Not Applicable

## *Support for Identified Schools*

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

Not Applicable

## *Monitoring and Evaluating Effectiveness*

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

Not Applicable

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parent Advisory Councils: District English Learner Advisory Council, Special Education Parent Advisory Council (and SELPA), African American Parent Advisory Council, Latino Parent Advisory Council | District staff attend all district Parent Advisory Council meetings. Parent Advisory Council members are invited to attend the Partnership for Thriving Students and Families (PTSF) meetings (see below). At PTSF meetings, feedback regarding the LCAP is a standing agenda item.<br><br>During the past two years, the district scheduled advisory-specific meetings dedicated to gathering input on the development of the LCAP. In 2025–26, PTSF meetings served as the primary vehicle for educational partner engagement related to LCAP development. General feedback from advisory groups was also thoughtfully reviewed and incorporated as part of the district's reflection and planning process.<br><br>Note: SEPAC leaders consulted with SELPA and provided feedback on the LCAP to the district throughout the school year and at a Special Education Task Force meeting on April 21, 2026. |
| LCAP Surveys: Secondary Students (6-12), Parents/Family Members, District Staff, Site Classified Staff, Site Teaching/Certificated Staff | Our district's annual LCAP survey was available for feedback during the month of March. The district changed survey platforms this year, and family survey participation may have been impacted by competing district surveys. The district and school sites provided multiple notices to all educational partners about the survey and encouraged everyone's participation. Members of the Partnership for Thriving Students and Families (PTSF) reviewed the results of the |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Parents/Family Members survey, looking for trends and areas of need which could be used to inform our LCAP.<br><br>The district had the following participation in this year's survey:<br>Secondary Students (6-12) 11,398<br>Parents/Family Members 1,175<br>Staff 1,094 |
| School Site Councils: Parents, Site Administrators, Site Classified Staff, Site Certificated/Teaching Staff | Our district continued the practice of garnering LCAP feedback by attending Site Council meetings. District staff facilitated a discussion about the LCAP, sharing current goals and actions. They asked for feedback regarding these goals and actions, as well as the overall current strengths and needs of their sites based on the members' experiences. District staff listened to their feedback and all discussions resulted in documentation that was synthesized and used to inform this year's LCAP. These engagement sessions gave district staff a better understanding of each site, how the LCAP actions and services affect them, and their site's specific needs at this time.<br><br>The district was not able to schedule visits for all schools, but we did make a point of visiting any site that had not provided feedback in the past two years. This included the following school's Site Councils which took part in this process on the dates indicated below:<br><br>Shivela Middle School (February 5, 2026)<br>Warm Spring Middle School (February 17, 2026)<br>Alta Murrieta Elementary School (February 24, 2026) |
| Partnership for Thriving Students and Families (PTSF): Parents, Site Administrators, District Staff, Site Classified Staff, Site Certificated/Teaching Staff, Students, Community Members, Murrieta Educators Association (MEA), California School Employees Association (CSEA) | Our district continued to merge our LCAP Advisory with the Partnership for Thriving Students and Families (PTSF) this year to engage one representative group around the topic of family engagement and the development of the LCAP, as well as other district initiatives. This is a diverse group which brings together a variety of perspectives, leading to thoughtful reflections about how to support our families, students, and classrooms.<br><br>This team met five times throughout this year on October 23rd, December 11th, January 29th, March 19th, and May 20th. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| LCAP Student Advisories | Our district's coordinator who oversees student and family engagement, along with site administrators, meets quarterly with secondary students who are from unduplicated or other focus student groups to gather feedback regarding their school and individual needs.<br><br>Some of the topics this year included site Satchel Pulse data, teacher/student relationships, homework, and attendance. There was also a focus on reviewing the site's behavior expectations and the messaging of these expectations to students, along with student acknowledgement systems. The feedback received from students during these meetings allows our coordinator and site administrators to identify next steps at the site and district levels. Input is integrated into the overall data and informs the development of the LCAP. |
| Murrieta Options Academy Staff, Family, and Student Consultation | District staff consulted with staff from Murrieta Options Academy throughout the week of May 18, 2026, to discuss the school's Equity Multiplier allocation. These consultations included discussion regarding the unique needs of students enrolled at MOA, appropriate metrics for monitoring progress, and potential actions and services to support improved student outcomes through the use of Equity Multiplier funding.<br><br>On Thursday, May 21, 2026, district staff met with a committee composed of MOA staff, students, and parents to review student data, discuss barriers impacting student success, and collaboratively develop actions and services for implementation through the Equity Multiplier funding allocation. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Murrieta Valley USD is committed to an authentic LCAP engagement process, as demonstrated by our multiple methods for garnering input, as well as our efforts to continue improving these methods. In particular, the district made an intentional decision to merge two advisories to more effectively gain feedback from a variety of voices. Additionally, we expanded our opportunities for feedback by visiting school site councils and gaining input within the context of specific sites. Both of these initiatives were robust opportunities for us to strengthen our feedback systems and further our understanding of our district's needs.

Knowing that many of our current actions are tied to ongoing programs and personnel, our engagement process seeks to understand the impact of these actions on our students and school communities from the perspective of our educational partners. We want to continually

validate these actions to ensure they remain relevant and effective, while also gathering specific feedback that can help us understand the effectiveness of their implementation. We have found that this input on implementation has had a meaningful influence on how we adapt our strategies to better meet student needs and improve outcomes.

The following actions, identified by goal, were validated and/or influenced by the feedback provided by educational partners:

Goal 1:
1.1 Additional Teachers for Smaller Class Sizes: This action was again validated through consistent educational partner feedback and remains a high priority. Stakeholders continued to emphasize the importance of smaller class sizes at all levels for student support, while also encouraging the district to consider special education caseloads as part of staffing decisions. Some partners noted that class size reductions are not always visible at all grade levels or sites, leading to concerns about consistency. In response, the district will continue prioritizing staffing to support smaller class sizes while working to increase transparency and consistency in how these investments are implemented.
1.2 Additional Counselors (TK–12): This action was validated by educational partner feedback, with strong support for maintaining counselor positions to support students when they are struggling academically, socially, or emotionally. Educational partners emphasized the importance of continuing and enhancing communication with families about student pathways beginning in the early grades, and the role counselors play in helping students build foundational skills at lower grade levels. Feedback also highlighted the greater needs of foster youth, students with disabilities, and English learners, with concerns that current counselor ratios may limit the district's ability to fully meet these students' needs. In response, the district will continue prioritizing counseling services while strengthening early supports, family outreach, and systems to support all students.
1.3 Coordinators and PLT Leads: This action was validated by educational partner feedback, with clear evidence cited of the positive impact Professional Learning Teams (PLTs) have had on collaboration and student learning. Staff shared that PLTs have become embedded in the culture, noting increased use of data to inform instruction and student supports and an appreciation for the annual PLT Lead training. Educational partners highlighted how regular data comparison and collaborative discussion have strengthened instructional practices across sites. The district will continue to support coordinators and PLT leads to sustain and strengthen these collaborative structures.
1.4 AVID: This action was validated by educational partner feedback, with continued support for the growth and impact of the AVID program. Families and students shared that the additional AVID classes have been beneficial and are increasingly seen as part of the district's academic culture, particularly in supporting first-generation college-going students. Feedback included interest in exploring stronger alignment with feeder schools pursuing or holding AVID Demonstration status, as well as some concerns about the rigidity of certain practices, such as note-taking structures. The district will continue to expand and refine AVID implementation while ensuring strategies remain responsive and aligned across school levels.
1.5 Career Technical Education (CTE): This action was strongly validated by educational partner feedback, with frequent expressions of support and enthusiasm for CTE programs. Stakeholders shared that CTE opens doors for students by aligning learning with their interests and expanding postsecondary options. There was particular excitement around the middle school career exploration course which will be expanding to all middle schools next year. Feedback also indicated a need to continue to increase parent awareness and understanding of CTE pathways, including questions about the district's shift to two-course pathways and how this change impacts students. Educational partners expressed interest in continued growth and more varied course offerings, noting increased student participation and overall CTE enrollment. The district will continue expanding CTE opportunities while strengthening communication with families and monitoring pathway design to ensure accessibility and student benefit.

1.6 College and Career Readiness: This action was validated by educational partner feedback, with strong support for the added focus on career exploration. Educational partners highlighted the value of newly implemented career fairs in helping students explore options and connect learning to future goals.

Goal 2:
2.1 Elementary Intervention Teachers: This action was validated by educational partner feedback, with strong support for intervention services at the elementary level as a critical component of the district's MTSS framework. Stakeholders noted positive progress monitoring practices and appreciated the increasing flexibility of intervention supports as students move in and out of intervention based on need. Feedback highlighted the importance of ensuring intervention information follows students into middle school, as well as the value of ELOP–supported intervention. Educational partners also raised questions about how the Amira screener fits within the overall intervention process. The district will continue refining intervention systems to ensure alignment across grade spans and clarity around assessment and progress monitoring tools.
2.2 Additional Secondary Sections for Intervention: This action was validated by educational partner feedback, particularly at the middle school level, where stakeholders shared appreciation for the additional intervention sections. Feedback highlighted a need for additional training in ELA intervention, exploration of new data-informed programs beyond Read 180, and increased support for non-readers. Educational partners also expressed concern about students having to choose between intervention supports and elective courses. In response, the district will explore potential intervention programs and work to align practices across sites.
2.3 English Learner Program Support: This action was validated by educational partner feedback, with broad recognition of the ongoing need to strengthen supports for English learners. Stakeholders expressed concern for dually identified students, English learners with disabilities, noting challenges with assessment outcomes on the ELPAC, especially at the high school level. Feedback also highlighted the need for additional bilingual instructional aides, as well as concerns about there being limited supplemental personnel support for English learners at the elementary level.
2.4 Intervention Programs and Support: This action was validated by educational partner feedback, with continued support for intervention programs and evidence of positive impact, including growth in middle school math intervention outcomes. As mentioned previously, educational partners emphasized the importance of exploring additional, data-informed programs beyond Read 180 to better support struggling readers, while also reinforcing the need to strengthen Tier 1 instruction. Feedback highlighted the importance of collaboration between general education and RSP teachers to support effective push-in services for students with disabilities, as well as concerns that intervention supports such as office hours should not be optional for students who need them. In response, the district will continue exploring and refining intervention programs, strengthening core instruction, and supporting collaborative practices to better meet diverse student needs.
2.5 Long-Term English Learner (LTEL) Supports: This action was validated by educational partner feedback, with recognition of the need for targeted supports for Long-Term English Learners. Stakeholders expressed concern about the difficulty of passing ELPAC and the high expectations placed on students, noting that some students experience LTEL designation as persistent and discouraging. Feedback also highlighted challenges in asking students to forgo elective courses to participate in LTEL supports.

Goal 3:
3.1 Instructional Coaches: This action was validated by educational partner feedback, with appreciation expressed for the support provided by Teachers on Special Assignment (TOSAs), particularly in connection to LETRS training and math instructional improvement. There was a request for this type of support at the secondary level too. Educational Partners noted concern about the impact of teachers being out of the classroom for professional learning and emphasized the need to balance ongoing support with instructional continuity. Educational partners

also expressed interest in seeing the district's Instructional Model more intentionally modeled during professional development. After several years of intensive coaching, the district plans to move toward fewer pull-out sessions at the elementary level and towards more embedded, on-site support which aligns with feedback.
3.2 Induction Program: This action was validated by educational partner feedback, with positive responses to the induction program being housed within the district. Stakeholders expressed appreciation for the mentoring support provided to new teachers and the value of having a structured system administrators can rely on to support and guide beginning staff. Feedback also noted that program requirements can be labor-intensive, something that the program leads continue to monitor.
3.3 Curriculum Work Teams: This action was validated by educational partner feedback, with recognition of the significant work invested in developing common assessments and pacing structures. Stakeholders emphasized the value of this work in supporting instructional consistency and alignment across classrooms and expressed hope that curriculum collaboration will be sustained despite ongoing budget considerations.
3.4 Data and Assessment Programs: This action was validated by educational partner feedback, primarily through its impact on supporting effective Professional Learning Teams (PLTs), which stakeholders noted are increasingly embedded in district culture. Educators expressed appreciation for the use of EduClimber as a tool to access and analyze deeper levels of student data, supporting more meaningful instructional conversations. This program is being utilized on individual levels to support struggling students, as well as systematically through MTSS processes at the grade level, counseling, or programmatic level.

Goal 4:
4.1 Practices to Support All Students: This action was validated by educational partner feedback, with strong support for our district's unified programs that promote inclusion and ensure all students and families are supported. Educational Partners emphasized the importance of meeting students and families where they are and increasing multicultural awareness across the system. Educational partners also highlighted the Excellence through Education conference as a positive and impactful experience that reinforced these priorities.
4.2 Educational Partner Engagement: This action was validated by feedback, with educational partners emphasizing the importance of strong partnerships that bridge home and school. Families and staff highlighted the wide range of engagement opportunities offered to families, including STEM, literacy, and cultural events, as well as the value of strong community partnerships through our PAC's. Educational partners expressed appreciation for the new High School Readiness Indicator letters, noting that they help raise family awareness of student preparedness early, before students enter high school. Feedback also included a desire for clearer communication about LCAP survey results and how input is used to inform district decisions, as well as questions regarding the family engagement coordinator position that was not hired due to budget considerations. On the student side, educational partners expressed great appreciation for the ELOP program and the benefits offered to their students through this robust enrichment opportunity.
4.3 Mental Health Supports and Multi-Tiered Systems of Support (MTSS): This action was validated by educational partner feedback, with stakeholders recognizing that MTSS structures are working overall and making a positive difference at school sites. Educational partners expressed appreciation for MTSS behavioral coaches at the elementary level, while raising concerns about the loss of mental health supports and limited MTSS capacity at the secondary level. Feedback also highlighted the positive impact of the district's continued focus on attendance as a key component of student well-being.
4.4 Foster Youth Support Services: This action was validated by educational partner feedback, with appreciation expressed for the dedicated supports provided to foster youth and recognition of the significant time and attention this student group requires at school sites. Stakeholders shared positive feedback on practical supports such as the foster youth resource list and other direct, targeted actions. Educational partners emphasized the importance of continuing and enhancing these efforts to ensure foster youth receive consistent, responsive support. This will be a focus in the coming year.

4.5 Attendance Supports: This action was validated by educational partner feedback, with shared support for continuing and strengthening attendance efforts. Educational partners highlighted effective practices such as mentoring, family-centered approaches, and the sharing of community resources. Feedback included interest in developing an attendance team to support home visits, as well as the importance of clearly communicating expectations to families so they understand the purpose of attendance conversations. Educational partners also noted the positive impact of Tier 2 team structures in building consistent systems to address attendance challenges. In response, the district will continue refining attendance supports that emphasize collaboration, communication, and early intervention.

Goal 5: Goal 5 was added during the 2026–2027 LCAP development process in response to the receipt of Equity Multiplier funding for Murrieta Options Academy. Because this funding allocation required the development of a new goal specifically focused on the unique needs of students enrolled at MOA, the consultation process differed from the district's typical annual LCAP review and refinement process. Consultation for this goal focused on the creation of new metrics, actions, and services designed to most effectively support the small population of students served through the program. Through consultation with MOA staff, students, parents, and district leadership, participants engaged in thoughtful discussions regarding the greatest barriers impacting student success, including chronic absenteeism, inconsistent engagement, and the need for targeted academic intervention and individualized support. As a result of this collaborative consultation process, all aspects of Goal 5, including the goal statement, metrics, and actions/services, were newly developed to align the Equity Multiplier funding with the identified needs of students at Murrieta Options Academy.

In addition to our current actions, the following feedback was provided by educational partners as significant areas that should be included or captured in the LCAP:
* Math support: Educational partners identified this as a continued need. There is a concern about student achievement in math, in relation to English Language Arts, and the ability for students to get support when they fall behind. While no actions will be added specifically for math in the LCAP, several of the current actions will support this need, including but not limited to: Goal 1 Action 3 (Coordinators and PLT Leads), Goal 2 Action 1 (Intervention Teachers), Goal 2 Action 2 (Intervention Sections), and Goal 3 Action 1 (Instructional Coaches). This year, our secondary staff will be piloting curriculum for an upcoming Math adoption. Additionally, our instructional coaches will continue supporting elementary teachers as they will be in the second year of new math curriculum. PLT's and intervention teachers/sections will also focus on supporting all students in achieving math proficiency.
* Safety: Educational partners expressed an appreciation for the recent efforts in safety, including the roll-out of the Raptor Emergency Management System and the implementation of closed campus for our elementary schools. While no actions will be added specifically for safety in the LCAP, several of the current actions will support this focus area, including but not limited to: Goal 1 Action 2 (Counselors) and Goal 4 Action 4 (Mental Health Supports and MTSS).
* Professional development for classified staff: While the district is making strides in this area, educational partners identified this as a continued need, particularly for those working directly, in instructional or playground/campus supervision settings, with students. This feedback will influence Goal 4, Action 3 (Mental Health Supports and MTSS) so that intentional plans are in place to train classified staff in addressing and supporting student behavior. The Special Education department has also made this a priority for the onboarding and continuous growth of all DIS aides.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Student learning and achievement is at the core of what we do as a district. Murrieta Valley USD is committed to ensuring high levels of learning for all students. Based on an analysis of our academic achievement data, there is a continued need to keep our focus on this goal.

Performance in English Language Arts and Mathematics is a success based on the 2023 California Dashboard with both classified as Green, but there is a need for continued improvement. English Language Arts scores are 16.1 points above the standard, but scores maintained this year rather than increasing. Additionally, two student groups at specific schools in our district are identified as Red: English Learners and Students with Disabilities. Mathematics scores increased 4.1 points from the previous year, but overall we are scoring 22.2 points below the standard. Additionally, one school and multiple student groups at specific schools in our district are identified as Red.

Through the implementation of Goal 1 actions (additional teachers for smaller class sizes, additional counselors TK-12, coordinators and PLT Leads, Advancement Via Individual Determination (AVID) program, Career Technical Education, and college/career readiness), we expect to see growth in student learning and achievement as evidenced by Goal 1 metrics.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | iReady K - 3 (% at grade level) | December 2023<br><br>ELA | December 2024<br><br>ELA | December 2025<br><br>ELA | December 2026<br><br>ELA | December 2025<br><br>ELA |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Increase % at grade level by 2% annually for all grade levels and student groups<br><br>Source: Educlimber | Kinder 60.0%<br>1st Grade 39.8%<br>2nd Grade 58.4%<br>3rd Grade 68.1%<br><br>All (K-3) 56.9%<br>EL 32.8%<br>SED 49.0%<br>SWD 33.2%<br>AA 54.5%<br>HI 51.7%<br>FY 43.9%<br><br>Math<br>Kinder 38.5%<br>1st Grade 24.8%<br>2nd Grade 32.6%<br>3rd Grade 37.8%<br><br>All (K-3) 33.5%<br>EL 16.4%<br>SED 25.9%<br>SWD 22.4%<br>AA 26.4%<br>HI 27.7%<br>FY 17.1% | Kinder 60.3%<br>1st Grade 39.0%<br>2nd Grade 55.6%<br>3rd Grade 70.7%<br><br>All (K-3) 56.9%<br>EL 29.3%<br>SED 49.7%<br>SWD 36.4%<br>AA 51.6%<br>HI 52.0%<br>FY 30.6%<br><br>Math<br>Kinder 38.6%<br>1st Grade 26.3%<br>2nd Grade 32.2%<br>3rd Grade 39.5%<br><br>All (K-3) 34.2%<br>EL 16.7%<br>SED 34.2%<br>SWD 21.2%<br>AA 19.7%<br>HI 27.7%<br>FY 13.9% | Kinder 60.7%<br>1st Grade 32.7%<br>2nd Grade 53.0%<br>3rd Grade 63.4%<br><br>All (K-3) 51.5%<br>EL 26.7%<br>SED 43.6%<br>SWD 28.4%<br>AA 48.5%<br>HI 44.6%<br>FY 18.2%<br><br>Math<br>Kinder 39.0%<br>1st Grade 17.1%<br>2nd Grade 31.5%<br>3rd Grade 30.0%<br><br>All (K-3) 28.2%<br>EL 12.6%<br>SED 21.2%<br>SWD 14.4%<br>AA 15.1%<br>HI 21.8%<br>FY 13.0% | Kinder 66.0%<br>1st Grade 45.8%<br>2nd Grade 64.4%<br>3rd Grade 74.1%<br><br>All (K-3) 62.9%<br>EL 38.8%<br>SED 55.0%<br>SWD 39.2%<br>AA 60.5%<br>HI 57.7%<br>FY 49.9%<br><br>Math<br>Kinder 44.5%<br>1st Grade 30.8%<br>2nd Grade 38.6%<br>3rd Grade 43.8%<br><br>All (K-3) 39.5%<br>EL 22.4%<br>SED 38.2%<br>SWD 28.4%<br>AA 32.4%<br>HI 33.7%<br>FY 23.1% | Kinder +0.7%<br>1st Grade -7.1%<br>2nd Grade -5.4%<br>3rd Grade -4.7%<br><br>All (K–3) -5.4%<br>EL -6.1%<br>SED -5.4%<br>SWD -4.8%<br>AA -6.0%<br>HI -7.1%<br>FY -25.7%<br><br>Math<br>Kinder +0.5%<br>1st Grade -7.7%<br>2nd Grade -1.1%<br>3rd Grade -7.8%<br><br>All (K–3) -5.3%<br>EL -3.8%<br>SED -4.7%<br>SWD -8.0%<br>AA -11.3%<br>HI -5.9%<br>FY -4.1% |
| 1.2 | CAASPP Grade 3 (% meets/ exceeds standard)<br><br>Increase % meets/exceeds standard by 2% annually overall and for all student groups | Spring 2023<br><br>ELA<br>ALL 49.2%<br>EL 20.6%<br>SED 41.7%<br>SWD 26.7%<br>AA 36.0%<br>HI 42.5%<br>FY NA | Spring 2024<br><br>ELA<br>ALL 52.8%<br>EL 23.4%<br>SED 45.2%<br>SWD 33.0%<br>AA 38.9%<br>HI 47.2%<br>FY NA | Spring 2025<br><br>ELA<br>ALL 59.3%<br>EL 25.8%<br>SED 50.9%<br>SWD 31.1%<br>AA 37.5%<br>HI 54.1%<br>FY NA | Spring 2026<br><br>ELA<br>ALL 55.2% (61.3% new)<br>EL 26.6%<br>SED 47.7% (52.9% new)<br>SWD 37.0%<br>AA 42.0% | Spring 2024<br><br>ELA<br>ALL +10.1%<br>EL +5.2%<br>SED +9.2%<br>SWD +4.4%<br>AA +1.5%<br>HI +11.6%<br>FY NA |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: DataQuest | Math<br>ALL 52.0%<br>EL 28.7%<br>SED 43.8%<br>SWD 31.3%<br>AA 23.0%<br>HI 44.8%<br>FY NA | Math<br>ALL 55.4%<br>EL 31.8%<br>SED 45.0%<br>SWD 34.1%<br>AA 43.1%<br>HI 47.8%<br>FY NA | Math<br>ALL 57.8%<br>EL 28.4%<br>SED 49.0%<br>SWD 33.3%<br>AA 29.2%<br>HI 50.5%<br>FY NA | HI 48.5% (56.1% new)<br>FY NA<br><br>Math<br>ALL 58.0%<br>EL 34.7%<br>SED 49.8%<br>SWD 37.3%<br>AA 47.1%<br>HI 50.8%<br>FY NA | Math<br>ALL +5.8%<br>EL -0.3%<br>SED +5.2%<br>SWD +2.0%<br>AA +6.2%<br>HI +5.7%<br>FY NA |
| 1.3 | A-G Requirements<br><br>Increase % meeting A-G requirements by 2% annually overall and for all student groups<br><br>Source: Dashboard | 2023 Cohort<br><br>ALL 57.0%<br>EL 31.0%<br>SED 48.3%<br>SWD 13.0%<br>AA 55.0%<br>HI 50.9%<br>FY NA | 2024 Cohort<br><br>ALL 60.0%<br>EL 35.1%<br>SED 52.8%<br>SWD 19.9%<br>AA 56.3%<br>HI 54.1%<br>FY NA | 2025 Cohort<br><br>ALL 60.5%<br>EL 32.4%<br>SED 52.7%<br>SWD 18.3%<br>AA 53.5%<br>HI 55.6%<br>FY NA | 2026 Cohort<br><br>ALL 63.0%<br>EL 37.0%<br>SED 54.3%<br>SWD 23.9%<br>AA 61.0%<br>HI 56.9%<br>FY NA | 2025 Cohort<br><br>ALL +3.5%<br>EL +1.4%<br>SED +4.4%<br>SWD +5.3%<br>AA -1.5%<br>HI +4.7%<br>FY NA |
| 1.4 | A-G Requirements + CTE Pathway Completion<br><br>Increase % meeting A-G requirements and completing CTE pathway by 2% annually overall and for all student groups<br><br>Source: Dashboard | 2023 Cohort<br><br>ALL 7.4%<br>EL 3.4%<br>SED 5.3%<br>SWD 1.6%<br>AA 5.4%<br>HI 6.2%<br>FY NA | 2024 Cohort<br><br>ALL 9.2%<br>EL 6.3%<br>SED 7.3%<br>SWD 1.2%<br>AA 4.8%<br>HI 7.3%<br>FY NA | 2025 Cohort<br><br>ALL 12.5%<br>EL 7.0%<br>SED 10.5%<br>SWD 3.4%<br>AA 7.9%<br>HI 11.8%<br>FY NA | 2026 Cohort<br><br>ALL 13.4%<br>EL 9.4%<br>SED 11.3%<br>SWD 7.6%<br>AA 11.4%<br>HI 12.2%<br>FY NA | 2025 Cohort<br><br>ALL +5.1%<br>EL +3.6%<br>SED +5.2%<br>SWD +1.8%<br>AA +2.5%<br>HI +5.6%<br>FY NA |
| 1.5 | CTE Pathway Completion | 2023 Cohort<br><br>ALL 9.1%<br>EL 6.9% | 2024 Cohort<br><br>ALL 13.4%<br>EL 9.0% | 2025 Cohort<br><br>ALL 16.4%<br>EL 7.0% | 2026 Cohort<br><br>ALL 15.4% (17.4% new) | 2025 Cohort<br><br>ALL +7.3%<br>EL +0.1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Increase % completing a CTE pathway by 1% annually overall and for all student groups<br><br>Source: Dashboard | SED 7.0%<br>SWD 3.8%<br>AA 7.8%<br>HI 7.8%<br>FY NA | SED 11.3%<br>SWD 9.0%<br>AA 6.3%<br>HI 11.0%<br>FY NA | SED 14.9%<br>SWD 9.6%<br>AA 10.5%<br>HI 15.1%<br>FY NA | EL 9.9%<br>SED 13.3% (15.9% new)<br>SWD 11.0%<br>AA 10.8%<br>HI 13.0% (16.1% new)<br>FY NA | SED +7.9%<br>SWD +5.8%<br>AA +2.7%<br>HI +7.3%<br>FY NA |
| 1.6 | CCI Rate<br><br>Increase % meeting college and career indicator by 2% annually overall and for all student groups<br><br>Source: Dashboard | 2023 Cohort<br><br>ALL 53.7%<br>EL 26.4%<br>SED 44.7%<br>SWD 11.5%<br>AA 42.6%<br>HI 46.0%<br>FY NA | 2024 Cohort<br><br>ALL 58.8%<br>EL 28.4%<br>SED 51.7%<br>SWD 18.8%<br>AA 50.8%<br>HI 52.5%<br>FY NA | 2025 Cohort<br><br>ALL 64.0%<br>EL 27.1%<br>SED 56.7%<br>SWD 21.5%<br>AA 49.1%<br>HI 58.4%<br>FY NA | 2026 Cohort<br><br>ALL 59.7% (66.0% new)<br>EL 32.4%<br>SED 55.7% (58.7% new)<br>SWD 22.8%<br>AA 54.8%<br>HI 56.5% (60.4% new)<br>FY NA | 2025 Cohort<br><br>ALL +10.3%<br>EL +0.7%<br>SED +12.0%<br>SWD +10.0%<br>AA +6.5%<br>HI +12.4%<br>FY NA |
| 1.7 | CAASPP (% meets/exceeds standard)<br><br>Increase % meets/exceeds standard by 2% annually for all grade levels and student groups<br><br>Source: DataQuest | Spring 2023<br><br>5th Grade ELA<br>ALL 53.7%<br>EL 13.5%<br>SED 46.7%<br>SWD 20.5%<br>AA 32.9%<br>HI 42.0%<br>FY NA | Spring 2024<br><br>5th Grade ELA<br>ALL 54.6%<br>EL 16.8%<br>SED 45.7%<br>SWD 21.0%<br>AA 39.8%<br>HI 46.4%<br>FY NA | Spring 2025<br><br>5th Grade ELA<br>ALL 63.5%<br>EL 31.3%<br>SED 57.9%<br>SWD 32.7%<br>AA 55.9%<br>HI 56.6%<br>FY NA | Spring 2026<br><br>5th Grade ELA<br>ALL 59.7% (65.5% new)<br>EL 19.5% (33.3% new)<br>SED 52.7% (59.9% new)<br>SWD 26.5% (34.7% new)<br>AA 43.8% (57.9% new)<br>HI 48.0% (58.6% new)<br>FY NA | Spring 2025<br><br>5th Grade ELA<br>ALL +9.8%<br>EL +17.8%<br>SED +11.2%<br>SWD +12.2%<br>AA +23.0%<br>HI +14.6%<br>FY NA |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 5th Grade Math<br>ALL 42.4%<br>EL 11.5%<br>SED 35.4%<br>SWD 13.8%<br>AA 20.0%<br>HI 28.4%<br>FY NA | 5th Grade Math<br>ALL 44.7%<br>EL 10.4%<br>SED 34.9%<br>SWD 17.9%<br>AA 29.5%<br>HI 36.6%<br>FY NA | 5th Grade Math<br>ALL 48.4%<br>EL 17.9%<br>SED 40.4%<br>SWD 21.5%<br>AA 25.0%<br>HI 40.4%<br>FY NA | 5th Grade Math<br>ALL 48.4% (50.4% new)<br>EL 17.5% (19.9% new)<br>SED 41.4%<br>SWD 19.8% (23.5% new)<br>AA 33.5%<br>HI 40.6%<br>FY NA | 5th Grade Math<br>ALL +6.0%<br>EL +6.4%<br>SED +5.0%<br>SWD +7.7%<br>AA +5.0%<br>HI +12.0%<br>FY NA |
| | | 8th Grade ELA<br>ALL 58.1%<br>EL 11.1%<br>SED 50.4%<br>SWD 15.8%<br>AA 44.0%<br>HI 51.8%<br>FY NA | 8th Grade ELA<br>ALL 61.0%<br>EL 7.7%<br>SED 52.7%<br>SWD 27.8%<br>AA 50.6%<br>HI 54.8%<br>FY NA | 8th Grade ELA<br>ALL 60.0%<br>EL 1.4%<br>SED 53.4%<br>SWD 19.7%<br>AA 55.2%<br>HI 53.4%<br>FY NA | 8th Grade ELA<br>ALL 64.1%<br>EL 17.1%<br>SED 56.4%<br>SWD 31.8%<br>AA 54.6% (57.2% new)<br>HI 57.8%<br>FY NA | 8th Grade ELA<br>ALL +1.9%<br>EL -9.7%<br>SED +3.0%<br>SWD +3.9%<br>AA +11.2%<br>HI +1.6%<br>FY NA |
| | | 8th Grade Math<br>ALL 41.9%<br>EL 7.9%<br>SED 35.1%<br>SWD 12.1%<br>AA 29.3%<br>HI 34.2%<br>FY NA | 8th Grade Math<br>ALL 45.3%<br>EL 6.4%<br>SED 35.9%<br>SWD 12.9%<br>AA 18.9%<br>HI 39.1%<br>FY NA | 8th Grade Math<br>ALL 46.7%<br>EL 2.9%<br>SED 41.5%<br>SWD 11.1%<br>AA 29.9%<br>HI 40.1%<br>FY NA | 8th Grade Math<br>ALL 47.9%<br>EL 13.9%<br>SED 41.1% (43.5% new)<br>SWD 18.1%<br>AA 35.3%<br>HI 40.2%<br>FY NA | 8th Grade Math<br>ALL +4.8%<br>EL -5.0%<br>SED +6.4%<br>SWD -1.0%<br>AA +0.6%<br>HI +5.9%<br>FY NA |
| | | 11th Grade ELA<br>ALL 72.5%<br>EL 12.9%<br>SED 64.4%<br>SWD 34.1% | 11th Grade ELA<br>ALL 74.6%<br>EL 17.1%<br>SED 68.8%<br>SWD 33.1% | 11th Grade ELA<br>ALL 76.4%<br>EL 19.6%<br>SED 72.0%<br>SWD 32.7% | 11th Grade ELA<br>ALL 78.5%<br>EL 18.9% (21.6% new) | 11th Grade ELA<br>ALL +3.9%<br>EL +6.7%<br>SED +7.6%<br>SWD -1.4% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | AA 67.5%<br>HI 66.8%<br>FY NA<br><br><br><br><br>11th Grade Math<br>All 38.1%<br>EL 1.4%<br>SED 28.8%<br>SWD 8.3%<br>AA 20.0%<br>HI 29.2%<br>FY NA | AA 65.4%<br>HI 70.6%<br>FY NA<br><br><br><br><br>11th Grade Math<br>All 38.2%<br>EL 2.4%<br>SED 29.6%<br>SWD 5.3%<br>AA 21.4%<br>HI 30.5%<br>FY NA | AA 61.4%<br>HI 72.1%<br>FY NA<br><br><br><br><br>11th Grade Math<br>All 38.7%<br>EL 3.9%<br>SED 30.8%<br>SWD 4.8%<br>AA 29.3%<br>HI 29.0%<br>FY NA | SED 70.4%<br>(74.0% new)<br>SWD 40.1%<br>AA 73.5%<br>HI 72.8%<br>FY NA<br><br><br><br>11th Grade Math<br>All 44.1%<br>EL 7.4%<br>SED 34.8%<br>SWD 14.3%<br>AA 26.0% (31.3% new)<br>HI 35.2%<br>FY NA | AA -6.1%<br>HI +5.3%<br>FY NA<br><br><br><br><br>11th Grade Math<br>ALL +0.6%<br>EL +2.5%<br>SED +2.0%<br>SWD -3.5%<br>AA +9.3%<br>HI -0.2%<br>FY NA |
| 1.8 | CAST (% meets/ exceeds standard)<br><br>Increase % meets/exceeds standard by 2% annually for all grade levels and student groups<br><br>Source: DataQuest | Spring 2023<br><br>5th Grade<br>ALL 38.8%<br>EL 4.9%<br>SED 31.7%<br>SWD 13.7%<br>AA 25.8%<br>HI 30.5%<br>FY NA<br><br><br><br>8th Grade<br>ALL 39.2%<br>EL 1.5%<br>SED 31.7%<br>SWD 10.3%<br>AA 27.1%<br>HI 31.3%<br>FY NA | Spring 2024<br><br>5th Grade<br>ALL 42.1%<br>EL 7.2%<br>SED 33.1%<br>SWD 16.6%<br>AA 31.7%<br>HI 30.9%<br>FY NA<br><br><br><br>8th Grade<br>ALL 44.2%<br>EL 2.6%<br>SED 36.0%<br>SWD 15.2%<br>AA 24.7%<br>HI 36.6%<br>FY NA | Spring 2025<br><br>5th Grade<br>ALL 43.5%<br>EL 8.2%<br>SED 35.5%<br>SWD 22.8%<br>AA 19.1%<br>HI 37.3%<br>FY NA<br><br><br><br>8th Grade<br>ALL 47.1%<br>EL 1.4%<br>SED 43.4%<br>SWD 14.5%<br>AA 34.5%<br>HI 41.3%<br>FY NA | Spring 2026<br><br>5th Grade<br>ALL 44.8%<br>EL 10.9%<br>SED 37.7%<br>SWD 19.7%<br>(24.8% new)<br>AA 31.8%<br>HI 36.5% (39.3% new)<br>FY NA<br><br><br><br>8th Grade<br>ALL 45.2% (49.1% new)<br>EL 7.5%<br>SED 37.7%<br>(45.4% new)<br>SWD 16.3% | Spring 2025<br><br>5th Grade<br>ALL +4.7%<br>EL +3.3%<br>SED +3.8%<br>SWD +9.1%<br>AA -6.7%<br>HI +6.8%<br>FY NA<br><br><br><br>8th Grade<br>ALL +7.9%<br>EL -0.1%<br>SED +11.7%<br>SWD +4.2%<br>AA +7.4%<br>HI +10.0%<br>FY NA |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | AA 33.1% (36.5% new)<br>HI 37.3% (43.3% new)<br>FY NA | |
| | | 11th Grade<br>ALL 46.5%<br>EL1.5%<br>SED 37.7%<br>SWD 17.3%<br>AA 28.4%<br>HI 37.9%<br>FY NA | 11th Grade<br>ALL 46.3%<br>EL 0.0%<br>SED 39.3%<br>SWD 11.2%<br>AA 27.7%<br>HI 40.9%<br>FY NA | 11th Grade<br>ALL 45.5%<br>EL 4.1%<br>SED 39.4%<br>SWD 10.6%<br>AA 30.9%<br>HI 37.4%<br>FY NA | 11th Grade<br>ALL 52.5%<br>EL 7.5%<br>SED 43.7%<br>SWD 23.3%<br>AA 34.4%<br>HI 43.9%<br>FY NA | 11th Grade<br>ALL -1.0%<br>EL +2.6%<br>SED +1.7%<br>SWD -6.7%<br>AA +2.5%<br>HI -0.5%<br>FY NA |
| 1.9 | Avaxat CAASPP, CAST, Chronic Absenteeism<br><br>Increase % meets/exceeds standard by 2% annually (CAASPP and CAST) overall and for all student groups<br><br>Source: DataQuest<br><br>Decrease % chronic absenteeism rate by 2% annually (Chronic Absenteeism) overall and for all student groups<br><br>Source: Dashboard | Spring 2023<br><br>CAASPP ELA<br>ALL 37.8%<br>EL 4.7%<br>SED 34.4%<br>SWD 14.3%<br>AA 30.8%<br>HI 33.7%<br>FY NA<br><br>CAASPP Math<br>ALL 31.6%<br>EL 7.0%<br>SED 25.8%<br>SWD 13.1%<br>AA 11.5%<br>HI 27.7%<br>FY NA<br><br>CAST<br>ALL 28.7%<br>EL 11.1% | Spring 2024<br><br>CAASPP ELA<br>ALL 35.4%<br>EL 11.4%<br>SED 30.1%<br>SWD 11.5%<br>AA 26.3%<br>HI 34.1%<br>FY NA<br><br>CAASPP Math<br>ALL 33.3%<br>EL 18.4%<br>SED 27.1%<br>SWD 11.7%<br>AA 26.3%<br>HI 27.8%<br>FY NA<br><br>CAST<br>ALL 25.4%<br>EL 0.0% | Spring 2025<br><br>CAASPP ELA<br>ALL 37.8%<br>EL 8.1%<br>SED 34.4%<br>SWD 10.8%<br>AA 25.0%<br>HI 38.8%<br>FY NA<br><br>CAASPP Math<br>ALL 30.1%<br>EL 8.1%<br>SED 25.5%<br>SWD 15.4%<br>AA 18.8%<br>HI 26.1%<br>FY NA<br><br>CAST<br>ALL 32.4%<br>EL 0.0% | Spring 2026<br><br>CAASPP ELA<br>ALL 43.8%<br>EL 15.4%<br>SED 40.4%<br>SWD 20.3%<br>AA 36.8%<br>HI 39.7%<br>FY NA<br><br>CAASPP Math<br>ALL 37.6%<br>EL 22.4%<br>SED 31.8%<br>SWD 19.1%<br>AA 30.3%<br>HI 33.7%<br>FY NA<br><br>CAST<br>ALL 34.7%<br>EL 17.1% | Spring 2025<br><br>CAASPP ELA<br>ALL +0.0%<br>EL +3.4%<br>SED +0.0%<br>SWD -3.5%<br>AA -5.8%<br>HI +5.1%<br>FY NA<br><br>CAASPP Math<br>ALL -1.5%<br>EL +1.1%<br>SED -0.3%<br>SWD +2.3%<br>AA +7.3%<br>HI -1.6%<br>FY NA<br><br>CAST<br>ALL +3.7%<br>EL -11.1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SED 27.5%<br>SWD 12.0%<br>AA 15.4%<br>HI 22.0%<br>Foster NA<br><br>Chronic Absenteeism<br>ALL 34.0%<br>EL 28.9%<br>SED 37.1%<br>SWD 47.0%<br>AA 38.3%<br>HI 34.2%<br>FY NA | SED 20.4%<br>SWD 3.6%<br>AA NA<br>HI 16.2%<br>Foster NA<br><br>Chronic Absenteeism<br>ALL 24.8%<br>EL 19.8%<br>SED 27.3%<br>SWD 32.3%<br>AA 35.7%<br>HI 25.8%<br>FY NA | SED 29.1%<br>SWD 7.7%<br>AA NA<br>HI 33.0%<br>Foster NA<br><br>Chronic Absenteeism<br>ALL 25.0%<br>EL 20.5%<br>SED 31.3%<br>SWD 31.7%<br>AA 27.5%<br>HI 27.4%<br>FY NA | SED 33.5%<br>SWD 18.0%<br>AA 21.4%<br>HI 28.0% (35.0% new)<br>Foster NA<br><br>Chronic Absenteeism<br>ALL 20.8%<br>EL 15.8%<br>SED 23.3%<br>SWD 28.3%<br>AA 32.3% (25.5% new)<br>HI 21.8%<br>FY NA | SED +1.6%<br>SWD -4.3%<br>AA NA<br>HI +11.0%<br>Foster NA<br><br>Chronic Absenteeism<br>ALL -9.0%<br>EL -8.4%<br>SED -5.8%<br>SWD -15.3%<br>AA -10.8%<br>HI -6.8%<br>FY NA |
| 1.10 | AVID Participation<br><br>Increase AVID school-wide participation rates by 1% annually overall and maintain current representation levels within AVID for all student groups<br><br>Source: Power BI | January 2024<br><br>Middle School<br>ALL 12.8%<br>EL 2.8%<br>SED 72.1%<br>SWD 4.1%<br>AA 9.0%<br>HI 57.8%<br>FY 0.6%<br><br>High School<br>ALL 11.9%<br>EL 4.3%<br>SED 70.0%<br>SWD 4.3%<br>AA 7.8%<br>HI 62.9%<br>FY 0.4% | January 2025<br><br>Middle School<br>ALL 10.9%<br>EL 2.7%<br>SED 70.1%<br>SWD 2.9%<br>AA 9.4%<br>HI 55.9%<br>FY 0%<br><br>High School<br>ALL 11.8%<br>EL 1.9%<br>SED 69.2%<br>SWD 3.6%<br>AA 8.2%<br>HI 61.3%<br>FY 0.3% | January 2026<br><br>Middle School<br>ALL 11.6%<br>EL 0.7%<br>SED 65.1%<br>SWD 2.4%<br>AA 8.1%<br>HI 53.6%<br>FY 0.0%<br><br>High School<br>ALL 13.7%<br>EL 2.2%<br>SED 67.4%<br>SWD 2.5%<br>AA 8.1%<br>HI 61.6%<br>FY 0.1% | January 2027<br><br>Middle School<br>ALL 15.8%<br>EL 8.8%<br>SED 79.1%<br>SWD 10.1%<br>AA 15.0%<br>HI 63.8%<br>FY 6.6%<br><br>High School<br>ALL 14.9%<br>EL 10.3%<br>SED 76.0%<br>SWD 10.3%<br>AA 13.8%<br>HI 68.9%<br>FY 6.4% | January 2026<br><br>Middle School<br>ALL -1.2%<br>EL -2.1%<br>SED -7.0%<br>SWD -1.7%<br>AA -0.9%<br>HI -4.2%<br>FY -0.6%<br><br>High School<br>ALL +1.8%<br>EL -2.1%<br>SED -2.6%<br>SWD -1.8%<br>AA +0.3%<br>HI -1.3%<br>FY -0.3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.11 | AVID Retention High School<br><br>Increase AVID retention rate by 2% annually overall and at each high school<br><br>Source: Power BI | 2023 Cohort<br><br>ALL 50.0%<br>MMHS 45.7%<br>MVHS 49.3%<br>VMHS 55.9% | 2024 Cohort<br><br>ALL 51.4%<br>MMHS 43.2%<br>MVHS 53.2%<br>VMHS 58.5% | 2025 Cohort<br><br>ALL 60.2%<br>MMHS 52.1%<br>MVHS 51.4%<br>VMHS 76.3% | 2026 Cohort<br><br>ALL 56.0% (62.2% new)<br>MMHS 51.7% (54.1% new)<br>MVHS 55.3%<br>VMHS 61.9% (78.3% new) | 2025 Cohort<br><br>ALL +10.2%<br>MMHS +6.4%<br>MVHS +2.1%<br>VMHS +20.4% |
| 1.12 | AVID GPA Middle and High School<br><br>Increase % of AVID at or above 2.5 GPA by 2% annually at each middle and high school<br><br>Source: Power BI | December 2023<br><br>DMMS 92.1%<br>SMS 64.7%<br>TMS 74.7%<br>WSMS 90.6%<br>MMHS 74.5%<br>MVHS 76.0%<br>VMHS 84.3% | December 2024<br><br>DMMS 83.1%<br>SMS 66.3%<br>TMS 75.8%<br>WSMS 81.9%<br>MMHS 80.2%<br>MVHS 85.5%<br>VMHS 85.5% | December 2025<br><br>DMMS 94.6%<br>SMS 78.4%<br>TMS 74.0%<br>WSMS 92.5%<br>MMHS 77.4%<br>MVHS 85.5%<br>VMHS 83.1% | December 2026<br><br>DMMS 98.1%<br>SMS 70.7% (80.4% new)<br>TMS 80.7%<br>WSMS 96.6%<br>MMHS 80.5%<br>MVHS 89.5%<br>VMHS 90.3% | December 2025<br><br>DMMS +2.5%<br>SMS +13.7%<br>TMS -0.7%<br>WSMS +1.9%<br>MMHS +2.9%<br>MVHS +9.5%<br>VMHS -1.2% |
| 1.13 | Early Academic Preparedness (EAP) Rate<br><br>Increase EAP "Fully Prepared" rates in ELA and Math by 2% annually overall and for all student groups<br><br>Source: DataQuest | Spring 2023<br><br>ELA<br>ALL 38.5%<br>EL 0.0%<br>SED 29.8%<br>SWD 10.7%<br>AA 27.2%<br>HI 29.4%<br>FY NA<br><br>Math<br>All 14.6%<br>EL 0.0%<br>SED 8.0%<br>SWD 1.1%<br>AA 2.6% | Spring 2024<br><br>ELA<br>ALL 40.0%<br>EL 0.0%<br>SED 34.3%<br>SWD 7.6%<br>AA 24.0%<br>HI 34.1%<br>FY NA<br><br>Math<br>All 16.4%<br>EL 0.0%<br>SED 12.5%<br>SWD 2.0%<br>AA 5.8% | Spring 2025<br><br>ELA<br>ALL 41.5%<br>EL 2.0%<br>SED 34.5%<br>SWD 8.6%<br>AA 30.7%<br>HI 36.2%<br>FY NA<br><br>Math<br>All 17.5%<br>EL 0.0%<br>SED 11.6%<br>SWD 0.8%<br>AA 11.1% | Spring 2026<br><br>ELA<br>ALL 44.5%<br>EL 6.0%<br>SED 35.8%<br>SWD 16.7%<br>AA 33.2%<br>HI 35.4% (38.2% new)<br>FY NA<br><br>Math<br>All 20.6%<br>EL 6.0%<br>SED 14.0%<br>SWD 7.1% | Spring 2025<br><br>ELA<br>ALL +3.0%<br>EL +2.0%<br>SED +4.7%<br>SWD -2.1%<br>AA +3.5%<br>HI +6.8%<br>FY NA<br><br>Math<br>ALL +2.9%<br>EL +0.0%<br>SED +3.6%<br>SWD -0.3%<br>AA +8.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | HI 8.9%<br>FY NA | HI 11.8%<br>FY NA | HI 12.6%<br>FY NA | AA 8.6% (13.1% new)<br>HI 14.9%<br>FY NA | HI +3.7%<br>FY NA |
| 1.14 | AP Pass Rate<br><br>Increase % of students completing AP exams with a score of 3 or higher by 2% annually overall and for all student groups<br><br>Source: College Board and Power BI | Spring 2023<br><br>ALL 65.8%<br>EL NA<br>SED 52.8%<br>SWD NA<br>AA 54.7%<br>HI 63.3%<br>FY NA | Spring 2024<br><br>ALL 69.2%<br>EL NA<br>SED 64.8%<br>SWD NA<br>AA 68.9%<br>HI 66.0%<br>FY NA | Spring 2025<br><br>ALL 78.3%<br>EL NA<br>SED 73.9%<br>SWD NA<br>AA 73.3%<br>HI 74.5%<br>FY NA | Spring 2026<br><br>ALL 71.8% (80.3% new)<br>EL NA<br>SED 68.8% (75.9% new)<br>SWD NA<br>AA 72.9% (75.3% new)<br>HI 69.3% (76.5% new)<br>FY NA | Spring 2025<br><br>ALL +12.5%<br>EL NA<br>SED +21.1%<br>SWD NA<br>AA +18.6%<br>HI +11.2%<br>FY NA |
| 1.15 | AP Participation Rate<br><br>Increase % participation of students in SED and Hispanic student group 2% annually to align with proportionality data<br><br>Source: Power BI | 2022-23 School Year<br><br>EL 1.0%<br>SED 40.9%<br>SWD 2.1%<br>AA 7.1%<br>HI 36.5%<br>FY 0.0% | 2023-24 School Year<br><br>EL 0.6%<br>SED 41.3%<br>SWD 1.7%<br>AA 5.7%<br>HI 37.7%<br>FY 0.1% | 2024-25 School Year<br><br>EL 1.0%<br>SED 47.8%<br>SWD 1.5%<br>AA 6.5%<br>HI 39.1%<br>FY 0.1% | 2025-26 School Year<br><br>EL 1.0%<br>SED 46.9% (49.8% new)<br>SWD 2.1%<br>AA 7.1%<br>HI 42.5%<br>FY 0.0% | 2024-25 School Year<br><br>EL +0.0%<br>SED +6.9%<br>SWD -0.6%<br>AA -0.6%<br>HI +2.6%<br>FY +0.1% |
| 1.16 | Standards-aligned Instructional Materials<br><br>Maintain 100% of students in the school district have access to the standards-aligned instructional materials<br><br>Source: Destiny | 2023-24 School Year<br><br>100% of students in the school district have access to the standards-aligned instructional materials. | 2024-25 School Year<br><br>100% of students in the school district have access to the standards-aligned instructional materials. | 2025-26 School Year<br><br>100% of students in the school district have access to the standards-aligned instructional materials. | 2026-27 School Year<br><br>100% of students in the school district have access to the standards-aligned instructional materials. | 2025-26 School Year<br><br>+/-0% of students in the school district have access to the standards-aligned instructional materials. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.17 | CA Dashboard Local Indicators<br><br>Priority 2 Reflection Tool, Question 2<br>Attain and/or Maintain a score of 4 or higher for all subject areas<br><br>Source: Local Indicator Self-Reflection Tool | Spring 2024<br><br>LEA instructional materials aligned with standards and/or curriculum frameworks (1-5)<br><br>ELA (4)<br>ELD (3)<br>Mathematics (1)<br>NGSS (4)<br>Social Science (4) | Spring 2025<br><br>LEA instructional materials aligned with standards and/or curriculum frameworks (1-5)<br><br>ELA (5)<br>ELD (4)<br>Mathematics (3)<br>NGSS (4)<br>Social Science (4) | Spring 2026<br><br>LEA instructional materials aligned with standards and/or curriculum frameworks (1-5)<br><br>ELA (5)<br>ELD (4)<br>Mathematics (4)<br>NGSS (4)<br>Social Science (4) | Spring 2027<br><br>LEA instructional materials aligned with standards and/or curriculum frameworks (1-5)<br><br>ELA (5)<br>ELD (5)<br>Mathematics (4) (5 new)<br>NGSS (5)<br>Social Science (5) | Spring 2026<br><br>LEA instructional materials aligned with standards and/or curriculum frameworks (1-5)<br><br>ELA +1<br>ELD +1<br>Mathematics +3<br>NGSS 0<br>Social Science 0 |

# Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The Murrieta Valley Unified School District implemented all Goal 1 actions. These actions were important in addressing student achievement which is at the core of what we do as a district. The district was intentionally focused on implementing Goal 1 actions and services to meet the learning needs of our unduplicated and identified student groups.

The district continued to demonstrate steady progress in the implementation of Goal 1 actions, building on prior successes and deepening systems that support student achievement and postsecondary readiness. Professional Learning Teams (PLTs) (Action 1.3) remained a central focus, with continued growth achieved through strengthened instructional practices, ongoing professional learning, and the intentional development of guiding coalitions and interventions at each site. These efforts enhanced collaboration, coherence, and shared responsibility for continuous improvement across schools. Counseling supports (Action 1.2) were implemented with fidelity at all grade spans, providing students with consistent academic, social-emotional, and college and career guidance. At the secondary level, AVID (Action 1.4) remained a core academic support program for unduplicated students, with full implementation at all middle and high schools. The district also continued to enhance and expand Career Technical Education (CTE) (Action 1.5) offerings, ensuring students have access to robust and meaningful career pathways. Building on the success of the pilot middle school career exploration course, plans are underway to expand this opportunity to all middle schools. A strong focus on college and career readiness (Action 1.6) was further reinforced through the full implementation of annual career fairs at all school sites, providing students with early and ongoing exposure to postsecondary options and workforce pathways.

There were no substantive differences between planned and implemented Goal 1 actions.

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

The district used a 10% threshold (above or below budget) to define a substantive difference.

Action 1.1 was fully implemented, and expenditures increased by 62% due to additional staffing investments in TK to reduce teacher-to-student ratios, at the secondary level to lower some core class sizes below 31 students, and in RSP services to reduce some caseloads below the maximum of 28 students.

Action 1.2 was fully implemented, and expenditures reflect an increase of 114% due to secondary counselors being added to LREBG mid-year after the Adopted Budget. The use of LREBG funds to support these actions allowed the district to maintain or improve continuity of services. Without these funds, the district likely would have reduced service levels.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

1.1 The allocation of additional teachers to support smaller class sizes continues to be an effective strategy in advancing the district's academic goals. Maintaining reduced student-to-teacher ratios has allowed teachers to respond more intentionally to individual learning needs, address emerging behavioral challenges, and strengthen classroom relationships that support engagement and learning. While iReady data could not be compared year over year due to a change in assessment windows, third grade CAASPP results demonstrate strong examples of student growth, including within the socioeconomically disadvantaged student group. In ELA, all student proficiency improved from 52.8% to 59.3% and SED student proficiency improved from 45.2% to 50.9%. In Math, all student proficiency improved from 55.4% to 57.8% and SED student proficiency improved from 45.0% to 49.0%. These metrics are evidence of the effectiveness of this action. Educational partners continue to advocate for further reductions in class size, citing the increasing complexity of student needs, the benefits of more individualized support, and the importance of proactive behavior management. This action remains especially impactful for English learners, students from low-income families, students in foster care or experiencing homelessness, and students with disabilities, who benefit from increased access to adult support, responsive instruction, and learning environments designed to meet diverse student needs.

1.2 The continued allocation of counselors across grades TK–12 has remained an effective strategy in supporting college and career readiness and addressing students' academic and wellness needs. Counselors maintained a strong focus on career readiness, with intentional communication and outreach prior to high school to ensure students and families are informed about available Career Technical Education (CTE) pathways and overall academic options. This year, the district implemented a new skills screener, Satchel Pulse, and provided training for counselors to support effective interpretation and use of resulting data. Counselors also focused on reviewing and aligning push-in lessons across grade spans, with an emphasis on self-management and interpersonal skill instruction at the elementary level and academic-focused supports at the secondary level. There was more structured data use within counseling programs and there is a planned focus on aligning counselors to the Professional Learning Teams (PLTs) model next year. In addition, counselors engaged in planning around the new High School Readiness Indicator to better support middle school students based on individual needs. While A–G completion rates remained steady at 60.5% with slight growth of 0.5% from the prior year, the district experienced strong growth in College and Career Indicator (CCI) performance from 58.8% to 64.0%, including notable gains among socioeconomically disadvantaged (51.7% to 56.7%) and Hispanic (52.5% to 58.4%) student groups, which is evidence of the effectiveness of this action. This action has been especially impactful for English learners, students from low-income families, students in foster care or experiencing homelessness, and students with

disabilities, as it provides sustained access to personalized guidance, timely interventions, and coordinated academic and wellness supports across grade levels.

1.3 District coordinators and PLT leads continued to play a critical role in supporting the implementation of Goal 1 through sustained leadership, oversight, and direct support to school sites. Coordinators provided districtwide leadership in key focus areas, including technology, assessment, secondary instruction, and the arts. Notable highlights this year include the development of an artificial intelligence steering committee, which began initial planning around professional learning and the thoughtful rollout of AI practices across the district. Coordinators also supported the coordination and implementation of redesigned high school grade-level projects, which were launched across the district and place a stronger emphasis on postsecondary goal setting and college and career readiness. PLT leads remained central to the district's professional learning team initiative, guiding teams deeper into the analysis of data and common assessments and beginning focused work on instructional responses for students who require additional support to meet grade-level standards. The impact of these coordinated efforts is reflected in districtwide academic performance, with continued growth observed on CAASPP and CAST assessments. Fifth grade proficiency increased from 54.6% to 63.5% in ELA and from 44.7% to 48.4% in Math, including specific gains for English learners (16.8% to 31.3% ELA and 10.4% to 17.9% Math) and socioeconomically disadvantaged students (45.7% to 57.9% ELA and 34.9% to 40.4% Math). Fifth grade CAST scores increased from 42.1% to 43.5% for all students, 7.2% to 8.2% for English learners, and 33.1% to 35.5% for socioeconomically disadvantaged students. These examples of CAASPP and CAST growth are evidence of the effectiveness of this action. This action has been especially impactful for English learners, students from low-income families, students in foster care or experiencing homelessness, and students with disabilities, as it supports more responsive instruction, targeted intervention, and access to high-quality teaching and learning across the district.

1.4 The district sustained strong implementation of the Advancement Via Individual Determination (AVID) program across all secondary school sites, reinforcing its commitment to closing opportunity gaps and preparing students for college and career success. AVID continued to emphasize writing, inquiry, collaboration, and reading (WICOR) strategies while supporting students—particularly English learners, socioeconomically disadvantaged students, Hispanic students, foster and homeless youth, and students with disabilities—with academic skills, organizational strategies, and a college-going mindset. During the year, Murrieta Mesa High School was successfully revalidated as an AVID National Demonstration School and served as a county showcase site, while districtwide investments in professional learning strengthened instructional capacity through training for teachers and tutors, including expanded support in high school math classrooms. Vertical articulation and student engagement were enhanced through coordinated middle-to-high school transition activities, leadership opportunities, college visits, and family outreach. AVID students demonstrated strong achievement and engagement through regional and local recognition, scholarships, and leadership events. Supporting metrics indicate steady A–G completion rates, growth in College and Career Indicator performance—including among targeted student groups—and continued increases in AVID student GPA and retention, reflecting the program's sustained positive impact on student outcomes. While A–G completion rates remained steady at 60.5% with slight growth of 0.5% from the prior year, the district experienced strong growth in College and Career Indicator (CCI) performance from 58.8% to 64.0%, including notable gains among socioeconomically disadvantaged (51.7% to 56.7%) and Hispanic (52.5% to 58.4%) student groups, which is evidence of the effectiveness of this action. Additionally, AVID participation increased by 0.7% for all middle school students and by 1.9% for all high school students, with an increase in the AVID high school retention rate of 8.8% for all students, which is further evidence of the action's effectiveness.

1.5 The district experienced significant success in the continued improvement of Career Technical Education (CTE) as a key strategy for college and career readiness. At the high school level, the district began streamlining CTE by transitioning from three-year to two-year

pathways, increasing student flexibility, access, and choice to a broader range of pathway experiences aligned to their postsecondary goals. The district also implemented its Work Based Learning/Youth Apprenticeship course designed to provide structured, work-based learning experiences for CTE students who have completed a pathway and want to gain more experience in that industry. In addition, the Education Pathway continued to expand and will be available at all comprehensive high schools next year, increasing access to this high-demand career field. At the middle school level, the highly successful pilot of a Career Exploration course at one site prompted plans to expand the course to all four middle schools in the coming school year. These combined efforts are reflected in strong outcome data, including notable increases in CTE pathway completion rates (3.0%) and College and Career Indicator (CCI) performance (5.2%) for all students, with particularly strong gains for socioeconomically disadvantaged (+3.6% CTE, +5.0% CCI) and Hispanic (+4.1% CTE, +5.9% CCI) student groups. This growth is evidence of the effectiveness of this action. This action has been especially impactful for English learners, students from low-income families, students in foster care or experiencing homelessness, and students with disabilities, as it expands access to sequenced pathways, real-world learning experiences, and meaningful postsecondary opportunities.

1.6 The district continued to prioritize college and career readiness as a central focus for all students through a coordinated set of supports and experiences across grade levels. While the district encountered challenges this year due to the loss of access to online dual enrollment courses previously available to students, responsive actions were taken to mitigate the impact. The district successfully applied for and received the Middle College Early College Grant, which has helped bridge access to college-level coursework while new postsecondary partnerships are actively being developed. Continued progress was also made in completing the middle school course catalog, supporting clearer academic planning and smoother transitions into high school. At the high school level, the district initiated the rollout of grade-level projects designed to build on the ten-year plans all freshmen develop in a recently established required course, reinforcing long-term goal setting and alignment between academic coursework, career exploration, and postsecondary planning. Career fairs were fully implemented across all grade spans and school sites, and the district was invited to host the SoCal Trade Fair at one high school, providing targeted exposure to skilled trades and postsecondary options aligned to student interests. These coordinated efforts contributed to positive student outcomes, including growth in A–G completion combined with CTE pathway completion (+3.3%), increased Early Assessment Program (EAP) readiness (+1.5% ELA, 0.9% Math), and growth in Advanced Placement (AP) participation (+6.5% SED) and pass rates (+9.1% All, +9.1% SED), particularly for socioeconomically disadvantaged students. This growth is evidence of the effectiveness of this action. As with other Goal 1 strategies, this action has been especially impactful for English learners, students from low-income families, students in foster care or experiencing homelessness, and students with disabilities, as it expands access to critical information, academic supports, and meaningful postsecondary pathways.

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

Metrics

1.1 iReady K - 3 (% at grade level) - Changed source from Power BI to Educlimber.

1.2 CAASPP Grade 3 (% meets/ exceeds standard) - All students met target for year 3 outcome so increased that target to 61.3%; SED met target for year 3 outcome so increased that target to 52.9%; HI met target for year 3 outcome so increased that target to 56.1%.

1.5 CTE Pathway Completion - All students met target for year 3 outcome so increased that target to 17.4%; SED met target for year 3 outcome so increased that target to 15.9%; HI met target for year 3 outcome so increased that target to 16.1%.

1.6 CCI Rate - All students met target for year 3 outcome so increased that target to 66.0%; SED met target for year 3 outcome so increased that target to 58.7%; HI met target for year 3 outcome so increased that target to 60.4%.

1.7 CAASPP (% meets/exceeds standard) - 5th Grade ELA All students met target for year 3 outcome so increased that target to 65.5%; 5th Grade ELA EL met target for year 3 outcome so increased that target to 33.3%; 5th Grade ELA SED met target for year 3 outcome so increased that target to 59.9%; 5th Grade ELA SWD met target for year 3 outcome so increased that target to 34.7%; 5th Grade ELA AA met target for year 3 outcome so increased that target to 57.9%; 5th Grade ELA HI met target for year 3 outcome so increased that target to 58.6%; 5th Grade Math All students met target for year 3 outcome so increased that target to 50.4%; 5th Grade Math EL met target for year 3 outcome so increased that target to 19.9%; 5th Grade Math SWD met target for year 3 outcome so increased that target to 23.5%; 8th Grade ELA AA met target for year 3 outcome so increased that target to 57.2%; 8th Grade Math SED met target for year 3 outcome so increased that target to 43.5%; 11th Grade ELA EL met target for year 3 outcome so increased that target to 21.6%; 11th Grade ELA SED met target for year 3 outcome so increased that target to 74.0%; 11th Grade Math AA met target for year 3 outcome so increased that target to 31.3%.

1.8 CAST (% meets/exceeds standard) - 5th Grade SWD met target for year 3 outcome so increased that target to 24.8%; 5th Grade HI met target for year 3 outcome so increased that target to 39.3%; 8th Grade All students met target for year 3 outcome so increased that target to 49.1%; 8th Grade SED met target for year 3 outcome so increased that target to 45.4%; 8th Grade AA met target for year 3 outcome so increased that target to 36.5%; 8th Grade HI met target for year 3 outcome so increased that target to 43.3%.

1.9 Avaxat CAASPP, CAST, Chronic Absenteeism - CAST HI met target for year 3 outcome so increased that target to 35.0%; Chronic Absenteeism AA met target for year 3 outcome so decreased that target to 25.5%.

1.11 AVID Retention High School - All schools met target for year 3 outcome so increased that target to 62.2%; MMHS met target for year 3 outcome so increased that target to 54.1%; VMHS met target for year 3 outcome so increased that target to 78.3%.

1.12 AVID GPA Middle and High School - SMS met target for year 3 outcome so increased that target to 80.4%.

1.13 Early Academic Preparedness (EAP) Rate - ELA HI met target for year 3 outcome so increased that target to 38.2%. Math AA met target for year 3 outcome so increased that target to 13.1%.

1.14 AP Pass Rate - All students met target for year 3 outcome so increased that target to 80.3%; SED met target for year 3 outcome so increased that target to 75.9%; AA met target for year 3 outcome so increased that target to 75.3%; HI met target for year 3 outcome so increased that target to 76.5%.

1.15 AP Participation Rate - SED met target for year 3 outcome so increased that target to 49.8%.

1.17 CA Dashboard Local Indicators, Priority 2 Reflection Tool, Question 2 - Math met target for year 3 outcome so increased that target to 5.

Actions

1.1 Additional Teachers for Smaller Class Sizes - Removed LREBG description, dollar amount, and supporting research; Changed location to Specific Grade Spans: Elementary (K-3).

1.2 Additional Counselors TK - 12 - Added LREBG description, dollar amount, supporting research, and metric.

1.6 College/Career Readiness - Changed location to All Schools.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Additional Teachers for Smaller Class Sizes | Additional teachers at the K-3 level will provide teachers with a greater opportunity to differentiate instruction to meet the specific learning needs of students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth) to ensure they meet grade level standards. This action will be directed towards the English Learner and Students with Disabilities groups, at specific elementary schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Students with Disabilities, at specific elementary schools, who are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary. | $2,828,318.00 | Yes |
| **1.2** | Additional Counselors TK - 12 | Additional counselors at the elementary, middle, and high school levels will ensure students' social emotional well-being and college/career readiness, with a focus on providing services and support to students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). LREBG funds ($2,646,942) will provide additional secondary counselors. Research supports this use of funds, as studies by the American School Counselor Association (ASCA) show that the presence of comprehensive school counseling programs is linked to positive student outcomes, including academic achievement in English Language Arts and Mathematics. The district will monitor this action using A-G completion rates (metric 1.3) and College and Career Indicator (CCI) data (metric 1.6). This action will also be directed towards the | $8,034,523.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Socioeconomically Disadvantaged students at Murrieta Canyon Academy, Hispanic students at Murrieta Canyon Academy, and Students with Disabilities at Vista Murrieta HS that are characterized as Very Low on the College/Career Indicator on the 2023 Dashboard. | | |
| **1.3** | Coordinators and PLT Leads | Coordinators will support student learning by providing services in areas such as data disaggregation and analysis, curriculum and standards implementation, instructional technology and computer science, college/career readiness, and visual/performing arts, with a focus on providing services and support to students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). PLT Leads will facilitate team collaboration, guide data-driven discussions, and support the implementation of effective instructional practices. This action will also be directed towards the English Learner and Students with Disabilities groups, at specific schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and Students with Disabilities and English Learners, at specific schools, that are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary. | $1,170,136.00 | Yes |
| **1.4** | Advancement Via Individual Determination (AVID) Program | The AVID program at all Secondary Schools will provide students with academic support including organizational tools, academic planning/monitoring, tutoring, and college/career awareness with a focus on providing services and support to first generation college students and students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). | $2,524,817.00 | Yes |
| **1.5** | Career Technical Education (CTE) | Career Technical Education will provide students with opportunities to gain industry experience in a career pathway to prepare them for high wage, high skill, and high demand careers, with a focus on promoting these programs to students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the Socioeconomically Disadvantaged students at Murrieta Canyon Academy, Hispanic students at Murrieta Canyon Academy, and Students with Disabilities at Vista Murrieta HS that are characterized as Very Low on the College/Career Indicator on the 2023 Dashboard. | $3,548,549.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.6** | College/Career Readiness | The College/Career Readiness action will provide supplemental supports to promote post high school awareness, exploration, and preparation, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth) in this area. This action will also be directed towards the Socioeconomically Disadvantaged students at Murrieta Canyon Academy, Hispanic students at Murrieta Canyon Academy, and Students with Disabilities at Vista Murrieta HS that are characterized as Very Low on the College/Career Indicator on the 2023 Dashboard. | $168,412.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Intervention: Provide high quality early intervention actions and services to close achievement gaps and ensure high levels of learning for all students. | Broad Goal |

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Intervention actions and services ensure all students receive targeted supports to enable them to achieve the standards. Based on an analysis of our academic achievement data, there is a continued need to have an intentional focus on intervention efforts to close achievement gaps for students in unduplicated student groups. The CA Dashboard data illustrates this need, as performance in English Language Arts is characterized as Green, but a number of student groups are not, including English Learners and Foster Youth who are characterized as Orange. In Mathematics the district is also characterized as Green, but most student groups are not, including Socioeconomically Disadvantaged which is Yellow and English Learners and Foster Youth students which are Orange. Additionally, the district is characterized as Orange when it comes to the English Learner Progress Indicator, with 50.8% of students making progress towards English language proficiency, a rate that declined 2.4% from the prior year.

Through the implementation of the Goal 2 actions (elementary intervention teachers, additional secondary sections for intervention, English Learner program support, intervention programs and support, and Long-term English Learner supports), we expect to see improved student learning and achievement as evidenced by Goal 2 metrics.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | iReady K - 5 (% at grade level) | December 2023<br><br>ELA<br>Kinder 60.0% | December 2024<br><br>ELA<br>Kinder 60.3% | December 2025<br><br>ELA<br>Kinder 60.7% | December 2026<br><br>ELA<br>Kinder 66.0% | December 2025<br><br>ELA<br>Kinder +0.7% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Increase % at grade level by 2% annually for all grade levels and student groups<br><br>Source: Educlimber | 1st Grade 39.8%<br>2nd Grade 58.4%<br>3rd Grade 68.1%<br>4th Grade 51.4%<br>5th Grade 49.6%<br><br>ALL 54.6%<br>EL 26.4%<br>SED 46.5%<br>SWD 29.9%<br>AA 49.6%<br>HI 48.3%<br>FY 31.6%<br><br>Math<br>Kinder 38.5%<br>1st Grade 24.8%<br>2nd Grade 32.7%<br>3rd Grade 37.9%<br>4th Grade 44.9%<br>5th Grade 47.8%<br><br>ALL 38.2%<br>EL 17.4%<br>SED 30.6%<br>SWD 23.2%<br>AA 29.5%<br>HI 31.6%<br>FY 15.8% | 1st Grade 39.0%<br>2nd Grade 55.6%<br>3rd Grade 70.7%<br>4th Grade 50.3%<br>5th Grade 50.9%<br><br>ALL 54.6%<br>EL 24.0%<br>SED 47.0%<br>SWD 33.2%<br>AA 46.6%<br>HI 49.5%<br>FY 33.3%<br><br>Math<br>Kinder 38.6%<br>1st Grade 26.3%<br>2nd Grade 32.2%<br>3rd Grade 39.5%<br>4th Grade 44.0%<br>5th Grade 47.9%<br><br>ALL 38.6%<br>EL 17.3%<br>SED 31.2%<br>SWD 23.8%<br>AA 24.0%<br>HI 32.1%<br>FY 17.5% | 1st Grade 32.7%<br>2nd Grade 53.0%<br>3rd Grade 63.4%<br>4th Grade 47.1%<br>5th Grade 45.7%<br><br>ALL 49.4%<br>EL 19.6%<br>SED 41.5%<br>SWD 25.5%<br>AA 42.9%<br>HI 43.2%<br>FY 18.2%<br><br>Math<br>Kinder 39.0%<br>1st Grade 17.1%<br>2nd Grade 31.5%<br>3rd Grade 30.0%<br>4th Grade 43.3%<br>5th Grade 43.7%<br><br>ALL 34.4%<br>EL 12.8%<br>SED 27.3%<br>SWD 17.9%<br>AA 20.6%<br>HI 28.0%<br>FY 17.6% | 1st Grade 45.8%<br>2nd Grade 64.4%<br>3rd Grade 74.1%<br>4th Grade 57.4%<br>5th Grade 55.6%<br><br>ALL 60.6%<br>EL 32.4%<br>SED 52.5%<br>SWD 35.9%<br>AA 55.6%<br>HI 54.3%<br>FY 37.6%<br><br>Math<br>Kinder 44.5%<br>1st Grade 30.8%<br>2nd Grade 38.7%<br>3rd Grade 43.9%<br>4th Grade 50.9%<br>5th Grade 53.8%<br><br>ALL 44.2%<br>EL 23.4%<br>SED 36.6%<br>SWD 29.2%<br>AA 35.5%<br>HI 37.6%<br>FY 21.8% | 1st Grade -7.1%<br>2nd Grade -5.4%<br>3rd Grade -4.7%<br>4th Grade -4.3%<br>5th Grade -3.9%<br><br>ALL -5.2%<br>EL -6.8%<br>SED -5.0%<br>SWD -4.4%<br>AA -6.7%<br>HI -5.1%<br>FY -13.4%<br><br>Math<br>Kinder +0.5%<br>1st Grade -7.7%<br>2nd Grade -1.2%<br>3rd Grade -7.9%<br>4th Grade -1.6%<br>5th Grade -4.1%<br><br>ALL -3.8%<br>EL -4.6%<br>SED -3.3%<br>SWD -5.3%<br>AA -8.9%<br>HI -3.6%<br>FY +1.8% |
| 2.2 | CAASPP (% meets/ exceeds standard)<br><br>Increase % meets/exceeds standard by 2% annually for all grade levels and student groups | Spring 2023<br><br>5th Grade ELA<br>ALL 53.7%<br>EL 13.5%<br>SED 46.7%<br>SWD 20.5%<br>AA 32.9% | Spring 2024<br><br>5th Grade ELA<br>ALL 54.6%<br>EL 16.8%<br>SED 45.7%<br>SWD 21.0%<br>AA 39.8% | Spring 2025<br><br>5th Grade ELA<br>ALL 63.5%<br>EL 31.3%<br>SED 57.9%<br>SWD 32.7%<br>AA 55.9% | Spring 2026<br><br>5th Grade ELA<br>ALL 59.7% (65.5% new)<br>EL 19.5% (33.3% new) | Spring 2025<br><br>5th Grade ELA<br>ALL +9.8%<br>EL +17.8%<br>SED +11.2%<br>SWD +12.2%<br>AA +23.0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: DataQuest | HI 42.0%<br>FY NA | HI 46.4%<br>FY NA | HI 56.6%<br>FY NA | SED 52.7%<br>(59.9% new)<br>SWD 26.5%<br>(34.7% new)<br>AA 43.8% (57.9% new)<br>HI 48.0% (58.6% new)<br>FY NA | HI +14.6%<br>FY NA |
| | | 5th Grade Math<br>ALL 42.4%<br>EL 11.5%<br>SED 35.4%<br>SWD 13.8%<br>AA 20.0%<br>HI 28.4%<br>FY NA | 5th Grade Math<br>ALL 44.7%<br>EL 10.4%<br>SED 34.9%<br>SWD 17.9%<br>AA 29.5%<br>HI 36.6%<br>FY NA | 5th Grade Math<br>ALL 48.4%<br>EL 17.9%<br>SED 40.4%<br>SWD 21.5%<br>AA 25.0%<br>HI 40.4%<br>FY NA | 5th Grade Math<br>ALL 48.4% (50.4% new)<br>EL 17.5% (19.9% new)<br>SED 41.4%<br>SWD 19.8%<br>(23.5% new)<br>AA 33.5%<br>HI 40.6%<br>FY NA | 5th Grade Math<br>ALL +6.0%<br>EL +6.4%<br>SED +5.0%<br>SWD +7.7%<br>AA +5.0%<br>HI +12.0%<br>FY NA |
| | | 8th Grade ELA<br>ALL 58.1%<br>EL 11.1%<br>SED 50.4%<br>SWD 15.8%<br>AA 44.0%<br>HI 51.8%<br>FY NA | 8th Grade ELA<br>ALL 61.0%<br>EL 7.7%<br>SED 52.7%<br>SWD 27.8%<br>AA 50.6%<br>HI 54.8%<br>FY NA | 8th Grade ELA<br>ALL 60.0%<br>EL 1.4%<br>SED 53.4%<br>SWD 19.7%<br>AA 55.2%<br>HI 53.4%<br>FY NA | 8th Grade ELA<br>ALL 64.1%<br>EL 17.1%<br>SED 56.4%<br>SWD 31.8%<br>AA 54.6% (57.2% new)<br>HI 57.8%<br>FY NA | 8th Grade ELA<br>ALL +1.9%<br>EL -9.7%<br>SED +3.0%<br>SWD +3.9%<br>AA +11.2%<br>HI +1.6%<br>FY NA |
| | | 8th Grade Math<br>ALL 41.9%<br>EL 7.9%<br>SED 35.1%<br>SWD 12.1% | 8th Grade Math<br>ALL 45.3%<br>EL 6.4%<br>SED 35.9%<br>SWD 12.9% | 8th Grade Math<br>ALL 46.7%<br>EL 2.9%<br>SED 41.5%<br>SWD 11.1% | 8th Grade Math<br>ALL 47.9%<br>EL 13.9%<br>SED 41.1%<br>(43.5% new) | 8th Grade Math<br>ALL +4.8%<br>EL -5.0%<br>SED +6.4%<br>SWD -1.0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | AA 29.3%<br>HI 34.2%<br>FY NA<br><br>11th Grade ELA<br>ALL 72.5%<br>EL 12.9%<br>SED 64.4%<br>SWD 34.1%<br>AA 67.5%<br>HI 66.8%<br>FY NA<br><br>11th Grade Math<br>All 38.1%<br>EL 1.4%<br>SED 28.8%<br>SWD 8.3%<br>AA 20.0%<br>HI 29.2%<br>FY NA | AA 18.9%<br>HI 39.1%<br>FY NA<br><br>11th Grade ELA<br>ALL 74.6%<br>EL 17.1%<br>SED 68.8%<br>SWD 33.1%<br>AA 65.4%<br>HI 70.6%<br>FY NA<br><br>11th Grade Math<br>All 38.2%<br>EL 2.4%<br>SED 29.6%<br>SWD 5.3%<br>AA 21.4%<br>HI 30.5%<br>FY NA | AA 29.9%<br>HI 40.1%<br>FY NA<br><br>11th Grade ELA<br>ALL 76.4%<br>EL 19.6%<br>SED 72.0%<br>SWD 32.7%<br>AA 61.4%<br>HI 72.1%<br>FY NA<br><br>11th Grade Math<br>All 38.7%<br>EL 3.9%<br>SED 30.8%<br>SWD 4.8%<br>AA 29.3%<br>HI 29.0%<br>FY NA | SWD 18.1%<br>AA 35.3%<br>HI 40.2%<br>FY NA<br><br>11th Grade ELA<br>ALL 78.5%<br>EL 18.9% (21.6% new)<br>SED 70.4% (74.0% new)<br>SWD 40.1%<br>AA 73.5%<br>HI 72.8%<br>FY NA<br><br>11th Grade Math<br>All 44.1%<br>EL 7.4%<br>SED 34.8%<br>SWD 14.3%<br>AA 26.0% (31.3% new)<br>HI 35.2%<br>FY NA | AA +0.6%<br>HI +5.9%<br>FY NA<br><br>11th Grade ELA<br>ALL +3.9%<br>EL +6.7%<br>SED +7.6%<br>SWD -1.4%<br>AA -6.1%<br>HI +5.3%<br>FY NA<br><br>11th Grade Math<br>ALL +0.6%<br>EL +2.5%<br>SED +2.0%<br>SWD -3.5%<br>AA +9.3%<br>HI -0.2%<br>FY NA |
| 2.3 | 2+ F Rate<br><br>Decrease the % of students receiving 2+ F's by .5 annually for all grade levels and student groups<br><br>Source: Power BI | January 2024 (1st Semester)<br><br>Middle School By Grade Level<br>6th 2.6%<br>7th 5.0%<br>8th 4.4%<br><br>Middle School by Student Group<br>ALL 4.0% | January 2025 (1st Semester)<br><br>Middle School By Grade Level<br>6th 2.0%<br>7th 4.0%<br>8th 4.4%<br><br>Middle School by Student Group<br>ALL 3.5% | January 2026 (1st Semester)<br><br>Middle School By Grade Level<br>6th 2.1%<br>7th 5.1%<br>8th 5.7%<br><br>Middle School by Student Group<br>ALL 4.3% | January 2027 (1st Semester)<br><br>Middle School By Grade Level<br>6th 1.1%<br>7th 3.5%<br>8th 2.9%<br><br>Middle School by Student Group<br>ALL 2.5% | January 2026 (1st Semester)<br><br>Middle School By Grade Level<br>6th -0.5%<br>7th +0.1%<br>8th +1.3%<br><br>Middle School by Student Group<br>ALL +0.3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | EL 7.1%<br>SED 5.2%<br>SWD 6.0%<br>AA 6.1%<br>HI 4.7%<br>FY 13.8%<br><br>High School by Grade Level<br>9th 9.2%<br>10th 10.0%<br>11th 5.3%<br>12th 1.6%<br><br>High School by Student Group<br>ALL 6.5%<br>EL 14.7%<br>SED 7.0%<br>SWD 8.9%<br>AA 9.0%<br>HI 7.9%<br>FY 24.2% | EL 4.4%<br>SED 4.8%<br>SWD 3.2%<br>AA 4.7%<br>HI 4.8%<br>FY 7.1%<br><br>High School by Grade Level<br>9th 7.8%<br>10th 8.9%<br>11th 5.5%<br>12th 1.7%<br><br>High School by Student Group<br>ALL 6.0%<br>EL 13.0%<br>SED 8.1%<br>SWD 7.2%<br>AA 6.8%<br>HI 7.3%<br>FY 13.5% | EL 11.0%<br>SED 5.9%<br>SWD 7.8%<br>AA 6.1%<br>HI 5.8%<br>FY 9.1%<br><br>High School by Grade Level<br>9th 9.8%<br>10th 8.6%<br>11th 5.2%<br>12th 1.7%<br><br>High School by Student Group<br>ALL 6.5%<br>EL 15.7%<br>SED 8.3%<br>SWD 8.8%<br>AA 9.1%<br>HI 7.1%<br>FY 21.1% | EL 3.4%<br>SED 3.7%<br>SWD 2.2%<br>AA 4.6%<br>HI 3.2%<br>FY 6.1%<br><br>High School by Grade Level<br>9th 7.7%<br>10th 8.5%<br>11th 3.8%<br>12th 0.1%<br><br>High School by Student Group<br>ALL 5.0%<br>EL 12.0%<br>SED 5.5%<br>SWD 6.2%<br>AA 5.8%<br>HI 6.4%<br>FY 12.5% | EL +3.9%<br>SED +0.7%<br>SWD +1.8%<br>AA +0.0%<br>HI +1.1%<br>FY -4.7%<br><br>High School By Grade Level<br>9th +0.6%<br>10th -1.4%<br>11th -0.1%<br>12th +0.1%<br><br>High School by Student Group<br>ALL +0.0%<br>EL +1.0%<br>SED +1.3%<br>SWD -0.1%<br>AA +0.1%<br>HI -0.8%<br>FY -3.1% |
| 2.4 | English Learner Progress Indicator (ELPI)<br><br>Increase the ELPI by 2% annually<br><br>Source: Dashboard | 2023-24 School Year<br><br>50.8% | 2024-25 School Year<br><br>55.0% | 2025-26 School Year<br><br>51.5% | 2026-27 School Year<br><br>56.8% | 2025-26 School Year<br><br>+0.7% |
| 2.5 | English Learner Reclassification Rate<br><br>Increase the EL Reclassification Rate by 2% annually | 2023-24 School Year<br><br>14.6% | 2024-25 School Year<br><br>15.9% | 2025-26 School Year<br><br>16.4% | 2026-27 School Year<br><br>20.6% | 2025-26 School Year<br><br>+1.8% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: Aeries | | | | | |
| 2.6 | Long-term English Learners (LTELs)<br><br>Decrease the percent of LTELs by 2% annually<br><br>Source: DataQuest | 2023-24 School Year<br><br>19.0% | 2024-25 School Year<br><br>22.8% | 2025-26 School Year<br><br>17.9% | 2026-27 School Year<br><br>13.0% | 2025-26 School Year<br><br>-1.1% |
| 2.7 | Star (% at grade level)<br><br>Increase % at grade level by 2% annually for all grade levels and student groups<br><br>Source: Educlimber | NA | March 2025<br><br>ELA<br>6th 58.0%<br>7th 60.1%<br>8th 62.6%<br>9th 63.4%<br>10th 72.4%<br><br>ALL 63.0%<br>EL 8.5%<br>SED 56.2%<br>SWD 28.4%<br>AA 53.8%<br>HI 55.7%<br>FY NA<br><br>Math<br>6th 62.0%<br>7th 57.7%<br>8th 56.0%<br>9th 68.9%<br>10th 70.2%<br><br>ALL 63.6%<br>EL 9.6%<br>SED 56.7%<br>SWD 23.1% | March 2026<br><br>ELA<br>6th 56.1%<br>7th 60.2%<br>8th 60.8%<br>9th 60.0%<br>10th 64.1%<br><br>ALL 60.6%<br>EL 10.8%<br>SED 53.5%<br>SWD 23.3%<br>AA 47.5%<br>HI 53.2%<br>FY NA<br><br>Math<br>6th 62.3%<br>7th 61.1%<br>8th 57.6%<br>9th 68.1%<br>10th 68.3%<br><br>ALL 63.6%<br>EL 23.2%<br>SED 53.5%<br>SWD 22.1% | March 2027<br><br>ELA<br>6th 62.0%<br>7th 64.1%<br>8th 66.6%<br>9th 67.4%<br>10th 76.4%<br><br>ALL 67.0%<br>EL 12.5%<br>SED 60.2%<br>SWD 32.4%<br>AA 57.8%<br>HI 59.7%<br>FY NA<br><br>Math<br>6th 66.0%<br>7th 61.7%<br>8th 60.0%<br>9th 72.9%<br>10th 74.2%<br><br>ALL 67.6%<br>EL 13.6% (25.2% new)<br>SED 60.7% | March 2026<br><br>ELA<br>6th -1.9%<br>7th +0.1%<br>8th -1.8%<br>9th -3.4%<br>10th -8.3%<br><br>ALL -2.4%<br>EL +2.3%<br>SED -2.7%<br>SWD -5.1%<br>AA -6.3%<br>HI -2.5%<br>FY NA<br><br>Math<br>6th +0.3%<br>7th +3.4%<br>8th +1.6%<br>9th -0.8%<br>10th -1.9%<br><br>ALL 0.0%<br>EL +13.6%<br>SED -3.2%<br>SWD -1.0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | AA 47.1%<br>HI 55.2%<br>FY NA | AA 49.7%<br>HI 55.4%<br>FY NA | SWD 27.1%<br>AA 51.1%<br>HI 59.2%<br>FY NA | AA +2.6%<br>HI +0.2%<br>FY NA |

# Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The Murrieta Valley Unified School District implemented all Goal 2 actions. These actions were important in addressing a variety of student achievement needs which are not able to be addressed at the Tier 1 level. The district was intentionally focused on implementing Goal 2 actions and services to intervene to meet the learning needs of our unduplicated and identified student groups.

Under Goal 2, the district continued to strengthen academic supports and intervention systems across grade levels, with an increased focus on data-driven decision-making and early intervention. At the elementary level, teams implemented the Pause and Reflect model to support structured analysis of student data, with a continued emphasis on building early foundational literacy skills and providing targeted math support. The district maintained a consistent focus on English Learners (Action 2.3) through ongoing professional learning across all grade spans and expanded Long-Term English Learner (LTEL) (Action 2.5) support classes at the middle school level. Despite these positive actions, there is a continued need to further strengthen the implementation of designated ELD at the elementary level. At the secondary level, academic support classes in math and ELA (Action 2.2) demonstrated success by enabling more students to successfully access grade-level coursework and A–G requirements with appropriate academic support. Additionally, sites increasingly utilized Educlimber (Action 2.4) to monitor student progress and guide interventions, including the development and use of the 7th Grade High School Readiness Indicator to support staff and inform families of students' strengths and needs prior to entry into high school. While continued progress was made in developing Office Hours and WIN Time (Action 2.4), additional refinement is needed to ensure these intervention structures are consistently aligned to student needs and used effectively for targeted re-teaching and academic support.

There were no substantive differences between planned and implemented Goal 2 actions.

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

The district used a 10% threshold (above or below budget) to define a substantive difference.

Action 2.1 was fully implemented. However, expenditures reflect a net 10% decrease resulting from two offsetting factors: reduced costs from scaling back the Before and After School Elementary Intervention program from four session offerings to three, and increased costs associated with a higher number of TK classrooms districtwide than originally projected.

Action 2.2 was fully implemented. However, expenditures reflect a decrease of 25% due to fewer intervention sections needed than originally anticipated.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

2.1 Elementary intervention teachers continued to be an effective strategy for accelerating student progress, with effectiveness assessed primarily through CAASPP results due to changes in the i-Ready assessment window that limited year-to-year comparability. CAASPP results reflected strong gains across multiple grade levels and student groups. Specific data which is evidence of this action being effective includes 5th grade ELA scores in which there was growth of 8.9% in meeting proficiency for all students, 14.5% for EL's and 12.2% for SED. Math gains were not as significant but still strong: all students gained proficiency by 3.7%, EL's by 7.5%, and SED by 5.5%. The district maintained a targeted focus on foundational literacy and math through the continued refinement and expansion of intervention systems. This included the implementation of the 95% Core Lesson Library aligned to the classroom-based 95% Core program to strengthen phonics development and ensure instructional consistency. Additionally, Do the Math was used to support foundational skills and provide common screeners aligned across elementary and into middle school. Extended Learning Opportunities (ELOP) after-school intervention services were expanded in both ELA and math, with timely data used to guide student entry and exit, support equitable access, and maintain clear communication with families. During the instructional day, services were aligned with grade-level WIN time to ensure students with intensive needs received targeted support without missing core instruction. Quarterly Pause and Reflect meetings supported collaborative, data-based decision-making among intervention teachers, classroom teachers, and administrators, and more frequent progress monitoring every 6–8 weeks increased flexibility and responsiveness in student placement. Early intervention efforts were further strengthened through the placement of instructional aides in all Transitional Kindergarten classrooms, supporting earlier identification and support of academic and behavioral needs.

2.2 Secondary Intervention Sections: This action continued to demonstrate effectiveness, with CAASPP scores increasing across student groups, while Math STAR performance was maintained and ELA STAR outcomes were slightly decreased. Specific data which is evidence of this action being effective includes 8th grade math CAASPP scores which increased from 45.3% to 46.7% for all students, with SED students increasing from 35.9% to 41.5%. This year, we continued offering math tutors in all Math 1 classes. They are trained in the AVID Cooperative Study Group model and facilitate structured in-class tutorial sessions. This approach, which was originally funded through one-time funds, received positive feedback from teachers and, due to its success, has been extended as part of LREBG services. Intervention support sections remain focused on students performing below the 25th percentile on STAR and are double-blocked with core courses (e.g., Math 1 and Math 1 Support), allowing for direct alignment with grade-level instruction. This model, supported by strong Professional Learning Teams (PLTs) and aligned curriculum documents, reinforces core instruction through additional targeted practice, scaffolding, and reteaching, and has been expanded across both math and ELA in grades 6–10. Teachers assigned to these courses receive training on instructional design, protocols, and best practices, with continued professional learning planned for the upcoming year. Additionally, summer school credit recovery processes were streamlined to improve efficiency and communication, further supporting students in meeting graduation requirements.

2.3 The district’s support for English Learners continued to be effective, with ongoing efforts to strengthen instructional practices, support structures, and progress-monitoring systems across all grade levels. Intensive professional learning focused on English Learner instruction was continued with additional staff at the elementary, middle, and high school levels through county-led trainings, complemented by a summer workshop for administrators aimed at deepening understanding of English Learner needs and effective instructional strategies. A

significant milestone was the Board adoption of the district's English Learner Master Plan, which provides clear expectations and coherence for districtwide English Learner services. The district continued to put structures in place to ensure that English Learners have access to appropriate support classes during the instructional day, while collaboration around dually identified students remained a priority with sustained focus on meeting both language development and special education needs. In addition, district staff and site administrators conducted English Learner instructional walkthroughs at the elementary level focused on the implementation of designated ELD, while middle and high school English Learner teachers engaged in ongoing collaboration and professional learning, and targeted training was provided for bilingual instructional aides. While the English Learner Progress Indicator reflected a decline (55.0% to 51.5%), student performance data show areas of growth, including gains for English Learners on CAASPP in Grade 5 ELA (14.5%), Grade 5 Mathematics (7.5%), and Grade 11 ELA (2.5%), as well as continued growth for English Learners on STAR 6-10 assessments in both ELA (2.3%) and Math (13.6%). This data is evidence of the action being effective. To further strengthen data-informed practices, EduClimber dashboards were developed to monitor English Learner progress and to support more consistent teacher monitoring and instructional planning in the coming year.

2.4 This action, Intervention Programs and Support, was effective in strengthening academic growth and intervention systems across the district, as reflected in strong CAASPP performance across multiple grade levels and student groups. Specific data which is evidence of this action being effective includes 5th grade ELA scores in which there was growth of 8.9% in meeting proficiency for all students,14.5% for EL's, and 12.2% for socioeconomically disadvantaged students. Math gains were not as significant but still strong: all students gained proficiency by 3.7%, EL's by 7.5%, and SED by 5.5%. Progress on i-Ready could not be consistently measured due to changes in the assessment window, and student data did not demonstrate strong growth on Star assessments, but there were notable gains on the Star assessment for grades 6 - 10 among English Learner students in both ELA (2.3%) and Math (13.6%). CAASPP data and EL Star data provides evidence that this action was effective. The district continued the use of Star as the primary secondary screener to identify student needs and guide placement into academic supports. Additionally, the expanded rollout of EduClimber strengthened the district's data infrastructure by supporting Professional Learning Teams (PLTs), Student Study Teams (SSTs), IEP teams, and the Pause and Reflect process, resulting in more coherent and data-driven intervention planning. At the secondary level, intervention efforts included programs to support credit recovery and access to graduation requirements, while elementary sites continued to focus on foundational literacy and numeracy supports. Together, these efforts contributed to a more integrated system for identifying learning gaps, monitoring progress, and providing targeted academic support.

2.5 Support for Long-Term English Learners (LTELs) remained a district priority, with continued efforts to strengthen instructional supports and raise awareness of the unique needs of this student group. While the English Learner Progress Indicator showed a decline (55.0% to 51.5%), the percentage of English Learners identified as LTEL decreased (22.8% to 17.9%), indicating progress in preventing long-term language stagnation and providing evidence that this action was effective. To better support students currently identified as LTELs, the district expanded designated LTEL sections at the secondary level, building on the implementation of LTEL sections at high schools initiated two years ago and extending this support to middle schools during the current year. HMH English 3D continued to be utilized as the core instructional program to provide targeted language acquisition support, with an emphasis on reading complex texts, academic discourse, and evidence-based writing. The district also worked collaboratively with sites, collaborating with EL teachers and administrators, to elevate awareness and understanding of LTEL identification, monitoring, and instructional practices, strengthening alignment with the district's English Learner Master Plan and reinforcing a more intentional and consistent approach to serving LTEL students across secondary campuses.

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

Metrics:

2.1 iReady K - 5 (% at grade level) - Changed source from Power BI to Educlimber.

2.2 CAASPP (% meets/ exceeds standard) - 5th Grade ELA All students met target for year 3 outcome so increased that target to 65.5%; 5th Grade ELA EL met target for year 3 outcome so increased that target to 33.3%; 5th Grade EA SED met target for year 3 outcome so increased that target to 59.9%; 5th Grade ELA SWD met target for year 3 outcome so increased that target to 34.7%; 5th Grade ELA AA met target for year 3 outcome so increased that target to 57.9%; 5th Grade ELA HI met target for year 3 outcome so increased that target to 58.6%; 5th Grade Math All students met target for year 3 outcome so increased that target to 50.4%; 5th Grade Math EL met target for year 3 outcome so increased that target to 19.9%; 5th Grade Math SWD met target for year 3 outcome so increased that target to 23.5%; 8th Grade ELA AA met target for year 3 outcome so increased that target to 57.2%; 8th Grade Math SED met target for year 3 outcome so increased that target to 43.5%; 11th Grade ELA EL met target for year 3 outcome so increased that target to 21.6%; 11th Grade ELA SED met target for year 3 outcome so increased that target to 74.0%; 11th Grade Math AA met target for year 3 outcome so increased that target to 31.3%.

2.7 Star (% at grade level) - Changed source of data from Power BI to Educlimber. Changed heading for each column to accurately reflect when assessment is given (March of each school year). Adjusted 2024-25 baseline data and Target for Year 3 Outcome to reflect data extracted from Educlimber after determining this data source was more accurate. Math EL met target for year 3 outcome so increased that target to 25.2%.

Actions:

2.1 Elementary Intervention Teachers - Removed LREBG description, dollar amount, and supporting research.

2.2 Secondary Intervention - Adjusted LREBG dollar amount and added metric.

2.4 Intervention Programs and Support - Removed LREBG description, dollar amount, and supporting research.

2.5 Long-term English Learner Supports - Changed location to Specific Grade Spans: Secondary (6-12)

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Elementary Intervention Teachers | Elementary Intervention Teachers will provide direct intervention services for elementary students who have academic gaps in English Language Arts and Mathematics, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the English Learner and Students with Disabilities groups, at specific elementary schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Students with Disabilities, at specific elementary schools, who are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary. | $3,656,162.00 | Yes |
| **2.2** | Secondary Intervention | Additional sections at the secondary level (6-12) for intervention, tutors in Math courses, and summer school credit recovery will enable schools to provide direct intervention services for middle and high school students who have academic gaps in English Language Arts and Mathematics, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will include services funded by LREBG ($215,390), including secondary summer credit recovery and tutors in all Math I classes. Research supports this use of funds (Viano, 2018), emphasizing the benefit of intervention offered during the school day, as well as the importance of credit recovery options for low-income, African American, and Hispanic students in increasing graduation rates. The district will monitor this action using CAASPP data (metric 2.2), as well as local assessment data (Star data - metric 2.7). This action will also be directed towards Students with Disabilities, at specific schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and Students with Disabilities and English Learners, at specific schools, that are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary. | $1,524,935.00 | Yes |
| **2.3** | English Learner Program Support | The English Learner Program support will provide our English Learners with additional resources and interventions to assist them in meeting English language proficiency which will support their achievement of the academic standards. This action will also be directed towards English Learners at Avaxat Elementary and Murrieta Valley High School which are characterized as Red on the 2023 Dashboard. | $1,018,918.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.4** | Intervention Programs and Support | The Intervention Programs and Support action will provide our schools with intervention programs, such as Read 180 and Star/Freckle, and other resources to serve students who have academic gaps in English Language Arts and Mathematics, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the English Learner and Students with Disabilities groups, at specific schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and Students with Disabilities and English Learners, at specific schools, that are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary. | $540,307.00 | Yes |
| **2.5** | Long-term English Learner Supports | The Long-term English Learner (LTEL) Supports action will provide our sites with resources to support English Learners who have not reclassified over six school years, including additional sections for classes specifically targeting the language needs of LTEL and curriculum to support this instruction. This action will also be directed towards English Learners at Murrieta Valley High School which are characterized as Red on the 2023 Dashboard. It also will address the district's Differentiated Assistance for Long-Term English Learners in the areas of English Language Arts, Math, college/career, and suspension by providing students with services that will assist them with language acquisition and reclassification, school connectedness, and academic progress. | $213,815.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Professional Development: Ensure classroom teachers, instructional support staff, and school administrators are trained in key areas that will support them in meeting the needs of all students, including research-based instructional practices, standards-aligned curriculum and assessments, the implementation of professional learning teams, positive behavioral support systems, and strategies for addressing the needs of all learners. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Murrieta Valley USD values continuous learning for all, particularly for staff who work directly with students. Based on an analysis of our district's data, there is a continued need for professional development for our staff to meet all students' needs, and particularly those in our unduplicated student groups.

The CA Dashboard illustrates the need for continued instructional training. Performance in English Language Arts is characterized as Green, but a number of student groups are not, including English Learners (EL) and Foster Youth (FY) who are characterized as Orange. In Mathematics the district is also characterized as Green, but most student groups are not, including Socioeconomically Disadvantaged (SED) students which are Yellow and English Learners and Foster Youth students which are Orange. Local data aligns with these needs and highlights Mathematics instruction as an area that needs further attention. Additionally, other metrics demonstrate the need for professional development in engaging and supporting student behavior. For example, Chronic Absenteeism is characterized as Yellow with 23.4% of students chronically absent, and ELs and SED students are also yellow, with FY characterized as Orange. The Suspension Rate is characterized as Orange with 2.9% of students suspended at least one day. SED students are characterized as Yellow for Suspension Rate, and FY are Red.

Through the implementation of the Goal 3 actions (instructional coaching, the induction program, curriculum work teams, and data and assessment programs), we expect to see improved student learning and engagement as evidenced by Goal 3 metrics.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Clear FTE Rate (Teacher Assignment Monitoring Outcomes)<br><br>Increase % of clear FTE by 2% annually<br><br>Source: DataQuest | 2021-22 School Year<br><br>88.3% Clear FTE | 2022-23 School Year<br><br>87.6% Clear FTE | 2023-24 School Year<br><br>88.7% Clear FTE | 2024-25 School Year<br><br>94.3% Clear FTE | 2023-24 School Year<br><br>+0.4% |
| 3.2 | iReady K - 5 (% at grade level)<br><br>Increase % at grade level by 2% annually for all grade levels and student groups<br><br>Source: Educlimber | December 2023<br><br>ELA<br>Kinder 60.0%<br>1st Grade 39.8%<br>2nd Grade 58.4%<br>3rd Grade 68.1%<br>4th Grade 51.4%<br>5th Grade 49.6%<br><br>ALL 54.6%<br>EL 26.4%<br>SED 46.5%<br>SWD 29.9%<br>AA 49.6%<br>HI 48.3%<br>FY 31.6%<br><br>Math<br>Kinder 38.5%<br>1st Grade 24.8%<br>2nd Grade 32.7%<br>3rd Grade 37.9%<br>4th Grade 44.9%<br>5th Grade 47.8%<br><br>ALL 38.2% | December 2024<br><br>ELA<br>Kinder 60.3%<br>1st Grade 39.0%<br>2nd Grade 55.6%<br>3rd Grade 70.7%<br>4th Grade 50.3%<br>5th Grade 50.9%<br><br>ALL 54.6%<br>EL 24.0%<br>SED 47.0%<br>SWD 33.2%<br>AA 46.6%<br>HI 49.5%<br>FY 33.3%<br><br>Math<br>Kinder 38.6%<br>1st Grade 26.3%<br>2nd Grade 32.2%<br>3rd Grade 39.5%<br>4th Grade 44.0%<br>5th Grade 47.9%<br><br>ALL 38.6% | December 2025<br><br>ELA<br>Kinder 60.7%<br>1st Grade 32.7%<br>2nd Grade 53.0%<br>3rd Grade 63.4%<br>4th Grade 47.1%<br>5th Grade 45.7%<br><br>ALL 49.4%<br>EL 19.6%<br>SED 41.5%<br>SWD 25.5%<br>AA 42.9%<br>HI 43.2%<br>FY 18.2%<br><br>Math<br>Kinder 39.0%<br>1st Grade 17.1%<br>2nd Grade 31.5%<br>3rd Grade 30.0%<br>4th Grade 43.3%<br>5th Grade 43.7%<br><br>ALL 34.4% | December 2026<br><br>ELA<br>Kinder 66.0%<br>1st Grade 45.8%<br>2nd Grade 64.4%<br>3rd Grade 74.1%<br>4th Grade 57.4%<br>5th Grade 55.6%<br><br>ALL 60.6%<br>EL 32.4%<br>SED 52.5%<br>SWD 35.9%<br>AA 55.6%<br>HI 54.3%<br>FY 37.6%<br><br>Math<br>Kinder 44.5%<br>1st Grade 30.8%<br>2nd Grade 38.7%<br>3rd Grade 43.9%<br>4th Grade 50.9%<br>5th Grade 53.8%<br><br>ALL 44.2% | December 2025<br><br>ELA<br>Kinder +0.7%<br>1st Grade -7.1%<br>2nd Grade -5.4%<br>3rd Grade -4.7%<br>4th Grade -4.3%<br>5th Grade -3.9%<br><br>ALL -5.2%<br>EL -6.8%<br>SED -5.0%<br>SWD -4.4%<br>AA -6.7%<br>HI -5.1%<br>FY -13.4%<br><br>Math<br>Kinder +0.5%<br>1st Grade -7.7%<br>2nd Grade -1.2%<br>3rd Grade -7.9%<br>4th Grade -1.6%<br>5th Grade -4.1%<br><br>ALL -3.8% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | EL 17.4%<br>SED 30.6%<br>SWD 23.2%<br>AA 29.5%<br>HI 31.6%<br>FY 15.8% | EL 17.3%<br>SED 31.2%<br>SWD 23.8%<br>AA 24.0%<br>HI 32.1%<br>FY 17.5% | EL 12.8%<br>SED 27.3%<br>SWD 17.9%<br>AA 20.6%<br>HI 28.0%<br>FY 17.6% | EL 23.4%<br>SED 36.6%<br>SWD 29.2%<br>AA 35.5%<br>HI 37.6%<br>FY 21.8% | EL -4.6%<br>SED -3.3%<br>SWD -5.3%<br>AA -8.9%<br>HI -3.6%<br>FY +1.8% |
| 3.3 | Chronic Absenteeism K-8<br><br>Decrease % of chronically absent students at each grade level by 2% annually overall and for all student groups<br><br>Source: Dashboard | 2022-23 School Year<br><br>All 23.4%<br>EL 26.8%<br>SED 29.3%<br>SWD 30.8%<br>AA 23.4%<br>HI 26.4%<br>FY 40.2% | 2023-24 School Year<br><br>All 18.2%<br>EL 21.7%<br>SED 22.7%<br>SWD 24.5%<br>AA 20.8%<br>HI 20.4%<br>FY 33.0% | 2024-25 School Year<br><br>All 16.8%<br>EL 16.4%<br>SED 21.2%<br>SWD 22.9%<br>AA 21.1%<br>HI 19.0%<br>FY 30.6% | 2025-26 School Year<br><br>All 17.4% (14.8% new)<br>EL 20.8% (14.4% new)<br>SED 18.7%<br>SWD 20.5%<br>AA 17.4%<br>HI 16.4%<br>FY 29.0% | 2024-25 School Year<br><br>ALL -6.6%<br>EL -10.4%<br>SED -8.1%<br>SWD -7.9%<br>AA -2.3%<br>HI -7.4%<br>FY -9.6% |
| 3.4 | CAASPP (% meets/ exceeds standard)<br><br>Increase % meets/exceeds standard by 2% annually for all grade levels and student groups<br><br>Source: DataQuest | Spring 2023<br><br>5th Grade ELA<br>ALL 53.7%<br>EL 13.5%<br>SED 46.7%<br>SWD 20.5%<br>AA 32.9%<br>HI 42.0%<br>FY NA | Spring 2024<br><br>5th Grade ELA<br>ALL 54.6%<br>EL 16.8%<br>SED 45.7%<br>SWD 21.0%<br>AA 39.8%<br>HI 46.4%<br>FY NA | Spring 2025<br><br>5th Grade ELA<br>ALL 63.5%<br>EL 31.3%<br>SED 57.9%<br>SWD 32.7%<br>AA 55.9%<br>HI 56.6%<br>FY NA | Spring 2026<br><br>5th Grade ELA<br>ALL 59.7% (65.5% new)<br>EL 19.5% (33.3% new)<br>SED 52.7% (59.9% new)<br>SWD 26.5% (34.7% new)<br>AA 43.8% (57.9% new)<br>HI 48.0% (58.6% new)<br>FY NA | Spring 2025<br><br>5th Grade ELA<br>ALL +9.8%<br>EL +17.8%<br>SED +11.2%<br>SWD +12.2%<br>AA +23.0%<br>HI +14.6%<br>FY NA |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 5th Grade Math<br>ALL 42.4%<br>EL 11.5%<br>SED 35.4%<br>SWD 13.8%<br>AA 20.0%<br>HI 28.4%<br>FY NA | 5th Grade Math<br>ALL 44.7%<br>EL 10.4%<br>SED 34.9%<br>SWD 17.9%<br>AA 29.5%<br>HI 36.6%<br>FY NA | 5th Grade Math<br>ALL 48.4%<br>EL 17.9%<br>SED 40.4%<br>SWD 21.5%<br>AA 25.0%<br>HI 40.4%<br>FY NA | 5th Grade Math<br>ALL 48.4% (50.4% new)<br>EL 17.5% (19.9% new)<br>SED 41.4%<br>SWD 19.8% (23.5% new)<br>AA 33.5%<br>HI 40.6%<br>FY NA | 5th Grade Math<br>ALL +6.0%<br>EL +6.4%<br>SED +5.0%<br>SWD +7.7%<br>AA +5.0%<br>HI +12.0%<br>FY NA |
| | | 8th Grade ELA<br>ALL 58.1%<br>EL 11.1%<br>SED 50.4%<br>SWD 15.8%<br>AA 44.0%<br>HI 51.8%<br>FY NA | 8th Grade ELA<br>ALL 61.0%<br>EL 7.7%<br>SED 52.7%<br>SWD 27.8%<br>AA 50.6%<br>HI 54.8%<br>FY NA | 8th Grade ELA<br>ALL 60.0%<br>EL 1.4%<br>SED 53.4%<br>SWD 19.7%<br>AA 55.2%<br>HI 53.4%<br>FY NA | 8th Grade ELA<br>ALL 64.1%<br>EL 17.1%<br>SED 56.4%<br>SWD 31.8%<br>AA 54.6% (57.2% new)<br>HI 57.8%<br>FY NA | 8th Grade ELA<br>ALL +1.9%<br>EL -9.7%<br>SED +3.0%<br>SWD +3.9%<br>AA +11.2%<br>HI +1.6%<br>FY NA |
| | | 8th Grade Math<br>ALL 41.9%<br>EL 7.9%<br>SED 35.1%<br>SWD 12.1%<br>AA 29.3%<br>HI 34.2%<br>FY NA | 8th Grade Math<br>ALL 45.3%<br>EL 6.4%<br>SED 35.9%<br>SWD 12.9%<br>AA 18.9%<br>HI 39.1%<br>FY NA | 8th Grade Math<br>ALL 46.7%<br>EL 2.9%<br>SED 41.5%<br>SWD 11.1%<br>AA 29.9%<br>HI 40.1%<br>FY NA | 8th Grade Math<br>ALL 47.9%<br>EL 13.9%<br>SED 41.1% (43.5% new)<br>SWD 18.1%<br>AA 35.3%<br>HI 40.2%<br>FY NA | 8th Grade Math<br>ALL +4.8%<br>EL -5.0%<br>SED +6.4%<br>SWD -1.0%<br>AA +0.6%<br>HI +5.9%<br>FY NA |
| | | 11th Grade ELA<br>ALL 72.5%<br>EL 12.9%<br>SED 64.4%<br>SWD 34.1% | 11th Grade ELA<br>ALL 74.6%<br>EL 17.1%<br>SED 68.8%<br>SWD 33.1% | 11th Grade ELA<br>ALL 76.4%<br>EL 19.6%<br>SED 72.0%<br>SWD 32.7% | 11th Grade ELA<br>ALL 78.5%<br>EL 18.9% (21.6% new) | 11th Grade ELA<br>ALL +3.9%<br>EL +6.7%<br>SED +7.6%<br>SWD -1.4% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | AA 67.5%<br>HI 66.8%<br>FY NA<br><br><br><br><br>11th Grade Math<br>All 38.1%<br>EL 1.4%<br>SED 28.8%<br>SWD 8.3%<br>AA 20.0%<br>HI 29.2%<br>FY NA | AA 65.4%<br>HI 70.6%<br>FY NA<br><br><br><br><br>11th Grade Math<br>All 38.2%<br>EL 2.4%<br>SED 29.6%<br>SWD 5.3%<br>AA 21.4%<br>HI 30.5%<br>FY NA | AA 61.4%<br>HI 72.1%<br>FY NA<br><br><br><br><br>11th Grade Math<br>All 38.7%<br>EL 3.9%<br>SED 30.8%<br>SWD 4.8%<br>AA 29.3%<br>HI 29.0%<br>FY NA | SED 70.4%<br>(74.0% new)<br>SWD 40.1%<br>AA 73.5%<br>HI 72.8%<br>FY NA<br><br><br><br>11th Grade Math<br>All 44.1%<br>EL 7.4%<br>SED 34.8%<br>SWD 14.3%<br>AA 26.0% (31.3% new)<br>HI 35.2%<br>FY NA | AA -6.1%<br>HI +5.3%<br>FY NA<br><br><br><br><br>11th Grade Math<br>ALL +0.6%<br>EL +2.5%<br>SED +2.0%<br>SWD -3.5%<br>AA +9.3%<br>HI -0.2%<br>FY NA |
| 3.5 | Induction Program<br><br>* Maintain 100% participation of qualifying teachers in the Induction Program<br>* Maintain 98% or greater recommendation rate for a clear credential for teachers who participated in the Induction Program<br>* Maintain 98% or higher retention rate for teachers who completed the Induction Program<br><br>Source: Induction Leads | 2023-24 School Year<br><br>* 100% of qualifying teachers participated in the Induction Program<br>* 100% of teachers who participated in the Induction Program were recommended for a clear credential<br><br>* District retained 98.6% of teachers who completed the Induction Program | 2024-25 School Year<br><br>* 100% of qualifying teachers participated in the Induction Program<br>* 100% of teachers who participated in the Induction Program were recommended for a clear credential<br><br>* District retained 100% of teachers who completed the Induction Program | 2025-26 School Year<br><br>* 100% of qualifying teachers participated in the Induction Program<br>* 100% of teachers who participated in the Induction Program were recommended for a clear credential<br><br>* District retained 100% of teachers who completed the Induction Program | 2026-27 School Year<br><br>* 100% of qualifying teachers participated in the Induction Program<br>* At least 98% of teachers who participated in the Induction Program were recommended for a clear credential<br>* District retained at least 98% of teachers who completed the Induction Program | 2025-26 School Year<br><br>* 0 (difference) of qualifying teachers participated in the Induction Program<br>* 0 (difference) of teachers who participated in the Induction Program were recommended for a clear credential<br>* District retained +1.4% of teachers who completed the Induction Program |
| 3.6 | 2+ F Rate | January 2024 (1st Semester) | January 2025 (1st Semester) | January 2026 (1st Semester) | January 2027 (1st Semester) | January 2026 (1st Semester) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Decrease the % of students receiving 2+ F's by .5 annually for all grade levels and student group<br><br>Source: Power BI | Middle School By Grade Level<br>6th 2.6%<br>7th 5.0%<br>8th 4.4%<br><br>Middle School by Student Group<br>ALL 4.0%<br>EL 7.1%<br>SED 5.2%<br>SWD 6.0%<br>AA 6.1%<br>HI 4.7%<br>FY 13.8%<br><br>High School by Grade Level<br>9th 9.2%<br>10th 10.0%<br>11th 5.3%<br>12th 1.6%<br><br>High School by Student Group<br>ALL 6.5%<br>EL 14.7%<br>SED 7.0%<br>SWD 8.9%<br>AA 9.0%<br>HI 7.9%<br>FY 24.2% | Middle School by Grade Level<br>6th 2.0%<br>7th 4.0%<br>8th 4.4%<br><br>Middle School by Student Group<br>ALL 3.5%<br>EL 4.4%<br>SED 4.8%<br>SWD 3.2%<br>AA 4.7%<br>HI 4.8%<br>FY 7.1%<br><br>High School by Grade Level<br>9th 7.8%<br>10th 8.9%<br>11th 5.5%<br>12th 1.7%<br><br>High School by Student Group<br>ALL 6.0%<br>EL 13.0%<br>SED 8.1%<br>SWD 7.2%<br>AA 6.8%<br>HI 7.3%<br>FY 13.5% | Middle School by Grade Level<br>6th 2.1%<br>7th 5.1%<br>8th 5.7%<br><br>Middle School by Student Group<br>ALL 4.3%<br>EL 11.0%<br>SED 5.9%<br>SWD 7.8%<br>AA 6.1%<br>HI 5.8%<br>FY 9.1%<br><br>High School by Grade Level<br>9th 9.8%<br>10th 8.6%<br>11th 5.2%<br>12th 1.7%<br><br>High School by Student Group<br>ALL 6.5%<br>EL 15.7%<br>SED 8.3%<br>SWD 8.8%<br>AA 9.1%<br>HI 7.1%<br>FY 21.1% | Middle School By Grade Level<br>6th 1.1%<br>7th 3.5%<br>8th 2.9%<br><br>Middle School by Student Group<br>ALL 2.5%<br>EL 3.4%<br>SED 3.7%<br>SWD 2.2%<br>AA 4.6%<br>HI 3.2%<br>FY 6.1%<br><br>High School by Grade Level<br>9th 7.7%<br>10th 8.5%<br>11th 3.8%<br>12th 0.1%<br><br>High School by Student Group<br>ALL 5.0%<br>EL 12.0%<br>SED 5.5%<br>SWD 6.2%<br>AA 5.8%<br>HI 6.4%<br>FY 12.5% | Middle School By Grade Level<br>6th -0.5%<br>7th +0.1%<br>8th +1.3%<br><br>Middle School by Student Group<br>ALL +0.3%<br>EL +3.9%<br>SED +0.7%<br>SWD +1.8%<br>AA +0.0%<br>HI +1.1%<br>FY -4.7%<br><br>High School By Grade Level<br>9th +0.6%<br>10th -1.4%<br>11th -0.1%<br>12th +0.1%<br><br>High School by Student Group<br>ALL +0.0%<br>EL +1.0%<br>SED +1.3%<br>SWD -0.1%<br>AA +0.1%<br>HI -0.8%<br>FY -3.1% |
| 3.7 | Star (% at grade level)<br><br>Increase % at grade level by 2% annually for | NA | March 2025<br><br>ELA<br>6th 58.0% | March 2026<br><br>ELA<br>6th 56.1% | March 2027<br><br>ELA<br>6th 62.0% | March 2026<br><br>ELA<br>6th -1.9% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | all grade levels and student groups<br><br>Source: Educlimber | | 7th 60.1%<br>8th 62.6%<br>9th 63.4%<br>10th 72.4%<br><br>ALL 63.0%<br>EL 8.5%<br>SED 56.2%<br>SWD 28.4%<br>AA 53.8%<br>HI 55.7%<br>FY NA<br><br>Math<br>6th 62.0%<br>7th 57.7%<br>8th 56.0%<br>9th 68.9%<br>10th 70.2%<br><br>ALL 63.6%<br>EL 9.6%<br>SED 56.7%<br>SWD 23.1%<br>AA 47.1%<br>HI 55.2%<br>FY NA | 7th 60.2%<br>8th 60.8%<br>9th 60.0%<br>10th 64.1%<br><br>ALL 60.6%<br>EL 10.8%<br>SED 53.5%<br>SWD 23.3%<br>AA 47.5%<br>HI 53.2%<br>FY NA<br><br>Math<br>6th 62.3%<br>7th 61.1%<br>8th 57.6%<br>9th 68.1%<br>10th 68.3%<br><br>ALL 63.6%<br>EL 23.2%<br>SED 53.5%<br>SWD 22.1%<br>AA 49.7%<br>HI 55.4%<br>FY NA | 7th 64.1%<br>8th 66.6%<br>9th 67.4%<br>10th 76.4%<br><br>ALL 67.0%<br>EL 12.5%<br>SED 60.2%<br>SWD 32.4%<br>AA 57.8%<br>HI 59.7%<br>FY NA<br><br>Math<br>6th 66.0%<br>7th 61.7%<br>8th 60.0%<br>9th 72.9%<br>10th 74.2%<br><br>ALL 67.6%<br>EL 13.6% (25.2% new)<br>SED 60.7%<br>SWD 27.1%<br>AA 51.1%<br>HI 59.2% | 7th +0.1%<br>8th -1.8%<br>9th -3.4%<br>10th -8.3%<br><br>ALL -2.4%<br>EL +2.3%<br>SED -2.7%<br>SWD -5.1%<br>AA -6.3%<br>HI -2.5%<br>FY NA<br><br>Math<br>6th +0.3%<br>7th +3.4%<br>8th +1.6%<br>9th -0.8%<br>10th -1.9%<br><br>ALL 0.0%<br>EL +13.6%<br>SED -3.2%<br>SWD -1.0%<br>AA +2.6%<br>HI +0.2%<br>FY NA |

# Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The Murrieta Valley Unified School District implemented all Goal 3 actions. These actions were important in addressing the professional development of our staff so that they could address the various learning, engagement, and behavioral needs of our students. The district was intentionally focused on implementing Goal 3 actions and services to help our staff meet the needs of our unduplicated and identified student groups.

Implementation of Goal 3 this year was marked by meaningful progress in instructional coherence, curriculum alignment, and teacher support. Instructional coaches (Action 3.1) played a central role in supporting teachers with effective implementation of the newly adopted math curriculum, while also providing targeted support to Foundations teachers to strengthen curricular consistency and instructional practice. The district rolled out a clearly defined Instructional Model and began aligning Teacher Launchpad for Effective Instruction training (formerly Essentials) (Action 3.2) to this model, establishing a more unified framework for onboarding and ongoing professional learning. At the high school level, following several years of coordinated work with teachers (Action 3.3), newly developed grade-level projects were successfully implemented across sites, reinforcing alignment to the district's Profile of a Graduate and deepening career readiness. In addition, collaborative planning began (Action 3.3) in preparation for an upcoming pilot of new secondary math instructional materials, alongside adjustments to math pathways to better support student access and success. As the district looks ahead, a key focus will be realigning staff roles and structures to sustain and strengthen Induction, PLT support, and curriculum work in light of budget reductions.

There were no substantive differences between planned and implemented Goal 3 actions.

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

The district used a 10% threshold (above or below budget) to define a substantive difference.

Action 3.2 was fully implemented. However, expenditures reflect a 26% decrease due to the projected budget exceeding the actual needs of the Induction program this year.

Action 3.3 was fully implemented. However, expenditures reflect a 25% decrease due to the projected budget exceeding the actual needs of the Work Teams program this year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

3.1 Instructional Coaches: This action was effective. Although comparative iReady data is not available due to a change in testing windows, student growth is reflected in our CAASPP growth across multiple grade levels and student groups. Specific data which is evidence of this action being effective is 5th grade ELA scores in which there was growth of 8.9% in meeting proficiency for all students, of 14.5% for EL's, and of 12.2% for socioeconomically disadvantaged students. Math gains were not as significant but still strong: all students gained proficiency by 3.7%, EL's by 7.5%, and socioeconomically disadvantaged students by 5.5%. This data is evidence that the action was effective. Instructional coaches played a central leadership role in several high-impact initiatives, most notably guiding the adoption of a new mathematics curriculum. Coaches were key leaders throughout the rigorous math pilot and adoption process and have spent the current school year supporting implementation through targeted, ongoing professional development. Recognizing that new math programs can feel overwhelming, they focused on providing teachers with efficient, practical strategies to get the most out of the curriculum. Instructional coaches modeled lessons, collaborated with teams and individual teachers, developed adjusted pacing guides, and built instructional supports to ensure a smooth transition. They also provided ongoing support to PLTs by attending meetings, facilitating data-informed discussions, and helping teams align instruction to essential standards. Additionally, coaches expanded collaboration with RSP and Essentials teachers and worked closely with site administrators to strengthen curriculum, instruction, and assessment practices across

campuses. Collectively, these efforts were instrumental in building instructional capacity and fostering a culture of continuous improvement at the elementary level.

3.2 Induction Program: Implementation of this action proved effective, with Induction metrics consistently met and steady growth observed in broader student outcome indicators, including CAASPP performance and reductions in chronic absenteeism. Specific data which is evidence of this action being effective is 5th grade ELA scores in which there was growth of 8.9% in meeting proficiency for all students, of 14.5% for EL's, and of 12.2% for socioeconomically disadvantaged students. Math gains were not as significant but still strong: all students gained proficiency by 3.7%, EL's by 7.5%, and socioeconomically disadvantaged students by 5.5%. Additionally, chronic absenteeism data decreased for all students by 1.4%, EL's by 5.3%, SED by 1.5%, and FY by 2.4%, also demonstrating the effectiveness of the action. The program continued to implement Teaching Essentials training tailored to both elementary and secondary contexts, with participation expanding to include not only new teachers but also some veteran educators seeking additional support. Two of these trainings were adapted specifically for Foundations SDC classroom teachers to better address the varied and complex needs of their students. Additionally, Teaching Essentials trainings began integration of the district's new instructional model to strengthen coherence and enhance professional learning for new teachers. The use of GoReact continued to provide an effective platform for feedback and reflection for new teachers, strengthening instructional practice. The program also rolled out the updated California Standards for the Teaching Profession (CSTPs) for Year 1 candidates, aligning Induction work with state expectations. Looking ahead, we are changing the name of Teaching Essentials to Launchpad for Effective Instruction to limit confusion among other programs or standards with "essentials" in the name.

3.3 Curriculum Work Teams: This action continued to demonstrate effectiveness, with CAASPP improvements across multiple grade levels and student groups, including Socioeconomically Disadvantaged (SED) students and English Learners. Specific data which is evidence of this action being effective includes 8th grade math CAASPP scores which increased from 45.3% to 46.7% for all students, with SED students increasing from 35.9% to 41.5%. 6-10 Math Star performance was maintained at 63.6% proficiency and ELA Star saw a slight decrease of 2.4%. The district experienced a slight increase in the percentage of students earning two or more F grades (0.8% at middle school and 0.5% at high school), indicating an area for continued focus. A major accomplishment for the work teams this year was the completion of comprehensive curriculum documents for all core courses, including Unit Planning Organizers (UPOs), pacing guides, and the addition of common rubrics and exemplars for all essential standards. This work has strengthened consistency across schools, with all sites now implementing common formative assessments (CFAs) and common summative assessments (CSAs) for each unit. This advisory work directly supports Professional Learning Teams (PLTs) by providing aligned tools and structures that enhance collaborative planning, data analysis, and instructional decision-making. At the high school level, the district launched the revised 10th-grade Grade-Level Project (GLP) and implemented sitewide collaborative grading practices for all projects to ensure alignment and rigor. In addition, four dedicated GLP work sessions were embedded into the school day, providing structured time and support for students, which feedback indicates has improved both the quality and completion of student work. Plans are in place to roll out the revised 11th-grade project next year, followed by the updated Senior Culminating Project (SCP), continuing to strengthen alignment with the Profile of a Graduate and career readiness goals.

3.4 Data and Assessment Programs: This action remained effective during the year, as evidenced by growth in CAASPP performance across grade levels and across several targeted student groups, including English learners. The impact of these coordinated efforts is reflected in districtwide academic performance, with continued growth observed on CAASPP and CAST assessments (5th grade proficiency increased by 8.9% in ELA and 3.7% in Math this year), including specific gains for English learners (14.5% ELA and 7.5% Math) and socioeconomically disadvantaged students (12.2% ELA and 5.5% Math). This growth is evidence of the effectiveness of this action. While i-Ready data was not comparable due to the implementation of new testing windows, and student data did not demonstrate strong growth on Star assessments,

there were notable gains among English Learner students in both ELA (2.3%) and Math (13.6%). The district sustained its use of the Illuminate/DNA platform to support common assessments within Professional Learning Team (PLT) cycles, with educators regularly analyzing results to reflect on instruction, identify learning gaps, and plan targeted supports. The rollout of EduClimber gained momentum this year and is increasingly being used for progress monitoring, Student Study Team (SST) processes, and intervention planning, strengthening data-informed decision-making at school and district levels. In addition, the district implemented Satchel Pulse as a new student wellness and climate data platform, which has received a positive response due to its student-friendly design and increased engagement, and it is being used to identify needs and inform responsive interventions. Collectively, these systems continue to be integral to advancing the district's core focus areas of Professional Learning Teams (PLTs) and a Multi-Tiered System of Supports (MTSS) by ensuring timely access to relevant, actionable data.

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

Metrics:

3.2 iReady K - 5 (% at grade level) - Changed source of data from Power BI to Educlimber.

3.3 Chronic Absenteeism K-8 - All students met target for year 3 outcome so decreased that target to 14.8%; EL met target for year 3 outcome so decreased that target to 14.4%.

3.4 CAASP (% meets/exceeds standard) - 5th Grade ELA All students met target for year 3 outcome so increased that target to 65.5%; 5th Grade ELA EL met target for year 3 outcome so increased that target to 33.3%; 5th Grade ELA SED met target for year 3 outcome so increased that target to 59.9%; 5th Grade ELA SWD met target for year 3 outcome so increased that target to 34.7%; 5th Grade ELA AA met target for year 3 outcome so increased that target to 57.9%; 5th Grade ELA HI met target for year 3 outcome so increased that target to 58.6%; 5th Grade Math All students met target for year 3 outcome so increased that target to 50.4%; 5th Grade Math EL met target for year 3 outcome so increased that target to 19.9%; 5th Grade Math SWD met target for year 3 outcome so increased that target to 23.5%; 8th Grade ELA AA met target for year 3 outcome so increased that target to 57.2%; 8th Grade Math SED met target for year 3 outcome so increased that target to 43.5%; 11th Grade ELA EL met target for year 3 outcome so increased that target to 21.6%; 11th Grade ELA SED met target for year 3 outcome so increased that target to 74.0%; 11th Grade Math AA met target for year 3 outcome so increased that target to 31.3%.

3.7 Star (% at grade level) - Changed source of data from Power BI to Educlimber. Changed heading for each column to accurately reflect when assessment is given (March of each school year). Adjusted 2024-25 baseline data and Target for Year 3 Outcome to reflect data extracted from Educlimber after determining this data source was more accurate. Math EL met target for year 3 outcome so increased that target to 25.2%.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Instructional Coaches | Instructional coaches will provide training and support to elementary teachers in key areas such as research-based instructional practices, standards-aligned curriculum and assessments, the implementation of professional learning teams, positive behavioral support systems, and strategies for addressing the needs of all learners, particularly students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the English Learner and Students with Disabilities groups, at specific elementary schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Students with Disabilities, at specific elementary schools, who are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary. | $253,573.00 | Yes |
| **3.2** | Induction Program | The Induction Program will provide new teachers with the support, training, and mentoring necessary to allow them to effectively enter the teaching profession equipped to meet the needs of all students, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). | $339,745.00 | Yes |
| **3.3** | Curriculum Work Teams | Curriculum Work Teams will provide teachers with time for training and collaboration in key areas such as research-based instructional practices, standards-aligned curriculum and assessments, the implementation of professional learning teams, positive behavioral support systems, and strategies for addressing the needs of all learners, particularly students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards Students with Disabilities, at specific schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and Students with Disabilities and English Learners, at specific schools, that are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary. | $388,279.00 | Yes |
| **3.4** | Data and Assessment Programs | Data and Assessment Programs will enable teachers and staff to collaborate around student learning and engagement as part of the professional learning community model, with a focus on meeting the academic needs of all students, particularly those in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the English Learner and | $362,624.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Students with Disabilities groups, at specific schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and Students with Disabilities and English Learners, at specific schools, that are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Engagement and School Culture: Ensure all school sites develop positive environments where students, staff, and families feel connected and valued and where the needs of the whole child are prioritized as a fundamental part of student growth and achievement. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district is committed to ensuring that a positive school culture exists at each of our schools. We want students and families to view our schools as places in which they feel safe and supported, where they are connected and embraced for who they are and valued as an important part of the school community.

The CA Dashboard illustrates the need for increased efforts in the area of student engagement and school climate. The district's Chronic Absenteeism is characterized as Yellow with 23.4% of students chronically absent. ELs and SED students are also characterized as Yellow, and Foster Youth are Orange. Similarly, the district's Suspension Rate is characterized as Orange with 2.9% of students suspended at least one day, a metric that has increased 0.3% from the prior year. Our SED students are characterized as Yellow and Foster Youth are in Red.

Educational partner input emphasizes the need to address student behavior on our campuses, as well as to promote student engagement and connectedness. Additionally, the district continues to receive feedback regarding the importance of the Parent Advisory Councils and the need to remain focused on authentic family engagement efforts.

Through the implementation of the Goal 4 actions (practices to support all students, educational partner engagement, mental health supports and Multi-Tiered Systems of Support (MTSS), Foster Youth support services, and attendance supports), we expect to see improved school cultures and higher levels of student engagement and connectedness as evidenced by Goal 4 metrics. The district believes that improvement in this goal will lead to improved academic outcomes as well.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Chronic Absenteeism K-8<br><br>Decrease % chronically absent students by 2% annually overall and for all student groups<br><br>Source: Dashboard | 2022-23 School Year<br><br>All 23.4%<br>EL 26.8%<br>SED 29.3%<br>SWD 30.8%<br>AA 23.4%<br>HI 26.4%<br>FY 40.2% | 2023-24 School Year<br><br>All 18.2%<br>EL 21.7%<br>SED 22.7%<br>SWD 24.5%<br>AA 20.8%<br>HI 20.4%<br>FY 33.0% | 2024-25 School Year<br><br>All 16.8%<br>EL 16.4%<br>SED 21.2%<br>SWD 22.9%<br>AA 21.1%<br>HI 19.0%<br>FY 30.6% | 2025-26 School Year<br><br>All 17.4% (14.8% new)<br>EL 20.8% (14.4% new)<br>SED 18.7%<br>SWD 20.5%<br>AA 17.4%<br>HI 16.4%<br>FY 29.0% | 2024-25 School Year<br><br>ALL -6.6%<br>EL -10.4%<br>SED -8.1%<br>SWD -7.9%<br>AA -2.3%<br>HI -7.4%<br>FY -9.6% |
| 4.2 | ADA K-8<br><br>Attain and/or Maintain 94% ADA or greater for overall and for all student groups<br><br>Source: Power BI | 2023-24 School Year (P2)<br><br>All 93.5%<br>EL 92.7%<br>SED 92.8%<br>SWD 91.3%<br>AA 93.7%<br>HI 93.2%<br>FY 89.0% | 2024-25 School Year (P2)<br><br>All 93.9%<br>EL 93.8%<br>SED 93.3%<br>SWD 92.7%<br>AA 93.9%<br>HI 93.4%<br>FY 90.1% | 2025-26 School Year (P2)<br><br>All 94.7%<br>EL 94.8%<br>SED 94.0%<br>SWD 93.5%<br>AA 94.7%<br>HI 94.2%<br>FY 91.8% | 2026-27 School Year (P2)<br><br>All 94.0% (94.7% new)<br>EL 94.0% (94.8% new)<br>SED 94.0%<br>SWD 94.0%<br>AA 94.0% (94.7% new)<br>HI 94.0% (94.2% new)<br>FY 94.0% | 2025-26 School Year (P2)<br><br>All +1.2%<br>EL +2.1%<br>SED +1.2%<br>SWD +2.2%<br>AA +1.0%<br>HI +1.0%<br>FY +2.8% |
| 4.3 | High School Cohort Graduation Rate<br><br>Attain and/or Maintain 95% or greater graduation rate for all students and student groups | 2022-23 School Year<br><br>All 96.7%<br>EL 93.1%<br>SED 95.6%<br>SWD 86.7%<br>AA 97.7% | 2023-24 School Year<br><br>All 97.7%<br>EL 97.3%<br>SED 97.4%<br>SWD 91.9%<br>AA 98.4% | 2024-25 School Year<br><br>All 97.8%<br>EL 95.8%<br>SED 97.1%<br>SWD 90.7%<br>AA 98.2% | 2025-26 School Year<br><br>All 97.7% (97.8% new)<br>EL 97.3%<br>SED 97.4%<br>SWD 95.0% | 2024-25 School Year<br><br>All +1.1%<br>EL +2.7%<br>SED +1.5%<br>SWD +4.0%<br>AA +0.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: Dashboard | HI 96.0%<br>FY NA | HI 97.8%<br>FY NA | HI 97.7%<br>FY NA | AA 98.4%<br>HI 97.8%<br>FY NA | HI +1.7%<br>FY NA |
| 4.4 | High School Dropout Rate<br><br>Attain and/or Maintain 2% or less dropout rate for all students and student groups<br><br>Source: DataQuest | 2022-23 School Year<br><br>All 1.2%<br>EL 2.3%<br>SED 1.7%<br>SWD 2.9%<br>AA 0.8%<br>HI 1.8%<br>FY NA | 2023-24 School Year<br><br>All 0.3%<br>EL 0.0%<br>SED 0.4%<br>SWD 0.6%<br>AA 0.0%<br>HI 0.2%<br>FY NA | 2024-25 School Year<br><br>All 0.5%<br>EL 1.4%<br>SED 0.8%<br>SWD 0.6%<br>AA 0.0%<br>HI 1.0%<br>FY NA | 2025-26 School Year<br><br>All 0.3%<br>EL 0.0%<br>SED 0.4%<br>SWD 0.6%<br>AA 0.0%<br>HI 0.2%<br>FY NA | 2024-25 School Year<br><br>All -0.7%<br>EL -0.9%<br>SED -0.9%<br>SWD -2.3%<br>AA -0.8%<br>HI -0.8%<br>FY NA |
| 4.5 | Middle School Dropouts<br><br>Attain and maintain 0 middle school dropouts<br><br>Source: CALPADS | 2022-23 School Year<br><br>4 students | 2023-24 School Year<br><br>1 student | 2024-25 School Year<br><br>0 students | 2025-26 School Year<br><br>0 students | 2024-25 School Year<br><br>-4 students |
| 4.6 | Suspension Rates<br><br>Attain and maintain a suspension rate of 2.5% or lower for all students and student groups<br><br>Source: Dashboard | 2022-23 School Year<br><br>All 2.9%<br>EL 2.9%<br>SED 3.8%<br>SWD 5.2%<br>AA 4.8%<br>HI 2.9%<br>FY 13.2% | 2023-24 School Year<br><br>All 2.6%<br>EL 3.1%<br>SED 3.3%<br>SWD 4.8%<br>AA 5.1%<br>HI 2.7%<br>FY 16.4% | 2024-25 School Year<br><br>All 2.4%<br>EL 2.9%<br>SED 2.9%<br>SWD 3.9%<br>AA 5.6%<br>HI 2.4%<br>FY 9.0% | 2025-26 School Year<br><br>All 2.5% (2.4% new)<br>EL 2.5%<br>SED 2.5%<br>SWD 2.5%<br>AA 2.5%<br>HI 2.5% (2.4% new)<br>FY 2.5% | 2024-25 School Year<br><br>All -0.5%<br>EL 0.0%<br>SED -0.9%<br>SWD -1.3%<br>AA +0.8%<br>HI -0.5%<br>FY -4.2% |
| 4.7 | Expulsions<br><br>Maintain 5 expulsions or less per year for all | 2022-23 School Year<br><br>All 5<br>EL 0 | 2023-24 School Year<br><br>All 11<br>EL 0 | 2024-25 School Year<br><br>All 10<br>EL 1 | 2025-26 School Year<br><br>All 5<br>EL 0 | 2024-25 School Year<br><br>All +5<br>EL +1 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | students and student groups<br><br>Source: DataQuest | SED 3<br>SWD 3<br>AA 1<br>HI 3<br>FY 0 | SED 9<br>SWD 3<br>AA 1<br>HI 7<br>FY 1 | SED 10<br>SWD 3<br>AA 2<br>HI 5<br>FY 0 | SED 3<br>SWD 3<br>AA 1<br>HI 3<br>FY 0 | SED +7<br>SWD 0<br>AA +1<br>HI +2<br>FY 0 |
| 4.8 | Tiered Fidelity Inventory<br><br>Attain 100% of schools scoring 70% or higher on Tier 1 (eligible for silver CA PBIS state recognition)<br><br>Source: MTSS Leads | 2023-24 School Year<br><br>5 out of 22 (23%) schools have scored 70% or higher on Tier 1 | 2024-25 School Year<br><br>18 out of 20 (90%) schools have scored 70% or higher on Tier 1 | 2025-26 School Year<br><br>18 out of 20 (90%) schools have scored 70% or higher on Tier 1 | 2026-27 School Year<br><br>100% of schools will score 70% or higher on Tier 1 | 2025-26 School Year<br><br>out of 20 (%) schools have scored 70% or higher on Tier 1 |
| 4.9 | Number of Facilities Meeting "Good Repair" status in Facility Inspection Tool (FIT) reports<br><br>Maintain 100% of schools rated as "Good Repair" status or higher<br><br>Source: FIT (Facility Inspection Tool) Evaluation | 2023-24 School Year<br><br>100% of schools are rated as "Good Repair" status or higher | 2024-25 School Year<br><br>95% of schools are rated as "Good Repair" status or higher | 2025-26 School Year<br><br>100% of schools are rated as "Good Repair" status or higher | 2026-27<br><br>100% of schools are rated as "Good Repair" status or higher | 2025-26 School Year<br><br>0.0% of schools are rated as "Good Repair" status or higher |
| 4.10 | CA Dashboard Local Indicators<br><br>Priority 3 (Parental Involvement and Family Engagement)<br>Increase each rating by at least one level | 2023-24 School Year<br><br>1-5 Rating<br>* LEA's progress in developing the capacity of staff to build trusting and respectful | 2024-25 School Year<br><br>1-5 Rating<br>* LEA's progress in developing the capacity of staff to build trusting and respectful | 2025-26 School Year<br><br>1-5 Rating<br>* LEA's progress in developing the capacity of staff to build trusting and respectful | 2026-27 School Year<br><br>1-5 Rating<br>* LEA's progress in developing the capacity of staff to build trusting and respectful | 2025-26 School Year<br><br>1-5 Rating<br>* LEA's progress in developing the capacity of staff to build trusting and respectful |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: Local Indicator Self-Reflection Tool | relationships with families<br>All (3)<br>Unduplicated (2)<br>SWD (4)<br>* LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>All (2)<br>Unduplicated (2)<br>SWD (2)<br>* LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making<br>All (3)<br>Unduplicated (3)<br>SWD (3)<br>* LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making<br>All (3)<br>Unduplicated (3)<br>SWD (3) | relationships with families<br>All (3)<br>Unduplicated (3)<br>SWD (4)<br>* LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>All (2)<br>Unduplicated (2)<br>SWD (2)<br>* LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making<br>All (3)<br>Unduplicated (3)<br>SWD (3)<br>* LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups | relationships with families<br>All (3)<br>Unduplicated (3)<br>SWD (4)<br>* LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>All (2)<br>Unduplicated (2)<br>SWD (3)<br>* LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making<br>All (3)<br>Unduplicated (3)<br>SWD (3)<br>* LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups | relationships with families<br>All (4)<br>Unduplicated (3) (4 new)<br>SWD (5)<br>* LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>All (3)<br>Unduplicated (3)<br>SWD (3) (4 new)<br>* LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making<br>All (4)<br>Unduplicated (4)<br>SWD (4)<br>* LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups | relationships with families<br>All (0)<br>Unduplicated (+1)<br>SWD (0)<br>* LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>All (0)<br>Unduplicated (0)<br>SWD (+1)<br>* LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making<br>All (0)<br>Unduplicated (0)<br>SWD (0)<br>* LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | and decision-making<br>All (3)<br>Unduplicated (3)<br>SWD (3) | and decision-making<br>All (3)<br>Unduplicated (3)<br>SWD (3) | and decision-making<br>All (4)<br>Unduplicated (4)<br>SWD (4) | and decision-making<br>All (0)<br>Unduplicated (0)<br>SWD (0) |
| 4.11 | Local School Climate Survey - Panorama/Satchel Pulse LCAP Survey<br><br>Increase percentage of positive response by 1% annually for each question<br><br>Source: Panorama/Satchel Pulse | Spring 2024<br><br>Parent Survey<br>* Overall, how satisfied are your with your student's school - 76%<br>* How comfortable do you feel communicating with your student's school - 75%<br>* How much do you feel the school values your opinion - 51%<br>* To the best of your knowledge, how fairly do staff in your school community treat people of different backgrounds than themselves - 79%<br><br>Student Survey (6-12)<br>* How satisfied are you with your learning | Spring 2025<br><br>Parent Survey<br>* Overall, how satisfied are your with your student's school - 77%<br>* How comfortable do you feel communicating with your student's school - 77%<br>* How much do you feel the school values your opinion - 54%<br>* To the best of your knowledge, how fairly do staff in your school community treat people of different backgrounds than themselves - 80%<br><br>Student Survey (6-12) | Spring 2026<br><br>Parent Survey<br>* Overall, how satisfied are your with your student's school - 85%<br>* How comfortable do you feel communicating with your student's school - 85%<br>* How much do you feel the school values your opinion - 77%<br>* To the best of your knowledge, how fairly do staff in your school community treat people of different backgrounds than themselves - 84%<br><br>Student Survey (6-12) | Spring 2027<br><br>Parent Survey<br>* Overall, how satisfied are your with your student's school - 79% (86% new)<br>* How comfortable to you feel communicating with your student's school - 78% (86% new)<br>* How much do you feel the school values your opinion - 56% (78% new)<br>* To the best of your knowledge, how fairly do staff in your school community treat people of different backgrounds than themselves - 82% (85% new)<br><br>Student Survey (6-12) | Spring 2026<br><br>Parent Survey<br>* Overall, how satisfied are your with your student's school +9%<br>* How comfortable do you feel communicating with your student's school +10%<br>* How much do you feel the school values your opinion +26%<br>* To the best of your knowledge, how fairly do staff in your school community treat people of different backgrounds than themselves -5%<br><br>Student Survey (6-12) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | experience at school - 57%<br>* How connected do you feel to the adults at your school this year - 38%<br>* How connected do you feel to other students at your school this year - 54%<br>* How fairly do you believe staff at your school treat people of different backgrounds than themselves - 62% | * How satisfied are you with your learning experience at school - 64%<br>* How connected do you feel to the adults at your school this year - 42%<br>* How connected do you feel to other students at your school this year - 61%<br>* How fairly do you believe staff at your school treat people of different backgrounds than themselves - 69% | * How satisfied are you with your learning experience at school - 71%<br>* How connected do you feel to the adults at your school this year - 65%<br>* How connected do you feel to other students at your school this year - 75%<br>* How fairly do you believe staff at your school treat people of different backgrounds than themselves - 80% | * How satisfied are you with your learning experience at school - 66% (72% new)<br>* How connected do you feel to the adults at your school this year - 44% (66% new)<br>* How connected do you feel to other students at your school this year - 63% (76% new)<br>* How fairly do you believe staff at your school treat people of different backgrounds than themselves - 71% (81% new) | * How satisfied are you with your learning experience at school +14%<br>* How connected do you feel to the adults at your school this year +27%<br>* How connected do you feel to other students at your school this year +21%<br>* How fairly do you believe staff at your school treat people of different backgrounds than themselves +18% |
| | | Staff Survey (Classified/Certificated)<br>* How satisfied are you with your school's campus as an environment for learning - 71%/73%<br>* How fairly do you believe staff at your school treat people of different backgrounds | Staff Survey (Classified/Certificated)<br>* How satisfied are you with your school's campus as an environment for learning - 78%/80%<br>* How fairly do you believe staff at your school treat | Staff Survey (Classified and Certificated)<br>* How satisfied are you with your school's campus as an environment for learning - 82%<br>* How fairly do you believe staff at your school treat people of different | Staff Survey (Classified/Certificated)<br>* How satisfied are you with your school's campus as an environment for learning - 80%/82% (83% new)<br>* How fairly do you believe staff at | Staff Survey (Classified/Certificated)<br>* How satisfied are you with your school's campus as an environment for learning -4%/-6%<br>* How fairly do you believe staff at your school treat |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | than themselves - 80%/76%<br>* Overall, how much do you feel like you belong at your school - 78%/74%<br>* How easy is it to form relationships with students this year - 76%/79% | people of different backgrounds than themselves - 77%/ 79%<br>* Overall, how much do you feel like you belong at your school - 77%/ 78%<br>* How easy is it to form relationships with students this year - 73%/ 81% | backgrounds than themselves - 84%<br>* Overall, how much do you feel like you belong at your school - 80%<br>* How easy is it to form relationships with students this year - 85% | your school treat people of different backgrounds than themselves - 83%/81% (85% new)<br>* Overall, how much do you feel like you belong at your school - 81%/80% (81% new)<br>* How easy is it to form relationships with students this year - 79%/82% (86% new) | people of different backgrounds than themselves - 4%/0%<br>* Overall, how much do you feel like you belong at your school -10%/ +6%<br>* How easy is it to form relationships with students this year -4%/ -7% |
| 4.12 | CAASPP (% meets/ exceeds standard)<br><br>Increase % meets/exceeds standard by 2% annually for all grade levels and student groups<br><br>Source: DataQuest | Spring 2023<br><br>5th Grade ELA<br>ALL 53.7%<br>EL 13.5%<br>SED 46.7%<br>SWD 20.5%<br>AA 32.9%<br>HI 42.0%<br>FY NA<br><br>5th Grade Math<br>ALL 42.4%<br>EL 11.5% | Spring 2024<br><br>5th Grade ELA<br>ALL 54.6%<br>EL 16.8%<br>SED 45.7%<br>SWD 21.0%<br>AA 39.8%<br>HI 46.4%<br>FY NA<br><br>5th Grade Math<br>ALL 44.7%<br>EL 10.4% | Spring 2025<br><br>5th Grade ELA<br>ALL 63.5%<br>EL 31.3%<br>SED 57.9%<br>SWD 32.7%<br>AA 55.9%<br>HI 56.6%<br>FY NA<br><br>5th Grade Math<br>ALL 48.4%<br>EL 17.9% | Spring 2026<br><br>5th Grade ELA<br>ALL 59.7% (65.5% new)<br>EL 19.5% (33.3% new)<br>SED 52.7% (59.9% new)<br>SWD 26.5% (34.7% new)<br>AA 43.8% (57.9% new)<br>HI 48.0% (58.6% new)<br>FY NA<br><br>5th Grade Math<br>ALL 48.4% (50.4% new) | Spring 2025<br><br>5th Grade ELA<br>ALL +9.8%<br>EL +17.8%<br>SED +11.2%<br>SWD +12.2%<br>AA +23.0%<br>HI +14.6%<br>FY NA<br><br>5th Grade Math<br>ALL +6.0%<br>EL +6.4% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SED 35.4%<br>SWD 13.8%<br>AA 20.0%<br>HI 28.4%<br>FY NA | SED 34.9%<br>SWD 17.9%<br>AA 29.5%<br>HI 36.6%<br>FY NA | SED 40.4%<br>SWD 21.5%<br>AA 25.0%<br>HI 40.4%<br>FY NA | EL 17.5% (19.9% new)<br>SED 41.4%<br>SWD 19.8% (23.5% new)<br>AA 33.5%<br>HI 40.6%<br>FY NA | SED +5.0%<br>SWD +7.7%<br>AA +5.0%<br>HI +12.0%<br>FY NA |
| | | 8th Grade ELA<br>ALL 58.1%<br>EL 11.1%<br>SED 50.4%<br>SWD 15.8%<br>AA 44.0%<br>HI 51.8%<br>FY NA | 8th Grade ELA<br>ALL 61.0%<br>EL 7.7%<br>SED 52.7%<br>SWD 27.8%<br>AA 50.6%<br>HI 54.8%<br>FY NA | 8th Grade ELA<br>ALL 60.0%<br>EL 1.4%<br>SED 53.4%<br>SWD 19.7%<br>AA 55.2%<br>HI 53.4%<br>FY NA | 8th Grade ELA<br>ALL 64.1%<br>EL 17.1%<br>SED 56.4%<br>SWD 31.8%<br>AA 54.6% (57.2% new)<br>HI 57.8%<br>FY NA | 8th Grade ELA<br>ALL +1.9%<br>EL -9.7%<br>SED +3.0%<br>SWD +3.9%<br>AA +11.2%<br>HI +1.6%<br>FY NA |
| | | 8th Grade Math<br>ALL 41.9%<br>EL 7.9%<br>SED 35.1%<br>SWD 12.1%<br>AA 29.3%<br>HI 34.2%<br>FY NA | 8th Grade Math<br>ALL 45.3%<br>EL 6.4%<br>SED 35.9%<br>SWD 12.9%<br>AA 18.9%<br>HI 39.1%<br>FY NA | 8th Grade Math<br>ALL 46.7%<br>EL 2.9%<br>SED 41.5%<br>SWD 11.1%<br>AA 29.9%<br>HI 40.1%<br>FY NA | 8th Grade Math<br>ALL 47.9%<br>EL 13.9%<br>SED 41.1% (43.5% new)<br>SWD 18.1%<br>AA 35.3%<br>HI 40.2%<br>FY NA | 8th Grade Math<br>ALL +4.8%<br>EL -5.0%<br>SED +6.4%<br>SWD -1.0%<br>AA +0.6%<br>HI +5.9%<br>FY NA |
| | | 11th Grade ELA<br>ALL 72.5%<br>EL 12.9%<br>SED 64.4%<br>SWD 34.1%<br>AA 67.5%<br>HI 66.8%<br>FY NA | 11th Grade ELA<br>ALL 74.6%<br>EL 17.1%<br>SED 68.8%<br>SWD 33.1%<br>AA 65.4%<br>HI 70.6%<br>FY NA | 11th Grade ELA<br>ALL 76.4%<br>EL 19.6%<br>SED 72.0%<br>SWD 32.7%<br>AA 61.4%<br>HI 72.1%<br>FY NA | 11th Grade ELA<br>ALL 78.5%<br>EL 18.9% (21.6% new)<br>SED 70.4% (74.0% new)<br>SWD 40.1%<br>AA 73.5% | 11th Grade ELA<br>ALL +3.9%<br>EL +6.7%<br>SED +7.6%<br>SWD -1.4%<br>AA -6.1%<br>HI +5.3%<br>FY NA |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | HI 72.8%<br>FY NA | |
| | | 11th Grade Math<br>All 38.1%<br>EL 1.4%<br>SED 28.8%<br>SWD 8.3%<br>AA 20.0%<br>HI 29.2%<br>FY NA | 11th Grade Math<br>All 38.2%<br>EL 2.4%<br>SED 29.6%<br>SWD 5.3%<br>AA 21.4%<br>HI 30.5%<br>FY NA | 11th Grade Math<br>All 38.7%<br>EL 3.9%<br>SED 30.8%<br>SWD 4.8%<br>AA 29.3%<br>HI 29.0%<br>FY NA | 11th Grade Math<br>All 44.1%<br>EL 7.4%<br>SED 34.8%<br>SWD 14.3%<br>AA 26.0% (31.3% new)<br>HI 35.2%<br>FY NA | 11th Grade Math<br>ALL +0.6%<br>EL +2.5%<br>SED +2.0%<br>SWD -3.5%<br>AA +9.3%<br>HI -0.2%<br>FY NA |

# Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The Murrieta Valley Unified School District implemented all Goal 4 actions. These actions were important in addressing student needs related to engagement and school connectedness, as well as promoting school practices that would lead to optimal outcomes for student behavior and school attendance. Additionally, Goal 4 actions supported ongoing efforts to engage families and students, as well as to build the capacity of our staff to ensure all students have access to high-quality learning opportunities, including our foster youth. The district was intentionally focused on implementing Goal 4 actions and services to help our staff meet the needs of our unduplicated and identified student groups.

The district continued to advance implementation of Goal 4 by strengthening and refining its Multi-Tiered Systems of Support (MTSS) (Action 4.3) to ensure students receive timely and coordinated behavioral and attendance supports. Building on prior progress, the district sustained a strong focus on Tier 2 attendance interventions across sites and began developing attendance recovery opportunities (Action 4.5) through Extended Learning Opportunity Program (ELOP) offerings, expanding pathways for students to reengage and recover instructional time. Additionally, MTSS team leadership structures and meeting agendas were updated to improve clarity and effectiveness of site-based problem-solving processes. Behavioral supports were further expanded through the implementation of new intervention programs. There was targeted training for teams on Tier 3 interventions to increase capacity for supporting students with more intensive needs, and the district began developing general education Behavior Support Plans (BSP's) for these students. Proactive outreach efforts included the use of developmentally appropriate social media presentations to support elementary students. In addition, the district maintained a continued focus on targeted tutoring to support the academic needs of foster youth (Action 4.4), ensuring alignment between MTSS structures and services for vulnerable student populations. Collectively, these actions reflect continued progress toward an effective MTSS framework districtwide. There were no substantive differences between planned and implemented Goal 4 actions.

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

The district used a 10% threshold (above or below budget) to define a substantive difference.

Action 4.2 was fully implemented. However, expenditures reflect a 64% decrease due to the planned Parent Liaison position being placed on hold.

Action 4.3 was fully implemented, and expenditures reflect an increase of 55% due to psychologists being added to LREBG mid-year after the Adopted Budget. Psychologists support this action by helping schools use data to identify student needs early, implement and monitor targeted academic and behavioral interventions, and strengthen supports for students across all tiers.

Action 4.5 was fully implemented. Expenditures reflect an increase of 11% due to subsidized ridership costs exceeding original estimates, driven by an increase in the number of eligible riders and higher per-rider costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

4.1 Practices to Support All Students: This action continued to demonstrate effectiveness as evidenced by growth in CAASPP scores across grade levels and student groups, declining suspension rates across most student groups, and stable and strong graduation and dropout rates. Specific data which is evidence of this action being effective is 5th grade ELA scores in which there was growth of 8.9% in meeting proficiency for all students, of 14.5% for EL's, and of 12.2% for SED. Math gains were not as significant but still strong: all students gained proficiency by 3.7%, EL's by 7.5%, and SED by 5.5%. Suspension rates declined from 2.6% to 2.4%, and graduation rates stayed strong at 97.8%, up 0.1% from the prior year. While survey data trends were difficult to compare due to a transition to a new platform, overall feedback remains generally positive with parent positive input in the high 70% to mid 80% range. A key component of this action was funding participation from all sites for the county’s Excellence in Education Conference, which continues to be a highly valued professional learning experience focused on strategies to better meet the needs of all students. Additionally, this action supported a coordinator who played an integral role in advancing districtwide efforts, including strengthening student advisory programs, supporting foster youth, coaching and reinforcing MTSS practices, and facilitating parent advisory groups, all of which contributed to a more cohesive and inclusive approach to student support.

4.2 Educational Partner Engagement: This action continued to support strong engagement with families and students. Although year-to-year comparisons of survey data are limited due to the transition to a new platform, current results reflect generally favorable input, with positive parents responses across items largely in the 70–80% range. Overall parent satisfaction with their student's school was 85%, demonstrating the effectiveness of this action. Parent advisory committees remain a key strength, demonstrating consistent participation and serving as valuable spaces for communication, input, and community connection, alongside well-attended celebratory events that bring families together and strengthen a sense of belonging. While the district piloted parent liaisons, feedback did not indicate sufficient impact at the site level to continue funding this approach. Due to budget prioritization, the district also paused expansion of a districtwide parent liaison model and development of a family center. With recent staffing changes, there will be a renewed focus on reviewing and strengthening the leadership

and alignment of SEPAC, DELAC, and Military Family committees to enhance coherence and effectiveness. Additionally, the middle school intramural program continues to be a positive and engaging opportunity for students, contributing to increased connection and participation through shared interests.

4.3 Mental Health Supports and Multi-Tiered Systems of Support (MTSS): This action continued to demonstrate effectiveness, with overall reductions in chronic absenteeism across all student groups and decreases in suspension rates for most groups, indicating progress in both engagement and behavioral outcomes. Chronic absenteeism data showed reductions by 1.4% for all students, 5.3% for EL's, 1.5% for SED, and 2.4% for FY, which is evidence of the effectiveness of this action. While survey results are difficult to compare due to the transition to a new platform, available data trends toward stronger overall perceptions of support and school climate. Students reported feeling more connected to adults by 23% and more connected to other students by 14% on this year's survey. Over the past year, the district strengthened MTSS implementation by refining team leadership structures and meeting processes to improve clarity and effectiveness in site-based problem solving. Behavioral supports were expanded through the introduction of new intervention programs, along with targeted training for teams on Tier 3 practices to build capacity for supporting students with intensive needs, including the development of general education Behavior Support Plans (BSPs). Significant effort was also directed toward addressing attendance within the MTSS framework, alongside improvements to systems for documentation and progress monitoring through Aeries and Educlimber, resulting in a more cohesive and data-driven approach to student support.

4.4 Foster Youth Services: Support services for Foster Youth demonstrated effectiveness, particularly in reducing chronic absenteeism rates for this student group from 33.0% to 30.6%. CAASPP academic performance data was not available due to the small sample size, but suspension rates showed a decrease of 7.4% which is further evidence of the effectiveness of this action. This year, the district continued to strengthen its targeted supports for Foster Youth. A designated district registrar provided personalized assistance with enrollment and scheduling to ensure continuity of education. Students received resources to meet basic needs and to ensure they could access school, including school supplies and technology. Academic support was offered through access to tutoring, while district social workers and/or counselors maintained regular check-ins, providing counseling and connecting students to additional services as needed. These layered supports help develop a sense of stability and connection for our Foster Youth across school sites.

4.5 Attendance: This action continued to demonstrate strong effectiveness, with a notable decrease in chronic absenteeism across all targeted student groups and continued growth in Average Daily Attendance (ADA), making this an area of clear celebration for the district. Chronic absenteeism data showed reductions by 1.4% for all students, 5.3% for EL's, 1.5% for SED, and 2.4% for FY, and ADA increased by 0.8% for all students, by 1.0% for EL's, by 0.7% for SED, and by 1.7% for FY which is evidence of the effectiveness of this action. A sustained focus on Tier 2 attendance teams contributed significantly to this success, with strong buy-in across sites. These teams received updated agendas and targeted training to strengthen their use of data to inform interventions, which are now consistently documented and monitored in Aeries through the intervention tracking system. The district also expanded family engagement strategies by introducing a new ParentSquare text response feature that allows families to more easily clear absences, as well as offering workshops on attendance through parent advisory groups. Additionally, attendance recovery opportunities were introduced through ELOP, providing further support for students needing to make up missed instructional time. Together, these efforts reflect a more cohesive, data-driven, and family-centered approach to improving student attendance.

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

Metrics:

4.1 Chronic Absenteeism K-8 - Adjusted year for Year 1 Outcome to 2023-24, as it was labeled incorrectly in previous LCAP. All students met target for year 3 outcome so decreased that target to 14.8%; EL met target for year 3 outcome so decreased that target to 14.4%.

4.2 ADA K-8 - All students met target for year 3 outcome so increased that target to 94.7%; EL met target for year 3 outcome so increased that target to 94.8%; AA met target for year 3 outcome so increased that target to 94.7%; HI met target for year 3 outcome so increased that target to 94.2%.

4.3 High School Cohort Graduation Rate - All students met target for year 3 outcome so increased that target to 97.8%.

4.6 Suspension Rates - All students met target for year 3 outcome so decreased that target to 2.4%; HI met target for year 3 outcome so decreased that target to 2.4%.

4.10 CA Dashboard Local Indicators, Priority 3 - Unduplicated met target for LEA's progress in developing the capacity of staff to build trusting and respectful relationships with families so increased that target to (4). SWD met target for LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children so increased that target to (4).

4.11 Local School Climate Survey - Panorama/Satchel Pulse LCAP Survey - The title of the metric and the identified data source were updated to include Satchel Pulse. The district transitioned to the Satchel Pulse platform for the LCAP survey beginning in the 2025–26 school year. All targets were met across all survey questions; however, survey results may have been affected by the implementation of the new platform. Year 3 outcome targets were adjusted to reflect a 1% increase based on 2025–26 data. Staff survey results were consolidated into a single data outcome, as certificated and classified employee responses are combined within the Satchel Pulse survey, replacing the prior practice of reporting these groups separately.

4.12 CAASPP (% meets/exceeds standard) - 5th Grade ELA All students met target for year 3 outcome so increased that target to 65.5%; 5th Grade ELA EL met target for year 3 outcome so increased that target to 33.3%; 5th Grade ELA SED met target for year 3 outcome so increased that target to 59.9%; 5th Grade ELA SWD met target for year 3 outcome so increased that target to 34.7%; 5th Grade ELA AA met target for year 3 outcome so increased that target to 57.9%; 5th Grade ELA HI met target for year 3 outcome so increased that target to 58.6%; 5th Grade Math All students met target for year 3 outcome so increased that target to 50.4%; 5th Grade Math EL met target for year 3 outcome so increased that target to 19.9%; 5th Grade Math SWD met target for year 3 outcome so increased that target to 23.5%; 8th Grade ELA AA met target for year 3 outcome so increased that target to 57.2%; 8th Grade Math SED met target for year 3 outcome so increased that target to 43.5%; 11th Grade ELA EL met target for year 3 outcome so increased that target to 21.6%; 11th Grade ELA SED met target for year 3 outcome so increased that target to 74.0%; 11th Grade Math AA met target for year 3 outcome so increased that target to 31.3%.

Actions:

4.3 Adjusted LREBG dollar amount and added metric.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Practices to Support All Students | The actions in Practices to Support All Students will provide educational partners with training in and resources to support all students in order to ensure our staff is prepared to meet the individual needs of the students they serve, with a focus on providing services and support to students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards Foster Youth which has been characterized as Red for Suspension Rates on the 2023 Dashboard and Students with Disabilities, Socioeconomically Disadvantaged students, African American students, and Multiple Race students, at specific schools, which are also characterized as Red for Suspension Rates on the 2023 Dashboard, as listed in the Plan Summary. | $30,500.00 | Yes |
| **4.2** | Educational Partner Engagement | Educational Partner Engagement will provide opportunities for parents and students to engage with our district and schools in meaningful ways which promote connectedness, family education and input, and emotional well-being, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). | $153,636.00 | Yes |
| **4.3** | Mental Health Supports and Multi-Tiered System of Supports (MTSS) | Mental Health Supports and Multi-Tiered System of Supports (MTSS) will provide actions and services to address the social emotional well-being of students, as well as to develop systems at each school that support positive behavior, strong school cultures, and student safety, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). LREBG ($1,158,983) will fund services in this action, specifically psychologists and staffing for middle school Reset Rooms. Research supports this use of funds, finding that MTSS and RTI provide an effective framework to better meet student learning needs and improve outcomes for all students (American Institutes for Research, 2018). This district will monitor this action using Chronic Absenteeism (metric 4.1), Suspension and Expulsion Rates (metrics 4.6 and 4.7), as well as results from the LCAP survey (metric 4.11). We will also monitor progress on the Tiered Fidelity Inventory (metric 4.8). This action will also be directed towards Foster Youth which | $2,888,422.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | has been characterized as Red for Suspension Rates on the 2023 Dashboard and Students with Disabilities, Socioeconomically Disadvantaged students, African American students, and Multiple Race students, at specific schools, which are also characterized as Red for Suspension Rates on the 2023 Dashboard, as listed in the Plan Summary. It will also address the district's Differentiated Assistance for American Indian students in the areas of suspension and chronic absenteeism. | | |
| **4.4** | Foster Youth Support Services | Foster Youth Support Services will provide the necessary services to ensure improved attendance, engagement, social-emotional health, and academic achievement for our Foster Youth students. On the CA Dashboard, the FY group consistently demonstrates the most need of all of our students groups, as it is characterized as Red for Suspension Rate. | $271,513.00 | Yes |
| **4.5** | Attendance Supports | Attendance supports will provide resources for schools for attendance monitoring, prevention, and response and supports for students and families, such as transportation at reduced cost, to improve attendance and decrease chronic absenteeism, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and English Learners, Asian students, African American students, and White students, at specific schools, that are characterized as Red for Chronic Absenteeism on the 2023 Dashboard, as listed in the Plan Summary. It will also address the district's Differentiated Assistance for American Indian students in the area of chronic absenteeism. | $1,931,559.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | Provide targeted attendance and academic intervention supports at Murrieta Options Academy to address barriers to learning and improve student achievement and graduation outcomes. By the end of the 2026-27 school year, Murrieta Options Academy will demonstrate growth by improving attendance rates for all students by 2%, as well as by improving graduation rates for all students, socioeconomically disadvantaged students, and Hispanic students by 2%. Socioeconomically disadvantaged students and Hispanic students are the student groups demonstrating low performance in the graduation rate metric based on the CA Dashboard. Additionally, the school will increase the percentage of teachers authorized by a clear or preliminary credential for their assigned content area by 2%. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Murrieta Valley Unified School District developed this goal in response to the allocation of Equity Multiplier funding for Murrieta Options Academy. Murrieta Options Academy is a small alternative education program serving students who require adjusted credits and individualized support in order to meet graduation requirements. Due to the unique needs of the students served, the school experiences significantly lower attendance and graduation outcomes than the district overall.

Current attendance rates at Murrieta Options Academy are 84.3%, compared to district attendance rates in the low-to-mid 90% range. Additionally, the school's graduation rate of 78.6% remains significantly below the district average, which is 97.8%. Students who are socioeconomically disadvantaged also have a relatively low graduation rate of 78.6% and Hispanic students have an even lower graduation rate of 75.0%.

Teacher Assignment Monitoring Outcomes were reviewed and show that in the 2023-24 school year, which is the most recent available data, the school had a clear FTE rate of 82.5% which is below the district-wide rate of 88.7%. The district will support improvement in Teacher Assignment Monitoring outcomes by strengthening hiring and assignment practices, providing ongoing monitoring of teacher credentials and course alignment, and offering targeted support to site leadership to ensure teachers are appropriately assigned.

This goal was developed to provide targeted attendance intervention and academic support designed to reduce barriers to learning, improve student engagement, increase attendance, support mastery of grade-level content, and improve progress toward graduation for students enrolled in the program. These actions were developed after consultation with educational partners at the school site.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | Attendance Rate<br><br>Increase daily attendance rate by 2% annually.<br><br>Source: EduClimber | 2025-26 School Year (through March)<br><br>All 84.3% | NA | NA | 2026-27 School Year (through March)<br><br>All 86.3% | NA |
| 5.2 | High School Cohort Graduation Rate<br><br>Increase graduation rate by 2% annually.<br><br>Source: Dashboard | 2024-25<br><br>All 78.6%<br>SED 78.6%<br>HI 75.0% | NA | NA | 2025-26<br><br>All 80.6%<br>SED 80.6%<br>HI 77.0% | NA |
| 5.3 | Clear FTE Rate (Teacher Assignment Monitoring Outcomes)<br><br>Increase % of clear FTE by 2% annually<br><br>Source: DataQuest | 2023-24<br><br>82.5% Clear FTE | NA | NA | 2024-25<br><br>84.5% Clear FTE | NA |

## Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable. This is the first year of this goal.

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

Not applicable. This is the first year of this goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable. This is the first year of this goal.

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

Not applicable. This is the first year of this goal.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5.1** | Attendance Intervention | Provide a dedicated teacher period to support attendance intervention efforts, including family outreach, home visits, and transportation to school as needed. | $35,750.00 | No |
| **5.2** | Academic Intervention | Provide instructional assistant support to deliver targeted academic intervention within classrooms, including organization assistance, work completion monitoring, test preparation, reinforcement of foundational academic skills, and support for student understanding and mastery of grade-level content. | $15,947.00 | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $26,959,246 | $0 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 10.754% | 0.000% | $0.00 | 10.754% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.1** | **Action:**<br>Additional Teachers for Smaller Class Sizes<br><br>**Need:**<br>The district's local assessment data (iReady) demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and Mathematics at the K-3 level. Despite all students scoring 56.9% proficient in ELA, | To address these academic needs, the district will continue to provide additional K-3 teachers to reduce class size beyond collectively bargained contract requirements. This will enable teachers to differentiate more effectively and to more easily provide integrated and designated supports to meet English Learners' needs. These supports will improve ELA and math achievement for our foster youth, English Learners, and socioeconomically disadvantaged students on the CAASPP | The district will monitor this action using local iReady diagnostic data for grades K - 3 (metric 1.1), as well as CAASPP data for grade 3 (metric 1.2) and grades 8 and 11 (metric 1.7). The district will look at these data points specifically for unduplicated student |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | 32.8% of ELs, 49.0% of SED students, and 43.9% of FY are scoring proficient. Similarly, 33.5% of all students are proficient in Math, and only 16.4% of ELs, 25.9% of SED students, and 17.1% of FY are proficient in Math. The district has room to grow in overall achievement levels, as well as in closing achievement gaps for unduplicated students.<br><br>**Scope:**<br>LEA-wide | assessment which will be reflected on the state's dashboard.<br><br>This action will benefit all students across the district, but it has been implemented specifically to impact the achievement of these targeted student groups. It is principally directed to and most effective in meeting the needs of unduplicated students. Funds directed towards smaller class sizes provide opportunities for more robust Tier I support of all students. They are principally directed to our unduplicated students, including English Learners, to allow for differentiation, as well as the use of integrated supports within the classroom.<br><br>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 district's purpose in providing additional teachers at the primary grades at our elementary schools to allow teachers to more effectively meet the learning needs of our unduplicated student groups.<br><br>Because smaller class sizes allow teachers to more easily differentiate instruction to meet the | groups to assess whether the identified needs are being addressed. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs of our unduplicated students, because teachers believe that smaller class sizes enable them to more effectively engage and meet the academic needs of all students, and because current research indicates that smaller class size positively impacts student learning, particularly for the students with the greatest needs, we conclude this is the most effective use of these resources. | |
| **1.2** | **Action:**<br>Additional Counselors TK - 12<br><br>**Need:**<br>The district's A-G and CCI data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students' college/career readiness. The district's overall A-G rate was 57.0%, while our EL student group had a rate 31.0% and our SED student group had a rate of 48.3%. Similarly, the district's overall CCI rate was 53.7%, while our EL student group had a rate of 26.4% and our SED student group had a rate 44.7%. Our FY student group was not big enough to have a reported A-G or CCI rate. The district has room to grow in overall A-G and CCI rates, as well as in closing gaps in these rates for unduplicated students.<br><br>**Scope:**<br>LEA-wide | To address these needs, the district will support our English Learners, foster youth, and socioeconomically disadvantaged students through additional counseling services at each of our school levels. These services will provide targeted academic guidance and resources, as well as mental health support and social emotional learning. Counselors will focus on preparing students for middle school, high school, and post-secondary college and career opportunities. Additionally, the coordinator of counseling will ensure that consistent and impactful practices are in place district-wide to serve our unduplicated student groups, as well as our entire student population. LREBG funds will provide additional counselors at the secondary level.<br><br>The district expects that A-G and CCI rates will increase for our foster youth, socioeconomically disadvantaged students, and English Learners as a result of the additional targeted counseling services. This counseling services action will benefit all students district-wide, but it has been implemented specifically to impact the achievement of these student groups. It is principally directed to and most effective in meeting the needs of unduplicated students. | The district will monitor this action using A-G completion rates (metric 1.3) and College and Career Indicator (CCI) data (metric 1.6). The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | 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 two-year period. The takeaway from this research study was that the presence of comprehensive school counseling programs is linked to an array of positive student outcomes ranging from better attendance to a stronger sense of connection to school. Another ASCA study focused on elementary counseling, comprehensive school counseling programs, and student achievement outcomes: A comparative analysis of Recognized ASCA Model Program (RAMP) versus non-RAMP schools, Wilkerson, K., Perusse, R., & Hughes, A. (2013). Findings indicated 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 that there is strong evidence that elementary schools with comprehensive, data-driven school counseling programs display higher academic outcomes compared to schools without such programs.<br><br>Because our foster youth, socioeconomically disadvantaged students, and English Learners will receive increased and targeted counseling services, which provide early intervention, academic and mental health support, and college/career guidance, and because research indicates that comprehensive counseling programs are linked to an array of positive student | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | outcomes, we conclude that this is the most effective use of these resources. | |
| **1.3** | **Action:**<br>Coordinators and PLT Leads<br><br>**Need:**<br>The district's dashboard data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and Mathematics. Despite the district being categorized as Green overall in English Language Arts, our EL and FY student groups are characterized as Orange. In Mathematics, the district is also categorized as Green, but our SED student group is characterized as Yellow, and our EL and FY student groups are characterized as Orange.<br><br>**Scope:**<br>LEA-wide | To address these needs, the district will provide coordinators to support our school staff's work in professional learning teams (PLTs) with a focus on the use of data to improve student learning and achievement for our foster youth, socioeconomically disadvantaged students, and English Learners. Additionally, the district will provide stipends for PLT leads for each grade level and course in the district in order to ensure that our teams focus on the key components of effective PLTs. The PLT work will improve instructional and assessment practices by aligning pacing, curriculum, and assessments. The PLTs will develop strategies and interventions that support all learners' needs, especially our foster youth, socioeconomically disadvantaged students, and English Learners.<br><br>With district coordinators and PLT leads supporting PLTs, the district expects that achievement, as measured by CAASPP data and dashboard indicators, will increase at a greater rate for our foster youth, socioeconomically disadvantaged students, and English Learners than for our overall student population. The coordinators' and PLT leads' oversight of this work ensures that consistent and impactful practices are in place district-wide. Their support of PLTs will benefit all students district-wide, but this action is principally directed to and most effective in meeting the needs of unduplicated students.<br><br>In a review of research on the impact of professional learning communities on teaching | The district will monitor this action using CAASPP data in English Language Arts and Mathematics (metric 1.7), as well as CAST data (metric 1.8). The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | practice and student learning, Vescio, V., Ross, D., & Adams, A. 2007., there is clear evidence that the PLC model shifts teachers' habits of mind and creates 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 demonstrates 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 this review 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.<br><br>Because our unduplicated students, especially our foster youth, socioeconomically disadvantaged students, and English Learners are receiving increased academic supports due to teacher collaboration in PLTs, because coordinators are in place to provide resources and guidance for this initiative, and because research indicates that the work of PLCs is linked to increased student achievement, this is the most effective use of these resources. | |
| **1.4** | **Action:**<br>Advancement Via Individual Determination (AVID) Program | To address this need, the AVID program will provide students with support in attaining college readiness. The AVID program is specifically designed to serve our low-income, first-generation, | The district will monitor this action using A-G completion rates (metric 1.3) and College and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>The district's A-G and CCI data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students' college/career readiness. The district's overall A-G rate was 57.0%, while our EL student group had a rate 31.0% and our SED student group had a rate of 48.3%. Similarly, the district's overall CCI rate was 53.7%, while our EL student group had a rate of 26.4% and our SED student group had a rate 44.7%. Our FY student group was not big enough to have a reported A-G or CCI rate. The district has room to grow in overall A-G and CCI rates, as well as in closing gaps in these rates for unduplicated students.<br><br>**Scope:**<br>LEA-wide | college-bound students to ensure college readiness upon graduation. The AVID program is offered at all secondary schools district-wide.<br><br>The district expects to see increased A-G rates and CCI rates for students as a result of the continued implementation of the AVID program. This action will benefit all secondary students who meet AVID criteria and participate in the program, but it is in place to primarily impact socioeconomically disadvantaged students, as the program promotes increased college readiness for low-income, first-generation students. Therefore, this action is principally directed to and most effective in meeting the needs of unduplicated students.<br><br>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). Our district continues to adhere to the AVID prescribed | Career Indicator (CCI) data (metric 1.6), as well as AVID participation, retention, and GPA data (metrics 1.10 - 1.12). The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | implementation guidance and, as a result, we continue to achieve strong outcomes for our AVID participants.<br><br>Because our unduplicated students, especially socioeconomically disadvantaged students, demonstrate a need for improved A-G rates, and because the AVID program focuses on supporting this group of students in college readiness, and because research indicates that AVID programs can contribute to significant graduation and college attendance rates for program participants, this is the most effective use of these resources. | |
| **1.5** | **Action:**<br>Career Technical Education (CTE)<br><br>**Need:**<br>The district's CCI data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students' college/career readiness. The district's overall CCI rate was 53.7%, while our EL student group had a rate of 26.4% and our SED student group had a rate 44.7%. Our FY student group was not big enough to have a reported CCI rate. The district has room to grow in our overall CCI rate, as well as in closing gaps for unduplicated students.<br><br>**Scope:**<br>LEA-wide | To address this need, the district will continue to provide targeted recruitment for our unduplicated students to enroll in Career Technical Education (CTE) courses and pathways. We will continue to promote our two-course pathways to students and families so they are aware of certifications and/or trajectories to community colleges, technical colleges, 4-year universities, the workplace, or the military.<br><br>The district expects to see increased engagement in learning and school, as well as enhanced planning for post high school opportunities, due to having CTE opportunities for our unduplicated student groups. These efforts align with the additional counseling supports for academic planning which will result in increased A-G rates and increased college and career indicator rates. CTE programs will positively impact all students, but this action is principally directed to and most effective in meeting the needs of unduplicated students. | The district will monitor this action using College Career Indicator (CCI) data (metric 1.6), as well as CTE Pathway Completion data (metric 1.5). The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | CTE programs have an impact on graduation rates. Research studies have shown that there is a ninety percent CTE student graduation rate in high school versus the seventy-five percent average nationwide graduation rate (U.S. Department of Education 2007-2008 data, National Association of State Directors of Career Technical Education Consortium). Additionally, CTE programs support retention rates for at-risk students. High–risk students are eight to ten times less likely to drop out in the 11th and 12th grades if they enroll in a CTE program (Kulik, “Curriculum Tracks and High School Vocational Studies,” University of Michigan, 1998). CTE has increased school connectedness, reduced behavioral problems related to suspensions and expulsions, and reduced dropouts in all student groups, but especially among students who are at highest risk of dropping out (Op. Cite, University of Memphis, 2004).<br><br>Because our College and Career Indicator data indicates a need to focus on connecting all students to school and post-secondary options, and because research indicates that taking CTE courses results in a higher graduation rate, particularly for at-risk students, and because research indicates that CTE increases connectedness and reduces dropouts in all student groups, this is the most effective use of these resources. | |
| **1.6** | **Action:**<br>College/Career Readiness<br><br>**Need:** | To address this need, the district will take intentional steps to prepare unduplicated students for high school and post-secondary planning, as well as promote and support advanced coursework options with these student groups. | The district will monitor this action using EAP rates (metric 1.13), A-G completion rates (metric 1.3), A-G + CTE Pathway |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | The district's A-G and CCI data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students' college/career readiness. The district's overall A-G rate was 57.0%, while our EL student group had a rate 31.0% and our SED student group had a rate of 48.3%. Similarly, the district's overall CCI rate was 53.7%, while our EL student group had a rate of 26.4% and our SED student group had a rate 44.7%. Our FY student group was not big enough to have a reported A-G or CCI rate. The district has room to grow in overall A-G and CCI rates, as well as in closing gaps in these rates for unduplicated students.<br><br>**Scope:**<br>LEA-wide | These efforts will include High School Kick-off events, AP/IB exam fee waivers, summer follow-up and support for high school graduates, college field trips, and Profile of a Graduate planning and implementation.<br><br>The district expects to see an increase in A-G and CCI rates for foster youth, socioeconomically disadvantaged students, and English Learners, as well as increased AP enrollment for socioeconomically disadvantaged students. These efforts align with the additional counseling support for academic planning, resulting in increased college readiness. This action will support all students, but it is principally directed to and most effective in meeting the needs of unduplicated students.<br><br>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, and/or they come from families who are unfamiliar with higher education. The programs and supports that we are putting in place to promote college/career readiness help to eliminate these barriers for unduplicated students. In a study by Tomas Rivera Policy Institute, "findings indicate that access to AP courses remains an unlikely opportunity for Black and Latino students and many low-income/rural students regardless of ethnicity and that AP courses continue to be an inequitable sorting mechanism that limits some groups' college | Completion rates (metric 1.4), AP Participation and Pass Rates (metrics 1.14 and 1.15), and College and Career Indicator (CCI) data (metric 1.6). The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | preparation opportunities" (Gaining or Losing Ground? Equity in Offering Advanced Placement Courses in California High Schools 1997-2003, Zarate, Maria Estela; Pachon, Harry P., 2006). Additionally, 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 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 skipping introductory courses or required general-education courses (AP Central at https://apcentral.collegeboard.org/about-ap/discover-benefits).<br><br>Because our A-G and AP enrollment rates indicate a need to promote college/career readiness, and because research supports intentional efforts to provide college/career readiness activities for unduplicated students, especially socioeconomically disadvantaged students, English Learners, and identified student groups who are not likely to matriculate into post-secondary education, these efforts are the most effective use of the funds. | |
| **2.1** | **Action:**<br>Elementary Intervention Teachers<br><br>**Need:**<br>The district's local assessment data (iReady) demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and | To address these academic needs, the district will offer full-time intervention teachers at each elementary site to address the reading and math needs of socioeconomically disadvantaged students, foster youth, and English Learners. This intentional intervention for our unduplicated students will provide supplemental, targeted support leading to higher achievement as evidenced by CAASPP scores and the local | The district will monitor this action using local iReady diagnostic data for grades K - 5 (metric 2.1). The district will look at these data points specifically for unduplicated student groups to assess whether |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Mathematics at the elementary level. Despite all students scoring 56.9% proficient in ELA, 32.8% of ELs, 49.0% of SED students, and 43.9% of FY are scoring proficient. Similarly, 33.5% of all students are proficient in Math, and only 16.4% of ELs, 25.9% of SED students, and 17.1% of FY are proficient in Math. The district has room to grow in overall achievement levels, as well as in closing achievement gaps for unduplicated students.<br><br>**Scope:**<br>LEA-wide | iReady assessment data. This action will benefit all elementary students who qualify for intervention, but this action is principally directed to and most effective in meeting the needs of our unduplicated students.<br><br>Murrieta Valley USD will provide an elementary intervention teacher at each of our eleven elementary schools. Two teachers will be in place at schools that are over 1000 students. These teachers will support students who are not meeting standards on local and state assessments. Intervention teachers use research-based programs and practices to close the achievement gap both in push-in and pull-out service delivery models. They are an integral part of the development of universal access programs and support teachers in analyzing and responding to student achievement data in PLTs.<br><br>A 2015 research study states there were positive effects of small group instruction on 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 is provided 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). Burns et al. (2008) conducted research to identify the key components of quality interventions including: (a) highly targeted, (b) provides an appropriate level of challenge for the individual student, (c) explicitly teaches a specific | the identified needs are being addressed. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | skill, (d) allows many opportunities to respond, and (e) provides immediate corrective feedback for an individual student.<br><br>Because our local iReady assessment scores indicate a need for providing academic support for our elementary foster youth, socioeconomically disadvantaged students, and English Learners, and because research supports targeted, small group intervention efforts with specific components, and because our intervention teachers provide support which aligns to these identified components, the intervention teacher support is the most effective use of the funds. | |
| **2.2** | **Action:**<br>Secondary Intervention<br><br>**Need:**<br>The district's CAASPP data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and Mathematics at the secondary level. Despite a proficiency rate of 58.1% in ELA for all students in 8th grade, our ELs scored at 11.1% and our SED students scored at 50.4%. In math at 8th grade, all students scored at 41.9% proficiency, while our ELs scored at 7.9% and our SED at 35.1%. There is a similar pattern of proficiency at 11th grade with overall ELA proficiency at 72.5% and ELs at 12.9% and SED students at 64.4%. In math, 38.1% are proficient at 11th grade, with 1.4% of ELs and 28.8% of SED. Our FY student group was not big enough to have a reported score. The district has room to | To address this need, the district will continue to provide our socioeconomically disadvantaged students, foster youth, and English Learners with academic support and credit recovery opportunities by offering additional intervention sections at the secondary schools, tutors in Math classes, and summer school opportunities. This will support students' achievement in literacy and math, as well as improve their grades in core classes. The additional intervention services provide our socioeconomically disadvantaged students, foster youth, and English Learners with focused support in math and ELA, as well as in other core classes. LREBG funds will support secondary summer credit recovery and tutors in all Math I classes.<br><br>The district expects to see an increase in CAASPP scores in English Language Arts and Mathematics at the secondary schools, overall and for socioeconomically disadvantaged students, foster youth, and English Learners, due to these | The district will monitor this action using CAASPP data (metric 2.2), as well as local data from a new assessment tool (Star data - metric 2.7). The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | grow in overall achievement levels, as well as in closing achievement gaps for unduplicated students, particularly for our English Learners.<br><br>**Scope:**<br>LEA-wide | intervention services. Our new local assessment at the secondary level, STAR, will be used to monitor this action. This action will benefit all secondary students who are in need of credit recovery and intervention, but it is principally directed to and most effective in meeting the needs of unduplicated students.<br><br>From research and a panel paper on credit recovery, findings indicate students who take credit recovery courses are more likely to graduate from high school and less likely to drop out than students who repeat courses traditionally. Credit recovery is a particularly effective strategy to prevent Black, Hispanic, and economically disadvantaged students from dropping out and for increasing the likelihood of graduating from high school for economically disadvantaged students (Panel Paper: An Evaluation of Credit Recovery As an Intervention for Students who Fail Courses, Samantha L. Viano, UCONN Department of Public Policy, November 10, 2018). In The Benefits of In-School Intervention (enrichingstudents.com), the authors state that, "The best option would be to create a time during the day for intervention, and other opportunities. This would help students not to miss out on class time, and avoid the embarrassment and stigma that may come with being pulled out of class. During-school intervention also gets students while they are at school. You don’t have to worry about extending teacher hours or getting students a ride. It also provides the extra instruction in real-time. Students can take what they learn in intervention to their next class." This aligns with the district's intention with this action which is to provide opportunities, | |

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| | | during the school day, for students to receive support in their academic skills in core areas, particularly English Language Arts and Math.<br><br>Because our CAASPP ELA and Math scores indicate a need to support our socioeconomically disadvantaged students, foster youth, and English Learners in all coursework, and because the research indicates that intervention and credit recovery positively impact student learning and graduation rates, we conclude this is the most effective use of funds. | |
| **2.4** | **Action:**<br>Intervention Programs and Support<br><br>**Need:**<br>The district's dashboard data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and Mathematics. Despite the district being categorized as Green overall in English Language Arts, our EL and FY student groups are characterized as Orange. In Mathematics, the district is also categorized as Green, but our SED student group is characterized as Yellow, and our EL and FY student groups are characterized as Orange. There is a need to provide additional support to close academic achievement gaps.<br><br>**Scope:**<br>LEA-wide | To address these academic needs, the district will continue to provide intervention programs to support the learning needs of our English Learners, foster youth, and socioeconomically disadvantaged students in both English Language Arts and Math. Programs used to provide this support will include Read 180 and Star/Freckle, which build skills that lead to reading and math proficiency. The EduClimber program will be used to ensure there is collaboration amongst staff and families around interventions to support students who need them.<br><br>The CAASPP scores and local assessment data are expected to increase for our English Learners, foster youth, and socioeconomically disadvantaged students as a result of the use of intervention programs. This action will benefit all students who need intervention, but it is principally directed to and most effective in meeting the needs of unduplicated students.<br><br>There is research demonstrating the effectiveness and potential impact on student achievement for | The district will monitor this action using local assessment (metrics 2.1 and 2.7) and CAASPP data (metric 2.2). The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed. |

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| | | the district's intervention programs. For example, the What Works Clearinghouse found that READ 180 was found to have positive effects on comprehension and general literacy achievement (2016) and in a study of Freckle for Math and Freckle for ELA by Renaissance (published 2024), "Practice with Freckle was associated with a greater percentage of students meeting Star proficiency benchmarks at the end of the year compared to the beginning of the year, and higher levels of growth in general math or reading ability." 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).<br><br>Because the district's dashboard indicates a need to support English Learners, foster youth, and socioeconomically disadvantaged students in both English Language Arts and Mathematics, and because the district is providing intervention using research-based practices, and because research indicates that among the students with the greatest needs, Tier 2 interventions positively impact student learning, we conclude this is the most effective use of funds. | |
| **3.1** | **Action:**<br>Instructional Coaches<br><br>**Need:**<br>The district's local assessment data (iReady) demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) | To address these academic needs, the district will provide instructional coaching to support teacher training at the elementary level. This action provides an array of supports to our staff and enables them to more effectively meet the needs of our unduplicated students. This includes instructional coaching of individuals and grade level teams, professional development for | The district will monitor this action using local iReady diagnostic data for grades K - 5 (metric 3.2). The district will look at these data points specifically for unduplicated student |

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| | students in both English Language Arts and Mathematics at the elementary level. Despite all students scoring 56.9% proficient in ELA, 32.8% of ELs, 49.0% of SED students, and 43.9% of FY are scoring proficient. Similarly, 33.5% of all students are proficient in Math, and only 16.4% of ELs, 25.9% of SED students, and 17.1% of FY are proficient in Math. The district has room to grow in overall achievement levels, as well as in closing achievement gaps for unduplicated students.<br><br>**Scope:**<br>LEA-wide | teachers, support of the implementation of teacher-developed pacing guides and assessments, and assistance in using data to support the work of PLTs.<br><br>The district expects to see improved student achievement in English Language Arts and Math as measured by CAASPP scores and local iReady data. This action will benefit all students across the district, but it is principally directed to and most effective in meeting the needs of English Learners, foster youth, and socioeconomically disadvantaged students.<br><br>This action contributes to supporting teacher growth in meeting the needs of every learner in their classroom, specifically the students with the greatest needs, our English Learners, socioeconomically disadvantaged students, and foster youth. 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).<br><br>Because CAASPP data indicates a need for growth in both English Language Arts and Math for our socioeconomically disadvantaged students, foster youth, and English Learners, and because | groups to assess whether the identified needs are being addressed. |

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| | | research supports the positive impact of instructional coaching on student achievement, we conclude that this is the most effective use of funds. | |
| **3.2** | **Action:**<br>Induction Program<br><br>**Need:**<br>The district's dashboard data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and Mathematics. Despite the district being categorized as Green overall in English Language Arts, our EL and FY student groups are characterized as Orange. In Mathematics, the district is also categorized as Green, but our SED student group is characterized as Yellow, and our EL and FY student groups are characterized as Orange. There is a need to provide additional support to close academic achievement gaps. This need is also demonstrated in the district's academic engagement data, such as Chronic Absenteeism. All students are characterized as Yellow, including SED and FY, and Foster Youth is Orange. This demonstrates a need to support staff in developing strategies for engaging and building connections with students.<br><br>**Scope:**<br>LEA-wide | To address these academic needs, the district will provide an Induction Program to support new teachers as they enter the district and the teaching profession. This action provides an array of supports to our staff which enable them to more effectively meet the needs of our unduplicated students. This includes mentoring and professional development for new teachers to learn about the district, their professional duties, and best strategies for the instruction and engagement of students.<br><br>The district expects to see improved student achievement in English Language Arts and Math as measured by CAASPP scores, as well as decreased chronic absenteeism due to greater engagement. This action will benefit all students across the district, but it is principally directed to and most effective in meeting the needs of English Learners, foster youth, and socioeconomically disadvantaged students.<br><br>This action contributes to supporting teacher growth in meeting the needs of every learner in their classroom, specifically the students with the greatest needs, our English Learners, socioeconomically disadvantaged students, and foster youth. Research supports the implementation of strong induction programs. In Examining the Effects of New Teacher Induction, Marjorie Wechsler finds, "New teachers are typically less effective than veteran teachers at | The district will monitor this action using CAASPP performance for English Language Arts and Mathematics (metric 3.4), as well as Chronic Absenteeism data (metric 3.3) and Induction Program data (metric 3.5). The district will look at the first two data points specifically for unduplicated student groups to assess whether the identified needs are being addressed. |

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| | | improving student achievement, but induction and mentoring programs can help new teachers become more effective teachers more quickly than without the support (Menlo Park: SRI International, 2010).<br><br>Because the dashboard data indicates a need for growth in English Language Arts and Math performance, as well as a need to reduce our chronic absenteeism rates for our socioeconomically disadvantaged students, foster youth, and English Learners, and because research supports the positive impact of induction programs, we conclude that this is the most effective use of funds. | |
| **3.3** | **Action:**<br>Curriculum Work Teams<br><br>**Need:**<br>The district's CAASPP data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and Mathematics at the secondary level. Despite a proficiency rate of 58.1% in ELA for all students in 8th grade, our ELs scored at 11.1% and our SED students scored at 50.4%. In math at 8th grade, all students scored at 41.9% proficiency, while our ELs scored at 7.9% and our SED at 35.1%. There is a similar pattern of proficiency at 11th grade with overall ELA proficiency at 72.5% and ELs at 12.9% and SED students at 64.4%. In math, 38.1% are proficient at 11th grade, with 1.4% of ELs and 28.8% of SED. Our FY student group was not big enough to | To address these academic needs, the district will implement curriculum work teams at the secondary level to bring teachers together to collaborate around and develop the infrastructure needed for PLTs. This action provides an array of supports to our staff which enable them to more effectively meet the needs of our unduplicated students. This includes teacher-developed pacing guides and assessments, curriculum adoption, grade level projects aligned to the district's Profile of a Graduate, and new course development. The district expects to see improved student achievement in English Language Arts and Math as measured by CAASPP scores, as well as a decline in F rates. This action will benefit all students across the district, but it is principally directed to and most effective in meeting the needs of English Learners, foster youth, and socioeconomically disadvantaged students. | The district will monitor this action using CAASPP data (metric 3.4), as well as local data from a new assessment tool (Star data - metric 3.7). 2+ F data (metric 3.6) will also be used to monitor this action. The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed. |

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| | have a reported score. The district has room to grow in overall achievement levels, as well as in closing achievement gaps for unduplicated students, particularly for our English Learners.<br><br>**Scope:**<br>LEA-wide | This action contributes to supporting teacher collaboration and proficiency in meeting the needs of every learner in their classroom, specifically the students with the greatest needs, our English Learners, socioeconomically disadvantaged students, and foster youth. The curriculum work teams contribute to the district's work in developing effective PLCs, which have been shown to significantly improve student achievement. "PLCs engaged in high-level learning, intensive collaboration, and exchange of knowledge are, in turn, highly likely to positively impact student achievement" (Basileo, Lindsey Devers, PhD, Did You Know? Your School's PLCs Have a Major Impact, Learning Science International, 2016).<br><br>Because dashboard data indicates a need for growth in English Language Arts and Math performance, as well as a need to reduce our F rates for our socioeconomically disadvantaged students, foster youth, and English Learners, and because research supports the positive impact of PLCs on student achievement, and because the curriculum work teams directly impact the effectiveness of our PLCs, we conclude that this is the most effective use of funds. | |
| **3.4** | **Action:**<br>Data and Assessment Programs<br><br>**Need:**<br>The district's dashboard data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and Mathematics. Despite the | To address these academic needs, the district will provide outsourced data and assessment programs to aid our PLC focus. This action provides a support to our staff which enables them to more effectively meet the needs of our unduplicated students. This includes academic and school climate data to support the work of PLCs. | The district will monitor this action using using local assessments (metric 3.2 and 3.7) and CAASPP data (metric 3.4). The district will look at these data points specifically for unduplicated student groups to assess whether |

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| | district being categorized as Green overall in English Language Arts, our EL and FY student groups are characterized as Orange. In Mathematics, the district is also categorized as Green, but our SED student group is characterized as Yellow, and our EL and FY student groups are characterized as Orange. There is a need for staff to analyze data to inform instruction and to develop interventions or supports for students who are not meeting standards.<br><br>**Scope:**<br>LEA-wide | The district expects to see improved student achievement in English Language Arts and Math as measured by CAASPP scores and local data, such as iReady. This action will benefit all students across the district, but it is principally directed to and most effective in meeting the needs of English Learners, foster youth, and socioeconomically disadvantaged students.<br><br>This action contributes to supporting teacher collaboration and proficiency in meeting the needs of every learner in their classroom, specifically the students with the greatest needs, our English Learners, socioeconomically disadvantaged students, and foster youth. Outsourced data and assessment programs contribute to the district's work in developing effective PLCs, which have been shown to significantly improve student achievement. "PLCs engaged in high-level learning, intensive collaboration, and exchange of knowledge are, in turn, highly likely to positively impact student achievement." (Basileo, Lindsey Devers, PhD, Did You Know? Your School’s PLCs Have a Major Impact, Learning Science International, 2016)<br><br>Because CAASPP data indicates a need for growth in both English Language Arts and math for our socioeconomically disadvantaged students, foster youth, and English Learners, and because research supports the positive impact of PLCs on student achievement, and because the outsourced data and assessment systems directly impact the effectiveness of our PLCs, we conclude that this is the most effective use of funds. | the identified needs are being addressed. |

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| **4.1** | **Action:**<br>Practices to Support All Students<br><br>**Need:**<br>The district's dashboard data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and Mathematics. Despite the district being categorized as Green overall in English Language Arts, our EL and FY student groups are characterized as Orange. In Mathematics, the district is also categorized as Green, but our SED student group is characterized as Yellow, and our EL and FY student groups are characterized as Orange. There is a need to provide additional support to teachers to build their mindset and capacity for closing academic achievement gaps. In addition to this academic achievement data, the climate data, such as Suspension Rates, also demonstrates a need for this focus. While our EL student group is Green, our SED students are Yellow, all students are Orange, and Foster Youth are Red. This illustrates a need to support staff in developing strategies for engaging and building connections with students.<br><br>**Scope:**<br>LEA-wide | To address these needs, the district will provide training on student-centered practices for staff, as well as connect key district initiatives to this work. As a result of this action, academic achievement will increase and suspension rates will decrease for our unduplicated students. This action will benefit all students across the district who will be positively impacted by a continued focus on building our staff's understanding of the role of student-centered practices in educational practice, but it is principally directed to and most effective in meeting the needs of unduplicated students.<br><br>Building practices to support all students is a process. "Before people can conceive of the how, they must first understand the why." (Community: The Structure of Belonging, P. Block, 2008). Our district is dedicated to helping all educational partners understand the importance of student-centered work through professional development, collaboration, and capacity building. We have a commitment to sending staff to learning opportunities that engage them in thinking about these practices and how they play a role in their daily work, such as RCOE's Excellence through Education conference. Additionally, we are now making explicit connections for our staff to help them understand the impact that our key educational initiatives have on developing supportive learning environments for all. The district understands how complex this work is, but we are dedicated to a continued emphasis on student-centered practices and building our educational partners' awareness of what this can look like in our schools. | The district will monitor this action using CAASPP (metric 4.12) and Suspension Rate data (metric 4.6), graduation and dropout rates (metrics 4.3 - 4.5), and input from our educational partners on the LCAP survey (metric 4.11). The district will look at these data points specifically for unduplicated student groups, when data is available, to assess whether the identified needs are being addressed. |

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| | | Chase Nordengren of NWEA outlines “10 Ways to Meet the Learning Needs of All Students,” highlighting research-based strategies that support academic growth for every learner. His recommendations—such as differentiation, self-directed learning, structured student discourse, and a focus on academic vocabulary—are designed to optimize instructional time, deepen content access, and promote student ownership. These strategies reflect the mindset we are cultivating among staff: a commitment to responsive instruction that ensures all students are supported and challenged in their learning.<br><br>Because the data indicates a need for growth in both ELA and math for our socioeconomically disadvantaged students, foster youth, and English Learners, and because the data indicates a need to improve suspension rates for foster youth and socioeconomically disadvantaged students, and because research supports the importance of building staff's understanding of practices to support all students, and because these efforts align with the LCAP's goals of meeting the needs of all learners, we conclude these actions are the most effective use of funds. | |
| **4.2** | **Action:**<br>Educational Partner Engagement<br><br>**Need:**<br>Family input on the LCAP survey indicates that while families are satisfied with their students' schools (76%) and the communication from the schools (75%), there is a discrepancy in the percentage of families who feel the school strongly values their opinion (51%). This | To address this need, the district will support student and family engagement through our many advisory groups. The feedback from families at the various meetings helps us understand and address the needs of our students and families. Our families appreciate the opportunity to share and are supportive of our LCAP's four goals, especially Goal 4 Actions 1 and 2 which specifically support meeting the needs of all students and family engagement. Based on our | The district will monitor this action using LCAP survey data (metric 4.11) and the Local Indicator Self-Reflection Tool - Priority 3 (metric 4.10). The district will look at these data points specifically for unduplicated student |

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| | indicates a continued need to build partnerships and trust with our families. Educational partner input tells us that these partnerships are harder to develop and maintain for our families that represent unduplicated students groups, including English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED), demonstrating a need to strengthen our efforts with these focus groups.<br><br>**Scope:**<br>LEA-wide | advisory group's feedback, the district has provided training for staff, tutoring and extra supports at all schools, social emotional supports, family informational sessions, and cultural events. Efforts are being made to implement site-based advisory councils, implement new opportunities for engaging families (parent liaisons and a family center), and promote family engagement practices with our site leaders as a result of participating in the Community Engagement Initiative. The district expects to see a positive increase in our LCAP survey results due to continued educational partner engagement. We expect to see greater engagement of all families, but this action is principally directed to and most effective in meeting the needs of our unduplicated students' families.<br><br>The district continues to make intentional efforts to authentically engage our educational partners through quality and meaningful engagement activities which is critical to the successful implementation of the programs and services principally directed towards our unduplicated students. There are a number of educational partner groups, many of which represent the needs of specific student groups. These include, but are not limited to: Partnership for Thriving Students and Families (PTSF), District and Site-based English Learner Parent Advisory, Latino Parent Advisory, African American Parent Advisory, Special Education Parent Advisory, PTAs, School Site Councils, and secondary Student LCAP Advisories. These groups provide great insight into the effectiveness of the various actions and services provided through the LCAP, | groups, when data is available, to assess whether the identified needs are being addressed. |

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| | | as well as share continued needs for the district to consider. Feedback from educational partners and advisory groups indicates appreciation for the engagement efforts and a desire to have a continued voice in the district's decision making.<br><br>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).<br><br>"Stakeholder engagement is about ensuring that the ideas and concerns of all relevant educational partners are well represented throughout a more collaborative and transparent decision-making process. When done right, stakeholder engagement yields specific benefits including:<br>• Better insight into stakeholders' views and opinions<br>• 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<br>• Stronger likelihood of positive outcome thanks to access to more ideas and broader awareness of the decision made<br>• Greater trust for education leaders among stakeholders"<br>(Five Criteria for Effective Stakeholder Engagement in Education, Thought Exchange, 2018) | |

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| | | Because family survey data indicates a continued need to involve families and demonstrate that the district values their opinions, and because the district has experienced success in past educational partner engagement and hopes to build on this foundation, and because research supports the involvement of families and the impact it will have on student achievement and wellness, and because research supports the positive impact of family engagement on district decision making, we conclude that educational partner engagement actions and services are the most effective use of the funds. | |
| **4.3** | **Action:**<br>Mental Health Supports and Multi-Tiered System of Supports (MTSS)<br><br>**Need:**<br>The district's Chronic Absenteeism and Suspension Rates demonstrate a need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in school connectedness and positive behavior. The overall Chronic Absenteeism Rate for the district is 23.4%, while that for ELs is 26.8%, SED students is 29.3%, and FY is 40.2%. Similarly, the overall district suspension rate is 2.9%. While that of our ELs is also 2.9%, that of our SED students is 3.8% and that of our FY is 13.2%. The discrepancies in these rates indicate a need for continued work in this area, specifically providing supports that promote mental wellness, school connectedness, and positive student behavior. | To address these needs, the district will continue to provide mental health and social emotional supports, as well as continue to develop a Multi-Tiered System of Supports (MTSS) with a focus on positive behavior intervention at our school sites. These intentional services for socioeconomically disadvantaged students, foster youth, and English Learners will decrease suspension and chronic absenteeism rates by increasing student well-being and readiness for learning. Our schools continue to see increased needs in the area of behavior and mental health, and this is validated by educational partner input. This action will benefit all students across the district, but it is principally directed to and most effective in meeting the needs of unduplicated students. LREBG funds will provide for psychologists and staffing for middle school Reset Rooms<br><br>Mentally healthy children are more successful in school and life. Research demonstrates that students who receive social–emotional and mental health support achieve better academically. | This district will monitor this action using Chronic Absenteeism (metric 4.1), Suspension and Expulsion Rates (metrics 4.6 and 4.7), as well as results from the LCAP survey (metric 4.11). We will also monitor progress on the Tiered Fidelity Inventory (metric 4.8). The district will look at these data points specifically for unduplicated student groups, when data is available, to assess whether the identified needs are being addressed. |

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| | **Scope:**<br>LEA-wide | 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, 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).<br><br>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 System of Supports (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 | |

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| | | 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).<br><br>The mental health services, MTSS implementation, and elementary behavioral support aides will assist school sites in developing systematic services for all students, as well as allow them to provide direct group and individual services for our at-risk students with a focus on our unduplicated students.<br><br>Because the suspension data indicates a need to support English Learners, socioeconomically disadvantaged students, and foster youth in behavior and well-being, and because research supports the positive impact of mental health services on students in schools, and because the research indicates that the MTSS framework is key to improving outcomes for those who have been historically underserved, we conclude these efforts represent the most effective use of the funds. | |
| **4.5** | **Action:**<br>Attendance Supports<br><br>**Need:**<br>The district's Chronic Absenteeism data reflected on the CA Dashboard demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in daily school engagement. The district is characterized as Yellow overall, with 23.4% of students | To address the attendance needs of socioeconomically disadvantaged students, foster youth, and English Learners, the district will provide intentional attendance efforts led by the attendance coordinator. These efforts include an attendance program for communicating concerns with families, as well as regular meetings with school site teams to address efforts to build attendance awareness and provide interventions for students who have high absenteeism. These teams will meet with families to help increase | The district will monitor this metric using Attendance (metric 4.2) and Chronic Absenteeism data (metric 4.1). The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | chronically absent. While this number has declined from the previous year, it is still very high and much higher than pre-pandemic levels. Our ELs and SED students are also characterized as Yellow, and our FY are characterized as Orange. This illustrates a need to identify barriers for students and collaborate with families to ensure students are present at school daily to maximize learning.<br><br>**Scope:**<br>LEA-wide | student attendance, as well as to offer supports for social-emotional well-being and school involvement, resulting in increased student learning and academic achievement.<br><br>As part of these attendance efforts, the district will address attendance gaps for our unduplicated students by providing transportation to and from school to students with minimal to no fees, based on low-income eligibility. This service will focus on TK - 6 grade students from low-income families, students experiencing homelessness, and foster youth. Transportation to and from school will assist families in maintaining strong attendance by providing an integral support service to access our educational program.<br><br>The attendance rates are expected to increase, and chronic absenteeism rates are expected to decrease, for socioeconomically disadvantaged students, foster youth, and English Learners as a result of the intentional supports for students and families who have high absenteeism rates, as well as the transportation services offered to TK-6 grade students. Post-pandemic, overall attendance rates are still impacted so these actions will benefit all students across the district, but they are principally directed to and most effective in meeting the needs of our unduplicated students.<br><br>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 | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | 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. A student attending school less than 80% of the time, beginning in 6th grade, can impact later outcomes, including graduation from high school.<br><br>Some of the key research findings include the following:<br>• Poor attendance in kindergarten and first grade can predict whether or not students can read on grade level in 3rd grade.<br>• By middle school, chronic attendance problems can predict whether or not a student will graduate.<br>• 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.<br>• When students miss 10% of the instructional year (18 days in a 180-day school year), achievement and progress are impacted.<br>• 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.<br><br>There are three relatively simple interventions that schools can implement immediately to address students with chronic attendance issues and | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | disengagement.<br>1. Encourage all students to become involved in the school through extracurricular activities and clubs.<br>2. Create a non-academic student attendance incentive: Connect all students in the school to a caring adult or mentor.<br>3. Ensure that students see the relevance of what they are learning to the real-world and to their future aspirations and goals.<br>(Success Begins with Showing Up: The Impact of Attendance on Academic Performance, Sailors, A., Life Plan Labs, October 2017)<br><br>The National Center for Research on Education Access and Choice provides some important research on the impact of transportation on student outcomes:<br>• School bus eligibility increases attendance rates for economically disadvantaged students by 0.63 percentage points (approximately a 1 day increase in a 180-day school year).<br>• School bus eligibility decreases the probability of being chronically absent (missing more than 10% of school days) for economically disadvantaged students by 3.8 percentage points (an approximate 20%-25% reduction).<br>Overall, the findings indicate that bus eligibility can help put vulnerable student populations less at risk of missing a significant amount of time in the classroom.<br>(How Does School Bus Transportation Affect Student Achievement and Attendance?, Edwards, Danielle Sanderson, July 19, 2022) | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Because the data indicates a need to improve the attendance of our socioeconomically disadvantaged students, foster youth, and English Learners, and because the research supports interventions for attendance to impact wellbeing and achievement, and because the research supports transportation to and from school as positively affecting student attendance for vulnerable student populations, we conclude these efforts represent the most effective use of the funds. | |
| **5.1** | **Action:**<br>Attendance Intervention<br><br>**Need:**<br>The need for the Attendance Intervention action was identified based on low attendance rates at Murrieta Options Academy. The school's current daily attendance rate is 85.9%, which is substantially below the district's overall attendance rate in the low-to-mid 90% range. Educational partners have consistently identified student attendance as one of the most significant barriers to student success, noting that many students struggle to consistently attend school, which directly impacts academic progress, credit attainment, engagement, and graduation outcomes.<br><br>**Scope:** | To address these attendance needs, the district will provide staffing time for targeted attendance intervention. This will include proactive communication with students and families, home outreach, relationship-building, and individualized re-engagement support. It will also allow for direct student retrieval and transportation assistance when appropriate to help students successfully attend school. These supports will improve attendance for all students at Murrieta Options Academy, including foster youth, English Learners, and socioeconomically disadvantaged students.<br><br>This action will benefit all students at Murrieta Options Academy, but it has been implemented specifically to impact the achievement of the targeted student groups. It is principally directed to and most effective in meeting the needs of unduplicated students. Funds directed toward attendance intervention provide opportunities for improving attendance for all students. They are principally directed to our unduplicated students to allow for interventions to be in place that will consistently re-engage these students in learning. | The district will monitor this action using Attendance Rates (metric 5.1). The district will look at this data point for individual students, including those in unduplicated student groups, to assess whether the identified needs are being addressed. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Research demonstrates that chronic absenteeism is strongly connected to lower academic achievement, disengagement from school, and decreased likelihood of graduation. Studies and guidance from organizations including Attendance Works, the California Department of Education, and the Institute of Education Sciences emphasize that effective attendance intervention requires proactive, relationship-based outreach and individualized support for students experiencing chronic absenteeism.<br><br>Research specifically supports the use of personalized family outreach and home visits as effective strategies for improving student attendance and engagement. Studies conducted through Johns Hopkins University School of Education found that schools implementing teacher home visit models experienced reduced rates of chronic absenteeism and improved academic outcomes. Additional research indicates that direct outreach and personalized communication with families can significantly reduce absenteeism by strengthening relationships, identifying barriers to attendance, and increasing student connection to school.<br><br>This action aligns with research-supported Tier 2 and Tier 3 attendance interventions that focus on removing barriers to attendance through individualized support, case management, and family engagement. At Murrieta Options Academy, staff identified attendance as the greatest barrier to student success, making targeted outreach, re-engagement support, and direct student retrieval | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | the most effective and research-aligned use of Equity Multiplier funding. | |
| **5.2** | **Action:**<br>Academic Intervention<br><br>**Need:**<br>The need for the Academic Intervention action was identified based on low graduation outcomes at Murrieta Options Academy. The school's graduation rate of 78.6% remains significantly below the district average, which is in the upper 90% range. Educational partners have consistently identified academic performance, work completion, and gaps in foundational skills as significant barriers to student success, noting that many students require additional individualized support in order to successfully engage in coursework, earn credits, and make progress toward graduation.<br><br>**Scope:** | To address these academic needs, the district will provide instructional assistant support to deliver targeted academic intervention within classrooms at Murrieta Options Academy. This support will include push-in academic assistance, organization and study skill support, work completion monitoring, test preparation, reinforcement of foundational academic skills, and individualized support to improve student understanding and mastery of grade-level content. The instructional assistant will work collaboratively with teachers to provide timely intervention and individualized assistance designed to improve student engagement, course completion, credit attainment, and progress toward graduation. These supports will improve academic outcomes for all students at Murrieta Options Academy, including foster youth, English Learners, and socioeconomically disadvantaged students.<br><br>This action will benefit all students at Murrieta Options Academy, but it has been implemented specifically to impact the achievement of the targeted student groups. It is principally directed to and most effective in meeting the needs of unduplicated students. Funds directed toward academic intervention provide opportunities for improving academic performance, engagement, and graduation outcomes for all students. They are principally directed to our unduplicated students to allow for individualized intervention and academic support structures that will consistently re-engage students in learning and support successful progress toward graduation. | The district will monitor this action using High School Cohort Graduation Rates (metric 5.2). The district will look at this data point for individual students, including those in unduplicated student groups, to assess whether the identified needs are being addressed. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Research demonstrates that students experiencing academic difficulties benefit from timely, individualized intervention and increased academic support within the classroom setting. Studies and guidance from organizations including the California Department of Education, the Institute of Education Sciences, and the National Center on Intensive Intervention emphasize that targeted intervention, progress monitoring, and in-class academic support are effective strategies for improving student achievement, course completion, and graduation outcomes.<br><br>Research also supports the use of push-in intervention and instructional assistant support as effective strategies for increasing student engagement and reinforcing academic skill development. Providing additional adult support within the classroom allows students to receive immediate assistance with organization, task completion, skill reinforcement, and understanding of grade-level content while remaining connected to core instruction and classroom learning environments.<br><br>This action aligns with research-supported Tier 1 and Tier 2 intervention practices focused on increasing access to instruction, strengthening foundational academic skills, and providing individualized academic support. At Murrieta Options Academy, educational partners identified academic performance, work completion, and gaps in foundational skills as significant barriers to student success, making targeted classroom intervention and individualized academic support | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | an effective and research-aligned use of Equity Multiplier funding. | |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **2.3** | **Action:**<br>English Learner Program Support<br><br>**Need:**<br>The district's English Learner Progress Indicator (ELPI) rate and other California Dashboard data metrics demonstrate the need to support our English Learner students in attaining English proficiency. Our ELPI status is Orange with 50.8% of students making progress towards English language proficiency, a decline of 2.4% from the prior year. In both English Language Arts and Math achievement, our English Learners are characterized as Orange. There is a need to improve the rate of language acquisition for our English Learners in order to positively impact their academic achievement.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | To address these needs, the district will provide our English Learner students with access to supplemental supports, including language acquisition programs, curriculum and materials, integrated and designated resources, secondary classes for designated instruction and support in core classes, and family engagement opportunities at the school site and at a district level. Additionally, the district will finalize our EL Master Plan, enhance support for newcomers and LTELs, and provide professional development for teachers to help them meet the needs of English Learners.<br><br>The district expects to see an increase in the English Learner Progress Indicator (ELPI) and an increase in academic achievement as measured by CAASPP scores and local assessment data due to these actions and services. This action is principally directed to and most effective in meeting the needs of English Learner students.<br><br>Regardless of the overall program structure, the Institute of Education Sciences, the Education Department’s research agency, has identified | The district will monitor this action using English Learner Progress Indicator (ELPI) rates (metric 2.4), as well the performance of English learners on our local assessment tools and CAASPP (metrics 2.1 and 2.2). |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | rigorous evidence that the following teaching practices are effective in teaching academic content to ELLs: 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).<br><br>Additionally, the organizations Unidos, The Education Trust, and Next100 collaborated around a series of recommendations for leveraging ESSER funding to accelerate learning for ELs. Here are their tips:<br>• Engage linguistically diverse families and communities by eliminating communication barriers, partnering with community-based organizations, and conducting digital literacy training.<br>• Accelerate learning for kids learning English with targeted supports, such as summer programming and supports extended throughout the year.<br>• Provide social and emotional, physical, and mental health supports, including hiring multilingual counselors and mental health providers.<br>• Ensure efforts are sustainable and support long-term improvements, such as | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | investing in a well-trained, diverse workforce and developing systems to monitor the progress of ELs.<br>By taking steps like these, education leaders will be going a long way toward helping ELs close existing opportunity gaps and ensuring they thrive in school and beyond (Katie Carroll, NWEA, March 25, 2022).<br><br>Because data indicates a need to address the language acquisition and academic achievement of our English Learners, and because research supports specific teaching strategies and other high-leverage practices that align with the district's planned actions, we conclude this is the most effective use of funds. | |
| **2.5** | **Action:**<br>Long-term English Learner Supports<br><br>**Need:**<br>The district has a significant number (215) of students classified as Long-term English Learners which represents 19.0% of the overall English Learner population. These students have specific needs, and the district recognizes that we need to provide services that address these needs above and beyond what we offer for all English Learners. The district's LTEL population impacts our progress with English Learners as a whole, as well. The CA Dashboard characterizes our district's English Learner Progress as Orange with 50.8% making progress towards English language proficiency, a percentage which has declined by 2.4% from the prior year. There is a need to address the specific needs of our | To address these needs, the district will provide our Long-term English Learner students with access to services beyond those offered to all EL students. This will include a course within the school day that will target their specific language needs and curriculum that will be implemented to provide this support. Additionally, the district will finalize our EL Master Plan, which will include our approach to enhancing support for LTELs, and we will provide professional development for teachers to help them meet the needs of Long-term English Learners.<br><br>The district expects to see a decline in our percentage of Long-term English Learners, an increase in the English Learner Progress Indicator (ELPI), and an increase in academic achievement of English Learners as measured by CAASPP scores and local assessment data due to these actions and services. This action is principally | The district will monitor this action using LTEL data (metric 2.6) and the English Learner Progress Indicator (ELPI) rates (metric 2.4). |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LTEL students to help them achieve proficiency and reclassification.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | directed to and most effective in meeting the needs of Long-term English Learner students.<br><br>In a Hanover study entitled, "Effective Interventions for Long-Term English Learners," (July 2017) a number of key findings were identified, one of which was, "Despite proficiency in social English, LTELs typically lack proficiency in academic language and thus require dedicated support in developing vocabulary needed for academic settings." This is a specific focus of the district's plan for supporting LTELs.<br><br>Specifically, the English 3D program includes eight evidence-based principles for language development including:<br>* Focus on English language development for long-term English language learners.<br>* Utilize consistent instructional routines<br>* Explicitly teach language elements.<br>* Extend prior knowledge of language and content.<br>* Model verbal and written academic English.<br>* Orchestrate peer interactions with clear language targets.<br>* Monitor language production conscientiously.<br>* Provide timely, productive feedback on verbal items.<br><br>For English language learners to advance in their education they require access to rigorous curricula at their grade levels in a way that supports English language development. Without explicit English language development, most English language learners will not gain proficiency in academic English (Olsen, 2010; Scarcella, 2003). | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Effective language teaching is not synonymous with effective content teaching. English language learners need dedicated time for second-language learning and practice (Kinsella, 2011; Gersten & Baker, 2000).<br><br>Because data indicates a need to address language acquisition for our Long-term English Learners, and because research supports specific teaching strategies and other high-leverage practices that align with the district's planned actions, we conclude this is the most effective use of funds. | |
| **4.4** | **Action:**<br>Foster Youth Support Services<br><br>**Need:**<br>While the district is pleased that we are no longer in Differentiated Assistance based on our Foster Youth (FY) metrics, we continue to recognize the need for supporting these students. On the CA Dashboard, the FY group consistently demonstrates the most need of all of our students groups, as it is characterized as Orange for English Language Arts performance, Math performance, and Chronic Absenteeism and Red for Suspension Rate. Because it is a small group, there are some indicators for which it does not have a reported color. Those that do, though, indicate a need for both academic and school engagement/climate supports to improve the success of Foster Youth in our district.<br><br>**Scope:** | In conducting a root cause analysis as part of the district's previous differentiated assistance designation, we have identified specific needs for foster youth, including academic tutoring, resources to support academics and daily living, activities to promote connections, and intensive case management and mental health support. This intentional support for Foster Youth includes a designated coordinator to monitor and address the needs of our Foster and McKinney Vento Youth, as well as a student support liaison to enroll Foster Youth students and to ensure we have all necessary documentation to support individual foster students as they transition into our schools.<br><br>All dashboard metrics, including academic performance, graduation rate, chronic absenteeism, and suspension rate, are expected to improve as a result of the intentional supports for foster youth. Our Foster Youth were impacted tremendously by the pandemic, resulting in higher chronic absenteeism, greater mental health needs, and lower levels of engagement which have all | The district will monitor this metric using CAASPP (metric 4.12), Chronic Absenteeism (metric 4.1), and Suspension Rate (metric 4.6) data. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Limited to Unduplicated Student Group(s) | negatively impacted student learning and achievement. This action is principally directed to and most effective in meeting the needs of Foster Youth.<br><br>Murrieta Valley USD is in a unique position to provide public education to a high number of foster youth who reside in Short Term Residential Treatment Programs (STRTP). The STRTP program is designed to be short term and focus on stabilization. MVUSD recognizes that the needs of our foster youth in short-term programs will differ from that of other foster home placements, and interventions and supports should align with the needs of the specific foster youth.<br><br>California students in the foster care system face more significant barriers during their transition from high school to college than their peers and require tailored supports to overcome them, according to a recent study from the Educational Results Partnership and California College Pathways. Authors of the study analyzed outcomes of more than 4,000 California foster youth and over 621,000 of their peers from their 2016–17 academic year high school cohort. Foster youth included in the study experienced lower rates of school attendance, higher rates of suspension or exclusion, a greater number of high schools attended, and less access to advanced placement courses, among other challenges. It's important that districts and practitioners working with foster youth focus on reducing school mobility to mitigate the impact regular moves have on academic outcomes. Developing cost-sharing agreements and transportation plan templates, as | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | 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).<br><br>Providing students in foster care with targeted social, emotional, and academic services as part of a tiered system of support can help address the range of challenges they face. Supports can include mental health services, support for transitions, timely assessment for academic needs, screening for special education, support for school engagement, and an evaluation of credits for high school students. Access to such a web of supports can help address academic and nonacademic barriers to student learning as well as make up for lost instructional time due to absences, exclusionary discipline, and school mobility, which the quantitative data show is an urgent concern for students in foster care. (California’s Students in Foster Care: Challenges and Promising Practices, Dion Burns, Daniel Espinoza, Julie Adams, and Naomi Ondrasek, September 12, 2022) | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Because data indicates substantial needs for our foster students in multiple metrics (academic achievement, chronic absenteeism, and suspension rate), and because research studies reflect the unique needs and challenges of foster students, and because research demonstrates the positive impact that tiered and targeted supports can have on foster students' academic and nonacademic progress, we conclude that these are the most effective use of the funds. | |

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

NA

## Additional Concentration Grant Funding

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

NA

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

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $250,683,338 | 26,959,246 | 10.754% | 0.000% | 10.754% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $27,827,428.00 | $4,073,012.00 | $0.00 | $0.00 | $31,900,440.00 | $27,653,261.00 | $4,247,179.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Additional Teachers for Smaller Class Sizes | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Elementary (K-3) | Ongoing | $2,828,318.00 | $0.00 | $2,828,318.00 | $0.00 | $0.00 | $0.00 | $2,828,318.00 | |
| 1 | 1.2 | Additional Counselors TK - 12 | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $7,882,108.00 | $152,415.00 | $5,387,581.00 | $2,646,942.00 | $0.00 | $0.00 | $8,034,523.00 | |
| 1 | 1.3 | Coordinators and PLT Leads | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $1,170,136.00 | $0.00 | $1,170,136.00 | $0.00 | $0.00 | $0.00 | $1,170,136.00 | |
| 1 | 1.4 | Advancement Via Individual Determination (AVID) Program | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All secondary (6-12) schools | Ongoing | $2,363,225.00 | $161,592.00 | $2,524,817.00 | $0.00 | $0.00 | $0.00 | $2,524,817.00 | |
| 1 | 1.5 | Career Technical Education (CTE) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All secondary (6-12) schools | Ongoing | $2,907,625.00 | $640,924.00 | $3,548,549.00 | $0.00 | $0.00 | $0.00 | $3,548,549.00 | |
| 1 | 1.6 | College/Career Readiness | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $62,812.00 | $105,600.00 | $168,412.00 | $0.00 | $0.00 | $0.00 | $168,412.00 | |
| 2 | 2.1 | Elementary Intervention Teachers | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Elementary (TK - 5) | Ongoing | $3,656,162.00 | $0.00 | $3,656,162.00 | $0.00 | $0.00 | $0.00 | $3,656,162.00 | |
| 2 | 2.2 | Secondary Intervention | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Secondary Schools (6-12) | Ongoing | $1,512,532.00 | $12,403.00 | $1,309,545.00 | $215,390.00 | $0.00 | $0.00 | $1,524,935.00 | |
| 2 | 2.3 | English Learner Program Support | English Learners | Yes | Limited to Unduplicated Student | English Learners | All Schools | Ongoing | $911,968.00 | $106,950.00 | $1,018,918.00 | $0.00 | $0.00 | $0.00 | $1,018,918.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Group(s) | | | | | | | | | | | |
| 2 | 2.4 | Intervention Programs and Support | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $6,106.00 | $534,201.00 | $540,307.00 | $0.00 | $0.00 | $0.00 | $540,307.00 | |
| 2 | 2.5 | Long-term English Learner Supports | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | Secondary (6-12) | Ongoing | $187,315.00 | $26,500.00 | $213,815.00 | $0.00 | $0.00 | $0.00 | $213,815.00 | |
| 3 | 3.1 | Instructional Coaches | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Elementary (TK - 5) | Ongoing | $253,573.00 | $0.00 | $253,573.00 | $0.00 | $0.00 | $0.00 | $253,573.00 | |
| 3 | 3.2 | Induction Program | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $317,815.00 | $21,930.00 | $339,745.00 | $0.00 | $0.00 | $0.00 | $339,745.00 | |
| 3 | 3.3 | Curriculum Work Teams | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Secondary level (6 - 12) | Ongoing | $381,479.00 | $6,800.00 | $388,279.00 | $0.00 | $0.00 | $0.00 | $388,279.00 | |
| 3 | 3.4 | Data and Assessment Programs | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $362,624.00 | $362,624.00 | $0.00 | $0.00 | $0.00 | $362,624.00 | |
| 4 | 4.1 | Practices to Support All Students | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $30,500.00 | $30,500.00 | $0.00 | $0.00 | $0.00 | $30,500.00 | |
| 4 | 4.2 | Educational Partner Engagement | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $128,186.00 | $25,450.00 | $153,636.00 | $0.00 | $0.00 | $0.00 | $153,636.00 | |
| 4 | 4.3 | Mental Health Supports and Multi-Tiered System of Supports (MTSS) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $2,657,108.00 | $231,314.00 | $1,729,439.00 | $1,158,983.00 | $0.00 | $0.00 | $2,888,422.00 | |
| 4 | 4.4 | Foster Youth Support Services | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | Ongoing | $170,513.00 | $101,000.00 | $271,513.00 | $0.00 | $0.00 | $0.00 | $271,513.00 | |
| 4 | 4.5 | Attendance Supports | English Learners<br>Foster Youth | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | Ongoing | $204,583.00 | $1,726,976.00 | $1,931,559.00 | $0.00 | $0.00 | $0.00 | $1,931,559.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Low Income | | | Low Income | | | | | | | | | | |
| **5** | **5.1** | Attendance Intervention | All | No | | | Specific Schools: Murrieta Options Academy | Ongoing | $35,750.00 | $0.00 | | $35,750.00 | | | $35,750.00 | |
| **5** | **5.2** | Academic Intervention | All<br>SED, HI | No | | | Specific Schools: Murrieta Options Academy | Ongoing | $15,947.00 | $0.00 | | $15,947.00 | | | $15,947.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $250,683,338 | 26,959,246 | 10.754% | 0.000% | 10.754% | $27,827,428.00 | 0.000% | 11.101 % | **Total:** | $27,827,428.00 |
| | | | | | | | | **LEA-wide Total:** | $26,323,182.00 |
| | | | | | | | | **Limited Total:** | $1,504,246.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Additional Teachers for Smaller Class Sizes | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Elementary (K-3) | $2,828,318.00 | |
| 1 | 1.2 | Additional Counselors TK - 12 | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,387,581.00 | |
| 1 | 1.3 | Coordinators and PLT Leads | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,170,136.00 | |
| 1 | 1.4 | Advancement Via Individual Determination (AVID) Program | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All secondary (6-12) schools | $2,524,817.00 | |
| 1 | 1.5 | Career Technical Education (CTE) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All secondary (6-12) schools | $3,548,549.00 | |
| 1 | 1.6 | College/Career Readiness | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $168,412.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.1 | Elementary Intervention Teachers | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Elementary (TK - 5) | $3,656,162.00 | |
| 2 | 2.2 | Secondary Intervention | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Secondary Schools (6-12) | $1,309,545.00 | |
| 2 | 2.3 | English Learner Program Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $1,018,918.00 | |
| 2 | 2.4 | Intervention Programs and Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $540,307.00 | |
| 2 | 2.5 | Long-term English Learner Supports | Yes | Limited to Unduplicated Student Group(s) | English Learners | Secondary (6-12) | $213,815.00 | |
| 3 | 3.1 | Instructional Coaches | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Elementary (TK - 5) | $253,573.00 | |
| 3 | 3.2 | Induction Program | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $339,745.00 | |
| 3 | 3.3 | Curriculum Work Teams | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Secondary level (6 - 12) | $388,279.00 | |
| 3 | 3.4 | Data and Assessment Programs | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $362,624.00 | |
| 4 | 4.1 | Practices to Support All Students | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $30,500.00 | |
| 4 | 4.2 | Educational Partner Engagement | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $153,636.00 | |
| 4 | 4.3 | Mental Health Supports and Multi-Tiered System of Supports (MTSS) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,729,439.00 | |
| 4 | 4.4 | Foster Youth Support Services | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $271,513.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 4 | 4.5 | Attendance Supports | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,931,559.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $28,909,530.00 | $34,829,048.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Additional Teachers for Smaller Class Sizes | Yes | $2,533,984.00 | $4,100,546.00 |
| **1** | **1.2** | Additional Counselors TK - 12 | Yes | $3,858,945.00 | $8,242,485.00 |
| **1** | **1.3** | Coordinators and PLT Leads | Yes | $1,334,915.00 | $1,353,840.00 |
| **1** | **1.4** | Advancement Via Individual Determination (AVID) Program | Yes | $2,482,230.00 | $2,575,686.00 |
| **1** | **1.5** | Career Technical Education (CTE) | Yes | $3,473,405.00 | $3,468,198.00 |
| **1** | **1.6** | College/Career Readiness | Yes | $153,818.00 | $153,814.00 |
| **2** | **2.1** | Elementary Intervention Teachers | Yes | $6,070,097.00 | $5,443,650.00 |
| **2** | **2.2** | Secondary Intervention | Yes | $1,531,143.00 | $1,149,688.00 |
| **2** | **2.3** | English Learner Program Support | Yes | $1,091,169.00 | $1,022,415.00 |
| **2** | **2.4** | Intervention Programs and Support | Yes | $662,429.00 | $624,685.00 |
| **2** | **2.5** | Long-term English Learner Supports | Yes | $210,060.00 | $216,086.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 3 | 3.1 | Instructional Coaches | Yes | $494,657.00 | $506,138.00 |
| 3 | 3.2 | Induction Program | Yes | $265,485.00 | $197,075.00 |
| 3 | 3.3 | Curriculum Work Teams | Yes | $147,270.00 | $109,867.00 |
| 3 | 3.4 | Data and Assessment Programs | Yes | $318,556.00 | $318,556.00 |
| 4 | 4.1 | Practices to Support All Students | Yes | $260,396.00 | $254,503.00 |
| 4 | 4.2 | Educational Partner Engagement | Yes | $184,786.00 | $67,191.00 |
| 4 | 4.3 | Mental Health Supports and Multi-Tiered System of Supports (MTSS) | Yes | $1,780,982.00 | $2,761,560.00 |
| 4 | 4.4 | Foster Youth Support Services | Yes | $172,384.00 | $174,100.00 |
| 4 | 4.5 | Attendance Supports | Yes | $1,882,819.00 | $2,088,965.00 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $25,898,859 | $26,338,664.00 | $26,889,561.00 | ($550,897.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Additional Teachers for Smaller Class Sizes | Yes | $2,030,416.00 | $2,166,401.00 | | |
| 1 | 1.2 | Additional Counselors TK - 12 | Yes | $3,858,945.00 | $3,918,522.00 | | |
| 1 | 1.3 | Coordinators and PLT Leads | Yes | $1,334,915.00 | $1,353,840.00 | | |
| 1 | 1.4 | Advancement Via Individual Determination (AVID) Program | Yes | $2,482,230.00 | $2,575,686.00 | | |
| 1 | 1.5 | Career Technical Education (CTE) | Yes | $3,473,405.00 | $3,468,198.00 | | |
| 1 | 1.6 | College/Career Readiness | Yes | $153,818.00 | $153,814.00 | | |
| 2 | 2.1 | Elementary Intervention Teachers | Yes | $4,765,111.00 | $5,443,650.00 | | |
| 2 | 2.2 | Secondary Intervention | Yes | $1,112,870.00 | $785,421.00 | | |
| 2 | 2.3 | English Learner Program Support | Yes | $1,091,169.00 | $1,022,415.00 | | |
| 2 | 2.4 | Intervention Programs and Support | Yes | $523,826.00 | $485,941.00 | | |
| 2 | 2.5 | Long-term English Learner Supports | Yes | $210,060.00 | $216,086.00 | | |
| 3 | 3.1 | Instructional Coaches | Yes | $494,657.00 | $506,138.00 | | |
| 3 | 3.2 | Induction Program | Yes | $265,485.00 | $197,075.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 3 | 3.3 | Curriculum Work Teams | Yes | $147,270.00 | $109,867.00 | | |
| 3 | 3.4 | Data and Assessment Programs | Yes | $318,556.00 | $318,556.00 | | |
| 4 | 4.1 | Practices to Support All Students | Yes | $260,396.00 | $254,503.00 | | |
| 4 | 4.2 | Educational Partner Engagement | Yes | $184,786.00 | $67,191.00 | | |
| 4 | 4.3 | Mental Health Supports and Multi-Tiered System of Supports (MTSS) | Yes | $1,575,546.00 | $1,583,192.00 | | |
| 4 | 4.4 | Foster Youth Support Services | Yes | $172,384.00 | $174,100.00 | | |
| 4 | 4.5 | Attendance Supports | Yes | $1,882,819.00 | $2,088,965.00 | | |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $241,784,144 | $25,898,859 | 0.00% | 10.712% | $26,889,561.00 | 0.000% | 11.121% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

# Requirements and Instructions

**General Information**

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

**Reflections: Annual Performance**

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

**Reflections: Technical Assistance**

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**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

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

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools

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

- 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

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

**School districts and COEs:** *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

**Charter schools:** *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## *Instructions*

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

## Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

## Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

## Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

## Required Actions

### For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

### For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

### For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

## *Purpose*

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

### LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## *Total Planned Expenditures Table*

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

## LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

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