

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Temecula Valley Unified School District

CDS Code: 33 75192 0000000

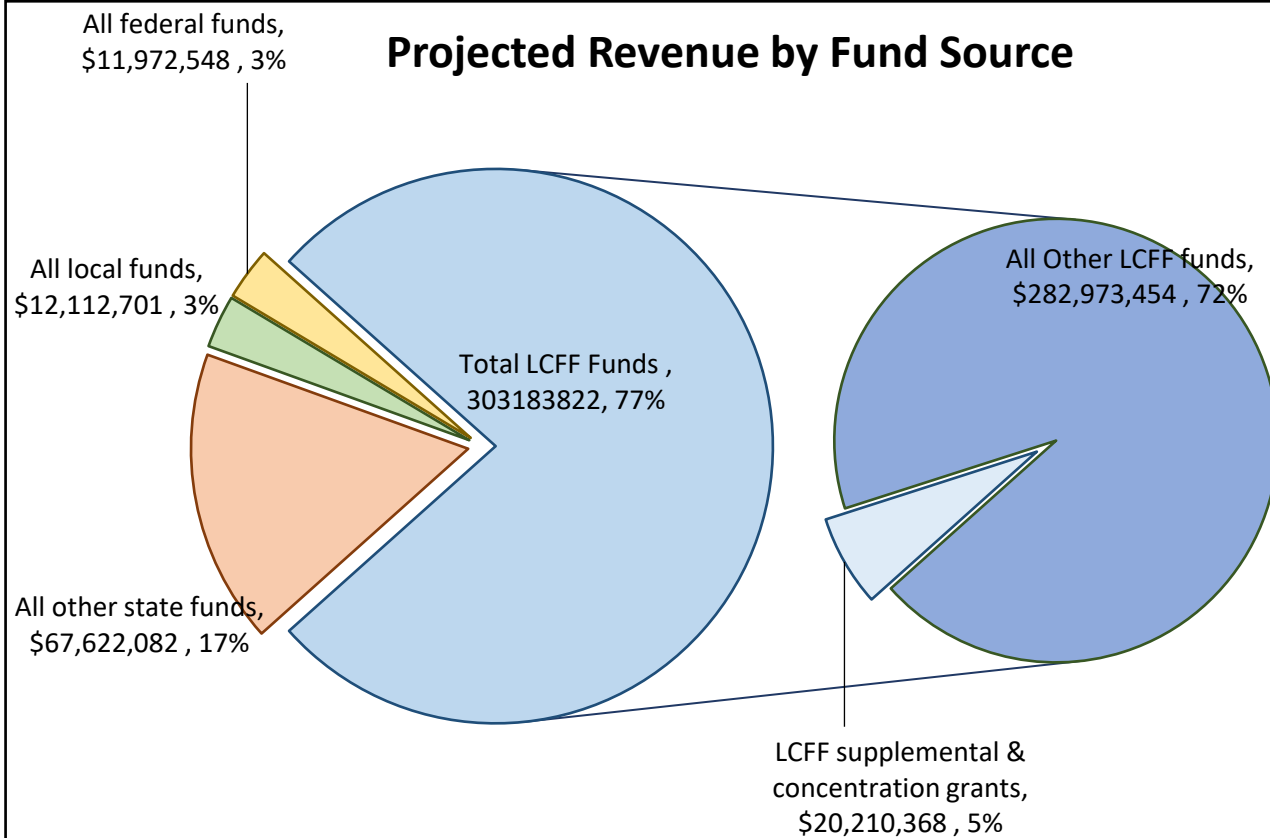
School Year: 2024-2025

LEA contact information: Dr. Gary Woods, Ed.D, gwoods@tvusd.us 951-676-2661

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 2024-2025 School Year

Projected Revenue by Fund Source

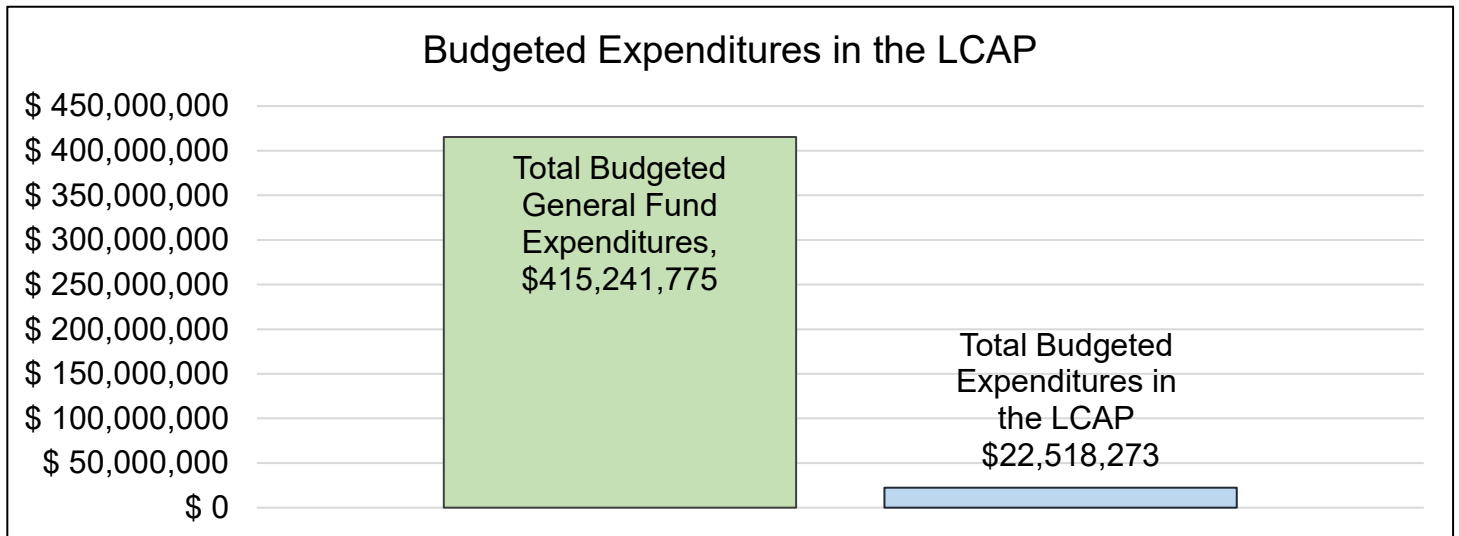


This chart shows the total general purpose revenue Temecula Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Temecula Valley Unified School District is \$394,891,153.00, of which \$303,183,822.00 is Local Control Funding Formula (LCFF), \$67,622,082.00 is other state funds, \$12,112,701.00 is local funds, and \$11,972,548.00 is federal funds. Of the \$303,183,822.00 in LCFF Funds, \$20,210,368.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Temecula Valley Unified School District plans to spend for 2024-2025. 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: Temecula Valley Unified School District plans to spend \$415,241,775.00 for the 2024-2025 school year. Of that amount, \$22,518,273.00 is tied to actions/services in the LCAP and \$392,723,502.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

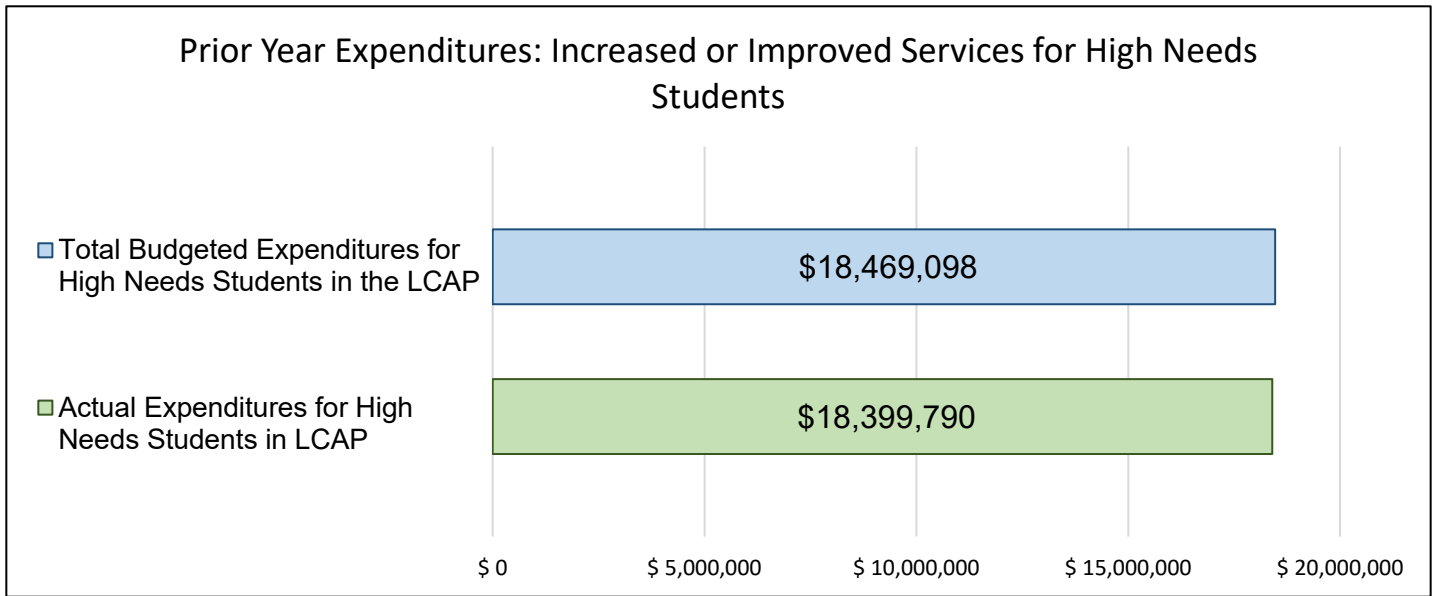
General Fund Budget Expenditures for the school year which are not included in the Local Control and Accountability Plan include (but not limited to): salaries, curriculum, materials, facilities, operational costs, and other basic services.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Temecula Valley Unified School District is projecting it will receive \$20,210,368.00 based on the enrollment of foster youth, English learner, and low-income students. Temecula Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Temecula Valley Unified School District plans to spend \$21,932,229.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what Temecula 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 Temecula 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 2023-2024, Temecula Valley Unified School District's LCAP budgeted \$18,469,098.00 for planned actions to increase or improve services for high needs students. Temecula Valley Unified School District actually spent \$18,399,790.00 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of \$69,308.00 had the following impact on Temecula Valley Unified School District's ability to increase or improve services for high needs students:

Actual expenditures were less than the total budgeted expenditures but this did not have an impact on the actions and services for students as everything that was planned was implemented with either less funds than budgeted or with other funding sources. The carryover obligation that has been included in the expenditures for the coming 24-25 LCAP year.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Temecula Valley Unified School District	Dr. Gary Woods, Ed.D.	gwoods@tvusd.us (951) 506-7904

Goals and Actions

Goal

Goal #	Description
Goal 1	<p>REFINE instructional practice and learning opportunities.</p> <p>This broad goal is intended to continuously improve the academic performance of students across all grade spans and increase access to learning opportunities that prepare students for college and careers. Improvement of instructional practice through administrative support of professional development and instructional coaching; technology, materials and supplies; and math specialists will improve performance for all student groups in all statewide and local assessments. The AVID program and CTE pathway offerings increase the percentage of students who successfully complete A-G requirements and CTE pathways. The ELA specialists increase the percentage of English learners who are making progress toward proficiency and are reclassified and the VAPA teachers and educational assistants support access to a broad course of study and other academic performance improvements at the elementary level. The actions and services linked to this goal are intended to refine instructional and academic performance across the K-12 continuum, with an added emphasis on best first instruction and evidence based practices.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of TVUSD teachers that are fully credentialed and appropriately assigned.	19-20 (SARC) 97.5% Fully Credentialed 100% Appropriately Assigned	20-21 (HR Database) 98.2% Fully Credentialed 100% Appropriately Assigned	21-22 99.8% Fully Credentialed 97.1% Appropriately Assigned	22-23 99.5% Fully Credentialed 97.9% Appropriately Assigned	98% Fully Credentialed 98% Appropriately Assigned
Percent of pupils having access to standard-aligned instructional materials as measured by annual Williams Act compliance report.	100% of pupils had access to standard-aligned instructional materials as measured by the annual Williams Act compliance report.	21-22 Maintained 100% of pupils with access to standard-aligned instructional materials	22-23 Maintained 100% of pupils with access to standard-aligned instructional materials	23-24 Maintained 100% of pupils with access to standard-aligned instructional materials	Maintained 100% of pupils had access to standard-aligned instructional materials as measured by the annual Williams Act compliance report.
Facilities Inspection Tool	100% of TVUSD schools scored at or above 90% on the FIT Report	20-21 Maintained 100% of schools with scores at or above 90%	Maintained 100% of schools with scores at or above 90%	Maintained 100% of schools with scores at or above 90%	Maintain 100% of TVUSD schools with scores at or above 90% on the FIT Report

<p>Implementation of Academic Content Standards Self-Reflection Tool</p>	<p>Providing professional learning</p> <p>ELA - Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS - Initial Implementation</p> <p>HSS - Beginning Development</p> <p>Instructional materials</p> <p>ELA - Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS -Beginning Development</p> <p>HSS - Beginning Development</p> <p>Identification of programs to improve instruction</p> <p>ELA - Full Implementation and Sustainability</p> <p>Math - Full Implementation</p> <p>NGSS - Beginning Development</p> <p>HSS - Beginning Development</p> <p>Implementation of Standards</p> <p>CTE - Full Implementation</p> <p>Health - Full Implementation</p> <p>PE - Full Implementation</p> <p>VAPA - Full Implementation</p> <p>World Languages - Full Implementation</p>	<p>Providing professional learning</p> <p>ELA - Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS - Initial Implementation</p> <p>HSS - Beginning Development</p> <p>Instructional materials</p> <p>ELA - Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS - Initial Implementation</p> <p>HSS - Initial Implementation</p> <p>Identification of programs to improve instruction</p> <p>ELA - Full Implementation and Sustainability</p> <p>Math - Full Implementation</p> <p>NGSS - Initial Implementation</p> <p>HSS - Beginning Development</p> <p>Implementation of Standards</p> <p>CTE - Full Implementation</p> <p>Health - Full Implementation</p> <p>PE - Full Implementation and Sustainability</p> <p>VAPA - Full Implementation and Sustainability</p>	<p>Providing professional learning</p> <p>ELA - Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS - Initial Implementation</p> <p>HSS - Initial Implementation</p> <p>Instructional materials</p> <p>ELA - Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS - Initial Implementation</p> <p>HSS - Initial Implementation</p> <p>Identification of programs to improve instruction</p> <p>ELA - Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS - Full Implementation</p> <p>HSS - Initial Implementation</p> <p>Implementation of Standards</p> <p>CTE - Full Implementation</p> <p>Health - Full Implementation</p> <p>PE - Full Implementation and Sustainability</p> <p>VAPA - Full Implementation and Sustainability</p> <p>World Languages - Full Implementation</p>	<p>Providing professional learning</p> <p>ELA - Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS - Initial Implementation</p> <p>HSS - Full Implementation</p> <p>Instructional materials</p> <p>ELA - Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS -Full Implementation</p> <p>HSS - Full Implementation</p> <p>Identification of programs to improve instruction</p> <p>ELA - Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS - Full Implementation</p> <p>HSS - Full Implementation</p> <p>Implementation of Standards</p> <p>CTE - Full Implementation and Sustainability</p> <p>Health - Full Implementation and Sustainability</p> <p>PE - Full Implementation and Sustainability</p> <p>VAPA - Full Implementation and Sustainability</p> <p>World Languages - Full Implementation and Sustainability</p>	<p>Rating of 4 (Full Implementation) or 5 (Full implementation and sustainability) for each content area is reached and maintained.</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Identifying PL needs of groups - Full Implementation Identifying needs of individuals - Full Implementation Providing support for teachers on not-met standards - Initial Implementation	World Languages - Full Implementation Identifying PL needs of groups - Full Implementation Identifying needs of individuals - Full Implementation Providing support for teachers on not-met standards - Full Implementation	Identifying PL needs of groups - Full Implementation Identifying needs of individuals - Full Implementation Providing support for teachers on not-met standards - Full Implementation	Identifying PL needs of groups - Full Implementation Identifying needs of individuals - Full Implementation and Sustainability Providing support for teachers on not-met standards - Full Implementation	
EL Access to CA Standards including ELD standards - Self-Reflection Tool	Providing Professional Learning - Full Implementation Aligned instructional materials - Full Implementation Identification of Programs to Improve Instruction - Full Implementation	Providing Professional Learning - Full Implementation Aligned instructional materials - Full Implementation and Sustainability Identification of Programs to Improve Instruction - Full Implementation	Providing Professional Learning - Full Implementation Aligned instructional materials - Full Implementation and Sustainability Identification of Programs to Improve Instruction - Full Implementation	Providing Professional Learning - Full Implementation Aligned instructional materials - Full Implementation and Sustainability Identification of Programs to Improve Instruction - Full Implementation	Rating of 4 (Full Implementation) or 5 (Full implementation and sustainability) for each content area is reached and maintained

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of pupils who have been enrolled in, and successfully completed A-G requirements - CALPADS	19-20 All Students: 74.1% African American: 55.4% American Indian: 54.5% Asian: 81.5% Filipino: 82.9% Hispanic: 67.9% Pacific Islander: * White: 78.2% Two or More Races: 77.0% English Learners: 35.4% Foster Youth: * Homeless: 46.2% Socioeconomically Disadvantaged: 64.5% Students with Disabilities: 29.2%	20-21 (Infinite Campus) All Students: 69.1% African American: 51.3% American Indian: 62.5% Asian: 76.6% Filipino: 79.2% Hispanic: 66.7% Pacific Islander: * White: 71.5% Two or More Races: 66.1% English Learners: 37.5% Foster Youth: * Homeless: 36.1% Socioeconomically Disadvantaged: 61.4% Students with Disabilities: 25.6%	21-22 (CALPADS) All Students: 67.2% African American: 59.1% American Indian: 30.4% Asian: 79.5% Filipino: 78.6% Hispanic: 61.5% Pacific Islander: * White: 69.4% Two or More Races: 72.22% English Learners: 26.2% Homeless: 37.5% Socioeconomically Disadvantaged: 54.9% Students with Disabilities: 24.5%	22-23 (CALPADS) All students: 68.0% African American: 53.4% American Indian: 38.9% Asian: 79.3% Filipino: 79.9% Hispanic: 62.0% Pacific Islander: * White: 71.9% Two or More Races: 68.6% English Learners: 30.0% Homeless: 41.7% Socioeconomically Disadvantaged: 54.0% Students with Disabilities: 20.8%	All Students: maintain at least 70% African American: 70% American Indian: 65% Asian: maintain at least 70% Filipino: maintain at least 70% Hispanic: maintain at least 70% Pacific Islander: * White: maintain at least 70% Two or More Races: maintain at least 70% English Learners: 52% Foster Youth: * Homeless: 70% Socioeconomically Disadvantaged: 70% Students with Disabilities: 35%

Percentage of pupils who have been enrolled in, and successfully completed CTE course requirements- CALPADS	19-20 (Infinite Campus) All Students: 8.57% African American: 6.02% American Indian: 0.00% Asian: 4.85% Filipino: 9.30% Hispanic: 9.22% Pacific Islander: 0.00% White: 9.48% Two or More Races: 5.10% English Learners: 6.41% Foster Youth: 7.69% Homeless: 0.00% Socioeconomically Disadvantaged: 8.16% Students with Disabilities: 11.42% <i>Previously reported data, corrected above in 21-22 school year</i> All Students: 10.5% African American: 1.7% American Indian: .86% Asian: 3.5% Filipino: 4.3% Hispanic: 33.9% Pacific Islander: 0 White: 47.4% Two or More Races: 8.2% English Learners: 1.3% Foster Youth: 0 Homeless: 0 Socioeconomically Disadvantaged: 23.5% Students with Disabilities: 18.7%	20-21 (Infinite Campus) All Students: 8.12% African American: 5.32% American Indian: 16.67% Asian: 7.21% Filipino: 4.24% Hispanic: 8.38% Pacific Islander: 9.09% White: 8.47% Two or More Races: 8.87% English Learners: 7.69% Foster Youth: 0.00% Homeless: 0.00% Socioeconomically Disadvantaged: 6.66% Students with Disabilities: 11.54%	21-22 (CALPADS) All Students: 12.23% African American: 11.36% American Indian: 8.70% Asian: 7.09% Filipino: 16.98% Hispanic: 10.63% Pacific Islander: 18.18% White: 12.93% Two or More Races: 14.81% English Learners: 3.88% Foster Youth: * Homeless: 2.50% Socioeconomically Disadvantaged: 9.96% Students with Disabilities: 11.46%	22-23 (CALPADS) All Students: 11.3% African American: 5.7% American Indian: 5.6% Asian: 11.2% Filipino: 13.9% Hispanic: 10.7% Pacific Islander: White: 12.3% Two or More Races: 10.9% English Learners: 5.0% Foster Youth: * Homeless: 0% Socioeconomically Disadvantaged: 9.5% Students with Disabilities: 16.7%	All Students: 10.57% African American: 8.02% American Indian: 2% Asian: 6.85% Filipino: 11.30% Hispanic: 11.22% Pacific Islander: 2% White: 11.48% Two or More Races: 7.10% English Learners: 8.41% Foster Youth: 9.69% Homeless: 2% Socioeconomically Disadvantaged: 10.16% Students with Disabilities: 13.42% <i>Previously reported desired outcomes, corrected above in 21-22 school year</i> All Students: 12.5% African American: 3.7% American Indian: 2.86% Asian: 5.5% Filipino: 6.3% Hispanic: 35.9% Pacific Islander: 2 White: 49.4% Two or More Races: 10.2% English Learners: 3.3% Foster Youth: 2% Homeless: 2% Socioeconomically Disadvantaged: 25.5% Students with Disabilities: 20.7%
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Percentage of pupils who have been enrolled in, and successfully completed A-G and CTE course requirements - CALPADS	19-20 (Infinite Campus) All Students: 6.46% African American: 1.20% American Indian: 0.00% Asian: 3.88% Filipino: 8.53% Hispanic: 6.84% Pacific Islander: 0.00% White: 7.14% Two or More Races: 4.59% English Learners: 1.28% Foster Youth: 7.69% Homeless: 0.00% Socioeconomically Disadvantaged: 5.61% Students with Disabilities: 2.76% <i>Previously reported data, corrected above in 21-22 school year</i> All Students: 4.5% African American: 0.9% American Indian: 0 Asian: 2.6% Filipino: 6.5% Hispanic: 5% Pacific Islander: 0 White: 4.7% Two or More Races: 4.1% English Learners: .9% Foster Youth: 6.25% Homeless: 0 Socioeconomically Disadvantaged: 4.1% Students with Disabilities: 1.5%	20-21 (Infinite Campus) All Students: 6.05% African American: 5.32% American Indian: 5.56% Asian: 5.41% Filipino: 4.24% Hispanic: 6.70% Pacific Islander: 0.00% White: 6.05% Two or More Races: 5.91% English Learners: 4.62% Foster Youth: 0.00% Homeless: 0.00% Socioeconomically Disadvantaged: 4.10% Students with Disabilities: 2.56%	21-22 (CALPADS) All Students: 9.00% African American: 6.82% American Indian: 0.00% Asian: 6.30% Filipino: 15.72% Hispanic: 6.64% Pacific Islander: 9.09% White: 9.72% Two or More Races: 12.96% English Learners: 1.94% Foster Youth: * Homeless: 0.00% Socioeconomically Disadvantaged: 5.86% Students with Disabilities: 4.02%	22-23 (CALPADS) All Students: 9.1% African American: 5.7% American Indian: 0.0% Asian: 10.3% Filipino: 11.8% Hispanic: 7.8% Pacific Islander: 9.1% White: 10.4% Two or More Races: 8.3% English Learners: 2.0% Foster Youth: * Homeless: 0.0% Socioeconomically Disadvantaged: 6.6% Students with Disabilities: 1.3%	LCAP Goal All Students: 8.46% African American: 2.20% American Indian: 2% Asian: 5.88% Filipino: 10% Hispanic: 8.84% Pacific Islander: 2% White: 9.14% Two or More Races: 6.59% English Learners: 2.28% Foster Youth: 9.69% Homeless: 2% Socioeconomically Disadvantaged: 7.61% Students with Disabilities: 4.76%
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard- English Language Arts Distance from Standard	2019 All Students: 37.4 African American: 6.4 American Indian: -3.1 Asian: 72.2 Filipino: 68 Hispanic: 16.8 Pacific Islander: 16.4 White: 47.5 Two or More Races: 46.8 English Learners: -8.5 Foster Youth: -22.1 Homeless: 3.3 Socioeconomically Disadvantaged: 7.2 Students with Disabilities: -56.4	SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020 and 2021	2022 All Students: 26.7 African American: -0.4 American Indian: -32.3 Asian: 66.8 Filipino: 56.7 Hispanic: 6.5 Pacific Islander: 23.3 White: 36.9 Two or More Races: 38.3 English Learners: -23.4 Foster Youth: -19.7 Homeless: -16.7 Socioeconomically Disadvantaged: 0.1 Students with Disabilities: -62.9	2023 All Students: 24.1 African American: -9.2 American Indian: -28 Asian: 64.6 Filipino: 58.1 Hispanic: 3.6 Pacific Islander: 11.2 White: 34.2 Two or More Races: 34.5 English Learners: -39.5 Foster Youth: -73 Homeless: -28.3 Socioeconomically Disadvantaged: -6.9 Students with Disabilities: -68	All Students: 39.4 African American: 10 American Indian: 10 Asian: 74.3 Filipino: 70 Hispanic: 18 Pacific Islander: 16.4 White: 47.5 Two or More Races: 46.8 English Learners: -5 Foster Youth: -13.1 Homeless: 10 Socioeconomically Disadvantaged: 10 Students with Disabilities: -47.7

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard - Mathematics Distance from Standard Met	2019 All Students: 6 African American: -40.9 American Indian: -42.9 Asian: 62.2 Filipino: 41.8 Hispanic: -17.9 Pacific Islander: -26.6 White: 17.9 Two or More Races: 13.1 English Learners: -37.6 Foster Youth: -88.3 Homeless: -31 Socioeconomically Disadvantaged: -26.1 Students with Disabilities: -87.7	SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020 and 2021	2022 All Students: -19.1 African American: -55.9 American Indian: -83.9 Asian: 42.6 Filipino: 12 Hispanic: -41.2 Pacific Islander: -30.3 White: -8.3 Two or More Races: -10.7 English Learners: -53.5 Foster Youth: -88.5 Homeless: -52.8 Socioeconomically Disadvantaged: -45.5 Students with Disabilities: -101.7	2023 All Students: -14 African American: -53.4 American Indian: -84 Asian: 52 Filipino: 20.8 Hispanic: -38.6 Pacific Islander: -7 White: -3 Two or More Races: -4.2 English Learners: -65.2 Foster Youth: -106.6 Homeless: -77.8 Socioeconomically Disadvantaged: -44.7 Students with Disabilities: -104.1	All Students: 6 African American: -31.9 American Indian: -33.9 Asian: 62.2 Filipino: 41.8 Hispanic: -8.9 Pacific Islander: -25 White: 17.9 Two or More Races: 13.1 English Learners: -28.6 Foster Youth: -79.3 Homeless: -25 Socioeconomically Disadvantaged: -25 Students with Disabilities: -25

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Demonstration of college preparedness on Grade 11 EAP/CAASPP Math (Percent Combined for Met/Conditionally Ready and Exceeded/Ready) - CAASPP Reporting Website	2019 All Students: 47.7% African American: 21.43% American Indian: 21.4% Asian: 71.43% Filipino: 70.97% Hispanic: 38.08% Pacific Islander: * White: 52.31% Two or More Races: 48.10% English Learners: 10.2% Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 38.08% Students with Disabilities: 11.15%	CAASPP was suspended for the 2020 school year and local assessment was administered in lieu of CAASPP in the 2021 school year	College preparedness was not calculated on the 2022 dashboard, reporting % met or exceeded standards on Grade 11 Math CAASPP: All Students: 39.35% African American: 22.62% American Indian: 26.67% Asian: 65.74% Filipino: 52.94% Hispanic: 29.76% Pacific Islander: * White: 42.92% Two or More Races: 45.09% English Learners: 9.44% Foster Youth: * Homeless: 23.81% Socioeconomically Disadvantaged: 29.51% Students with Disabilities: 4.52%	2023 All Students: 40.76% African American: 20% American Indian: 11.11% Asian: 70.31% Filipino: 58.98% Hispanic: 31.69% Pacific Islander: * White: 43.61% Two or More Races: 43.40% English Learners: 8.22% Foster Youth: * Homeless: 11.11% Socioeconomically Disadvantaged: 27.99% Students with Disabilities: 10.50%	All Students: 50.7% African American: 25.2% American Indian: 24.4% Asian: 74.4% Filipino: 74% Hispanic: 41.1% Pacific Islander: * White: 55.3% Two or More Races: 51.5% English Learners: 13.2% Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 41.1% Students with Disabilities: 14.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Demonstration of college preparedness on Grade 11 EAP/CAASPP ELA (Percent Combined for Met/Conditionally Ready and Exceeded/Ready) - CAASPP Reporting Website	2019 All Students: 74.09% African American: 58.53% American Indian: 64.28% Asian: 84% Filipino: 86.29% Hispanic: 67.71% Pacific Islander: * White: 77.48% Two or More Races: 76.30% English Learners: 12.24% Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 63.74% Students with Disabilities: 26.79%	CAASPP was suspended for the 2020 school year and local assessment was administered in lieu of CAASPP in the 2021 school year	College preparedness was not calculated on the 2022 dashboard, reporting % met or exceeded standards on Grade 11 ELA CAASPP: All Students: 71.75% African American: 61.17% American Indian: 43.75% Asian: 79.09% Filipino: 83.95% Hispanic: 64.62% Pacific Islander: * White: 75.80% Two or More Races: 76.00% English Learners: 13.21% Foster Youth: * Homeless: 57.15% Socioeconomically Disadvantaged: 63.07% Students with Disabilities: 31.97%	2023 All Students: 71.09% African American: 52.32% American Indian: 50% Asian: 83.85% Filipino: 85.47% Hispanic: 64.48% Pacific Islander: * White: 74.45% Two or More Races: 74.68% English Learners: 14.70% Foster Youth: * Homeless: 38.89% Socioeconomically Disadvantaged: 59.01% Students with Disabilities: 29.92%	All Students: 77.09% African American: 61.53% American Indian: 67.28% Asian: 87% Filipino: 89.29% Hispanic: 70.71% Pacific Islander: * White: 80.48% Two or More Races: 79.30% English Learners: 15.24% Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 66.74% Students with Disabilities: 29.79%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage who pass AP exam with score of 3 or higher - CALPADS	19-20 (College Board) All Students: 64.56% African American: 54.88% American Indian: 84.62% Asian: 71.77% Hispanic: 58.41% Pacific Islander: 30.00% White: 66.34% Two or More Races: 66.55% English Learners: 64.00% Socioeconomically Disadvantaged: 58.99% Students with Disabilities: 63.89% <i>Previously reported data, corrected above in 21-22 school year</i> All Students: 64% African American: 49% American Indian: 63% Asian: 71% Hispanic: 58% Pacific Islander: 50% White: 66% Two or More Races: 62% English Learners: 77% Socioeconomically Disadvantaged: 58% Students with Disabilities: 56%	20-21 (College Board) All Students: 53.60% African American: 40.24% American Indian: 0.00% Asian: 65.85% Hispanic: 42.90% Pacific Islander: 50.00% White: 54.46% Two or More Races: 58.91% English Learners: 51.16% Socioeconomically Disadvantaged: 46.40% Students with Disabilities: 40.00%	21-22 (College Board) All Students: 63.05% African American: 58.82% American Indian: 16.67% Asian: 66.41% Hispanic: 56.37% Pacific Islander: 45.45% White: 64.27% Two or More Races: 65.17% English Learners: 58.06% Socioeconomically Disadvantaged: 54.99% Students with Disabilities: 63.79%	22-23 (College Board) All Students: 68.7% African American: 60.7% American Indian: 28.6% Asian: 75.5% Hispanic: 61.9% Pacific Islander: 66.7% White: 70.7% Two or More Races: 69.5% English Learners: 48.5% Socioeconomically Disadvantaged: 61.7% Students with Disabilities: 58.2%	All Students: 67% African American: 52% American Indian: 66% Asian: 74% Hispanic: 61% Pacific Islander: 53% White: 69% Two or More Races: 65% English Learners: 80% Socioeconomically Disadvantaged: 61% Students with Disabilities: 59%
Percent of English learners making progress toward English proficiency (ELPI)	2019 52% (medium)	SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020 and 2021	2022 51.5% (Medium)	2023 51% (Yellow)	District: 55% (high)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate - DataQuest	20-21 12.5% (165) <i>Previously reported data, corrected above in 21-22 school year</i> 16.1%	21-22 12.9% <i>(Infinite Campus)</i>	22-23 10.5% <i>(Infinite Campus)</i>	23-24 11.5% <i>(Infinite Campus)</i>	Maintain percentage that matches or exceeds county and state rates

AP Course Enrollment - CALPADS	<p>2020-2021 (Infinite Campus)</p> <p>All Students: 40.2%</p> <p>African American: 29.6%</p> <p>American Indian: 19.3%</p> <p>Asian: 67.2%</p> <p>Filipino: 54.8%</p> <p>Hispanic: 35.7%</p> <p>Pacific Islander: 33.3%</p> <p>White: 41.7%</p> <p>Two or More Races: 43.3%</p> <p>English Learners: 16.2%</p> <p>Foster Youth: 12.5%</p> <p>Homeless: 28.6%</p> <p>Socioeconomically Disadvantaged: 34.0%</p> <p>Students with Disabilities: 7.0%</p> <p><i>Previously reported data, corrected above in 21-22 school year</i></p> <p><i>All Students: 28.5%</i></p> <p><i>African American: 23.8%</i></p> <p><i>American Indian: 14.3%</i></p> <p><i>Asian: 62.3%</i></p> <p><i>Filipino: 46.2%</i></p> <p><i>Hispanic: 32.2%</i></p> <p><i>Pacific Islander: 10.5%</i></p> <p><i>White: 36.3%</i></p> <p><i>Two or More Races: 37.5%</i></p> <p><i>English Learners: 15.4%</i></p> <p><i>Foster Youth: 7.5%</i></p> <p><i>Homeless: 15.5%</i></p> <p><i>Socioeconomically Disadvantaged: 27.5%</i></p>	<p>2021-2022 (Infinite Campus)</p> <p>All Students: 34.8%</p> <p>African American: 26.3%</p> <p>American Indian: 15.5%</p> <p>Asian: 59.4%</p> <p>Filipino: 43.4%</p> <p>Hispanic: 29.3%</p> <p>Pacific Islander: 40.7%</p> <p>White: 36.3%</p> <p>Two or More Races: 39.8%</p> <p>English Learners: 12.7%</p> <p>Foster Youth: 14.3%</p> <p>Homeless: 0.0%</p> <p>Socioeconomically Disadvantaged: 26.4%</p> <p>Students with Disabilities: 4.8%</p>	<p>2022-2023 (Infinite Campus)</p> <p>All Students: 38.8%</p> <p>African American: 28.3%</p> <p>American Indian: 11.8%</p> <p>Asian: 66.9%</p> <p>Filipino: 51.3%</p> <p>Hispanic: 33.1%</p> <p>Pacific Islander: 31.8%</p> <p>White: 39.6%</p> <p>Two or More Races: 45.0%</p> <p>English Learners: 17.0%</p> <p>Foster Youth: 12.5%</p> <p>Homeless: 21.7%</p> <p>Socioeconomically Disadvantaged: 30.4%</p> <p>Students with Disabilities: 7.3%</p>	<p>2023-2024 (Infinite Campus)</p> <p>All Students: 43.0%</p> <p>African American: 28.9%</p> <p>American Indian: 13.1%</p> <p>Asian: 71.8%</p> <p>Filipino: 56.3%</p> <p>Hispanic: 36.5%</p> <p>Pacific Islander: 38.1%</p> <p>White: 44.4%</p> <p>Two or More Races: 46.8%</p> <p>English Learners: 22.0%</p> <p>Foster Youth: 3.2%</p> <p>Homeless: 25.5%</p> <p>Socioeconomically Disadvantaged: 33.1%</p> <p>Students with Disabilities: 6.9%</p>	<p>All Students: Maintain or Exceed 40%</p> <p>African American: 31.6%</p> <p>American Indian: 21.3%</p> <p>Asian: Maintain or Exceed 40%</p> <p>Filipino: Maintain or Exceed 40%</p> <p>Hispanic: 37.7%</p> <p>Pacific Islander: 35.3%</p> <p>White: Maintain or Exceed 40%</p> <p>Two or More Races: Maintain or Exceed 40%</p> <p>English Learners: Maintain or Exceed 15%</p> <p>Foster Youth: 14.5%</p> <p>Homeless: 28.5%</p> <p>Socioeconomically Disadvantaged: 36%</p> <p>Students with Disabilities: 9%</p> <p><i>Previously reported desired outcomes, corrected above in 21-22 school year</i></p> <p><i>All Students: 29.5%</i></p> <p><i>African American: 24.8%</i></p> <p><i>American Indian: 15.3%</i></p> <p><i>Asian: 63.3%</i></p> <p><i>Filipino: 47.2%</i></p> <p><i>Hispanic: 33.2%</i></p> <p><i>Pacific Islander: 11.5%</i></p> <p><i>White: 37.3%</i></p> <p><i>Two or More Races: 38.5%</i></p> <p><i>English Learners: 16.4%</i></p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<i>Students with Disabilities: 1.7%</i>				<i>Foster Youth: 8.5%</i> <i>Homeless: 16.5%</i> <i>Socioeconomically Disadvantaged: 28.5%</i> <i>Students with Disabilities: 2.7%</i>
Average performance on iReady End of Year Diagnostic Math (K-5)	Percentage On or Above Grade Level Kindergarten 73% First- 51% Second- 49% Third- 46% Fourth- 49% Fifth- 54%	Percentage On or Above Grade Level Kindergarten 66% First- 52% Second- 51% Third- 58% Fourth- 58% Fifth- 52%	Percentage On or Above Grade Level Kindergarten- 69% First- 56% Second- 58% Third- 61% Fourth- 66% Fifth- 60%	Percentage On or Above Grade Level as of 5.7.24 Kindergarten- TBD First- 51% Second- 51% Third- 59% Fourth- 58% Fifth- 60%	Percentage On or Above Grade Level Kindergarten 78% First 56% Second 54% Third 51% Fourth 54% Fifth 59%
Average performance on iReady End of Year Diagnostic ELA (K-5)	Percentage On or Above Grade Level Kindergarten 86% First- 66% Second- 67% Third- 77% Fourth- 62% Fifth- 60%	Percentage On or Above Grade Level Kindergarten 83% First- 65% Second- 66% Third- 75% Fourth- 61% Fifth- 57%	Percentage On or Above Grade Level Kindergarten- 86% First- 71% Second- 72% Third- 78% Fourth- 64% Fifth- 57%	Percentage On or Above Grade Level as of 5.7.24 Kindergarten- First- 69% Second- 69% Third- 75% Fourth- 61% Fifth- 61%	Percentage On or Above Grade Level Kindergarten Maintain 85% or above First 71% Second 72% Third 82% Fourth 67% Fifth 65%
Average performance on Common Interim Assessment of Math for Grades 6-8, 11	2021 (Edulastic) Grade 6- 63% Grade 7- 66% Grade 8- 65% Grade 11- (Alg 2) 70%	2022 (Grade 11 - <i>Edulastic</i> Average Student Score; and Grades 6-8 <i>iReady</i> Percent On or Above Grade Level) Grade 6- 53% Grade 7- 43% Grade 8- 44% Grade 11- (Alg 2) 61%	2023 (Grade 11 - <i>Edulastic</i> Average Student Score; and Grades 6-8 <i>iReady</i> Percent On or Above Grade Level) Grade 6- 56% Grade 7- 46% Grade 8- 44% Grade 11 (Alg 2)- 42%	2024 (Grade 11 - <i>Edulastic</i> Average Student Score; and Grades 6-8 <i>iReady</i> Percent On or Above Grade Level) Grade 6- TBD Grade 7- TBD Grade 8-TBD Grade 11 (Alg 2)- TBD	Grade 6 68% Grade 7 71% Grade 8 70% Grade 11 (Alg 2) 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide Assessment - California Science Test Percent Met/Exceeded	2019 All Students: 43.1% African American: 29.1% American Indian: 25.5% Asian: 58.9% Filipino: 55.6% Hispanic: 34.7% Pacific Islander: 31.6% White: 48% Two or More Races: 45% English Learners: 8.6% Foster Youth: * Homeless: 24% Socioeconomically Disadvantaged: 31.3% Students with Disabilities: 15.1%	CAASPP was suspended for the 2020 school year and administration of the state assessment in 2021 was not viable	2022 All Students: 40.61% African American: 24.66% American Indian: 19.05% Asian: 56.70% Filipino: 47.54% Hispanic: 33.08% Pacific Islander: 27.27% White: 44.83% Two or More Races: 48.33% English Learners: 5.23% Foster Youth: 15.38% Homeless: 24.20% Socioeconomically Disadvantaged: 31.67% Students with Disabilities: 11.76%	2023 All Students: 43.48% African American: 25.25% American Indian: 14.89% Asian: 63.92% Filipino: 57.72% Hispanic: 34.05% Pacific Islander: 38.46% White: 47.41% Two or More Races: 49.76% English Learners: 4.63% Foster Youth: 18.75% Homeless: 25% Socioeconomically Disadvantaged: 29.85% Students with Disabilities: 13.81%	All Students: 46.1% African American: 32.1% American Indian: 28.5% Asian: 61.9% Filipino: 58.6% Hispanic: 37.7% Pacific Islander: 34.6% White: 51% Two or More Races: 48% English Learners: 14.6% Foster Youth: * Homeless: 27% Socioeconomically Disadvantaged: 34.3% Students with Disabilities: 18.1%
Statewide Assessment - California Alternate Assessment, English Language Arts Percent Met/Exceeded	All Students: 9.3% African American: * American Indian: * Asian: * Filipino: * Hispanic: 2.3% Pacific Islander: * White: 12.8% Two or More Races: 7.7% English Learners: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 7.4%	CAASPP was suspended for the 2020 school year and administration of the California Alternate Assessment was not viable in 2021	2022 All Students: 6.7% African American: 7.7% American Indian: * Asian: * Filipino: 0.0% Hispanic: 10.0% Pacific Islander: * White: 3.6% Two or More Races: 12.5% English Learners: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 9.7%	2023 All Students: 6.83% African American: * American Indian: * Asian: * Filipino: * Hispanic: 8.62 % Pacific Islander: * White: 5.45% Two or More Races: 13.33 % English Learners: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 7.14%	All Students: 15.3% African American: * American Indian: * Asian: * Filipino: * Hispanic: 8.3% Pacific Islander: * White: 18.8% Two or More Races: 13.7% English Learners: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 13.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide Assessment - California Alternate Assessment, Mathematics	2019 All Students: 3.1% African American: * American Indian: * Asian: * Filipino: * Hispanic: 0% Pacific Islander: * White: 6.4% Two or More Races: 0% English Learners: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 1.9%	CAASPP was suspended for the 2020 school year and administration of the California Alternate Assessment was not viable in 2021	2022 All Students: 3.1% African American: 0% American Indian: * Asian: * Filipino: 7.7% Hispanic: 5.0% Pacific Islander: * White: 1.9% Two or More Races: 0% English Learners: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 1.4%	2023 All Students: 3.73% African American: * American Indian: * Asian: * Filipino: 7.14% Hispanic: 3.45% Pacific Islander: * White: 1.82% Two or More Races: 6.67% English Learners: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 3.57%	All Students: 6.1% African American: * American Indian: * Asian: * Filipino: * Hispanic: 3% Pacific Islander: * White: 9.4% Two or More Races: 3% English Learners: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 4.9%

<p>CTE Course Enrollment - CALPADS</p>	<p>20-21 (Infinite Campus)</p> <p>All Students: 40.3%</p> <p>African American: 39.2%</p> <p>American Indian: 44.4%</p> <p>Asian: 40.7%</p> <p>Filipino: 40.3%</p> <p>Hispanic: 40.8%</p> <p>Pacific Islander: 40.4%</p> <p>White: 40.6%</p> <p>Two or More Races: 40.2%</p> <p>English Learners: 36.1%</p> <p>Foster Youth: 51.9%</p> <p>Homeless: 45.7%</p> <p>Socioeconomically Disadvantaged: 42.1%</p> <p>Students with Disabilities: 44.1%</p> <p><i>Previously reported data, corrected above in 21-22 school year</i></p> <p><i>All Students: 14.4%</i></p> <p><i>African American: 15.8%</i></p> <p><i>American Indian: 9.5%</i></p> <p><i>Asian: 8.9%</i></p> <p><i>Filipino: 12.5%</i></p> <p><i>Hispanic: 15.3%</i></p> <p><i>Pacific Islander: 6.3%</i></p> <p><i>White: 15.3%</i></p> <p><i>Two or More Races: 12.4%</i></p> <p><i>English Learners: 8.3%</i></p> <p><i>Foster Youth: *</i></p> <p><i>Homeless: 6.0%</i></p> <p><i>Socioeconomically Disadvantaged: 13.9%</i></p> <p><i>Students with Disabilities: 6.5%</i></p>	<p>21-22 (Infinite Campus)</p> <p>All Students: 41.1%</p> <p>African American: 40.8%</p> <p>American Indian: 36.6%</p> <p>Asian: 45.9%</p> <p>Filipino: 42.9%</p> <p>Hispanic: 41.2%</p> <p>Pacific Islander: 35.6%</p> <p>White: 40.4%</p> <p>Two or More Races: 41.5%</p> <p>English Learners: 35.6%</p> <p>Foster Youth: 46.7%</p> <p>Homeless: 27.3%</p> <p>Socioeconomically Disadvantaged: 41.3%</p> <p>Students with Disabilities: 42.8%</p>	<p>22-23 (Infinite Campus)</p> <p>All Students: 37.1%</p> <p>African American: 35.3%</p> <p>American Indian: 42.5%</p> <p>Asian: 42.2%</p> <p>Filipino: 35.3%</p> <p>Hispanic: 37.4%</p> <p>Pacific Islander: 28.2%</p> <p>White: 36.7%</p> <p>Two or More Races: 37.0%</p> <p>English Learners: 31.9%</p> <p>Foster Youth: 37.1%</p> <p>Homeless: 35.1%</p> <p>Socioeconomically Disadvantaged: 38.5%</p> <p>Students with Disabilities: 38.0%</p>	<p>23-24 (Infinite Campus)</p> <p>All Students: 34.5%</p> <p>African American: 36.0%</p> <p>American Indian: 29.8%</p> <p>Asian: 40.6%</p> <p>Filipino: 36.5%</p> <p>Hispanic: 34.5%</p> <p>Pacific Islander: 33.3%</p> <p>White: 33.1%</p> <p>Two or More Races: 35.7%</p> <p>English Learners: 34.1%</p> <p>Foster Youth: 32.7%</p> <p>Homeless: 37.6%</p> <p>Socioeconomically Disadvantaged: 36.0%</p> <p>Students with Disabilities: 33.7%</p>	<p>All Students: 43.3%</p> <p>African American: 42.2%</p> <p>American Indian: 45%</p> <p>Asian: 43.7%</p> <p>Filipino: 43.3%</p> <p>Hispanic: 43.8%</p> <p>Pacific Islander: 43.8%</p> <p>White: 43.6%</p> <p>Two or More Races: 43.2%</p> <p>English Learners: 39.1%</p> <p>Foster Youth: Maintain 45% of Above</p> <p>Homeless: Maintain 45% or Above</p> <p>Socioeconomically Disadvantaged: 45%</p> <p>Students with Disabilities: 45%</p> <p><i>Previously reported desired outcomes, corrected above in 21-22 school year</i></p> <p><i>All Students: 15.4%</i></p> <p><i>African American: 16.8%</i></p> <p><i>American Indian: 10.5%</i></p> <p><i>Asian: 9.9%</i></p> <p><i>Filipino: 13.5%</i></p> <p><i>Hispanic: 16.3%</i></p> <p><i>Pacific Islander: 7.3%</i></p> <p><i>White: 16.3%</i></p> <p><i>Two or More Races: 13.4%</i></p> <p><i>English Learners: 9.3%</i></p> <p><i>Foster Youth: *</i></p> <p><i>Homeless: 7.0%</i></p> <p><i>Socioeconomically Disadvantaged: 14.9%</i></p> <p><i>Students with Disabilities: 7.5%</i></p>
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AVID Course Enrollment - CALPADS	20-21 (Infinite Campus) All Students: 12.4% African American: 17.6% American Indian: 10.5% Asian: 7.8% Filipino: 12.3% Hispanic: 20.3% Pacific Islander: 3.1% White: 6.9% Two or More Races: 10.1% English Learners: 18.2% Foster Youth: 6.0% Homeless: 8.3% Socioeconomically Disadvantaged: 19.4% Students with Disabilities: 1.6% <i>Previously reported data, corrected above in 21-22 school year</i> All Students: 12.4% African American: 17.6% American Indian: 10.5% Asian: 7.8% Filipino: 12.3% Hispanic: 20.3% Pacific Islander: 3.1% White: 6.9% Two or More Races: 10.1% English Learners: 18.2% Foster Youth: 6.0% Homeless: 8.3% Socioeconomically Disadvantaged: 19.4% Students with Disabilities: 1.6%	21-22 (Infinite Campus) All Students: 12.3% African American: 15.9% American Indian: 15.5% Asian: 8.2% Filipino: 12.8% Hispanic: 18.4% Pacific Islander: 11.1% White: 7.2% Two or More Races: 11.6% English Learners: 15.1% Foster Youth: 0.0% Homeless: 16.7% Socioeconomically Disadvantaged: 18.9% Students with Disabilities: 4.8%	22-23 (Infinite Campus) All Students: 11.4% African American: 15.3% American Indian: 11.8% Asian: 8.7% Filipino: 12.4% Hispanic: 17.1% Pacific Islander: 18.2% White: 6.5% Two or More Races: 10.7% English Learners: 14.1% Foster Youth: 8.3% Homeless: 8.7% Socioeconomically Disadvantaged: 17.2% Students with Disabilities: 5.1%	23-24 (Infinite Campus) All Students: 12.8% African American: 14.8% American Indian: 15.5% Asian: 7.3% Filipino: 15.2% Hispanic: 18.3% Pacific Islander: 4.8% White: 8.1% Two or More Races: 12.0% English Learners: 18.2% Foster Youth: 6.5% Homeless: 16.4% Socioeconomically Disadvantaged: 18.0% Students with Disabilities: 5.2%	All Students: 13.4% African American: 18.6% American Indian: 11.5% Asian: 8.8% Filipino: 13.3% Hispanic: 21.3% Pacific Islander: 4.1% White: 7.9% Two or More Races: 11.1% English Learners: 19.2% Foster Youth: 7.0% Homeless: 9.3% Socioeconomically Disadvantaged: 20.4% Students with Disabilities: 2.6% <i>Previously reported desired outcomes, corrected above in 21-22 school year</i> All Students: 13.4% African American: 18.6% American Indian: 11.5% Asian: 8.8% Filipino: 13.3% Hispanic: 21.3% Pacific Islander: 4.1% White: 7.9% Two or More Races: 11.1% English Learners: 19.2% Foster Youth: 7.0% Homeless: 9.3% Socioeconomically Disadvantaged: 20.4% Students with Disabilities: 2.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College/Career Indicator - Percentage Prepared	2019-2020 DataQuest College/Career Measures Reports and Data All Students: 66.2% African American: 39.4% American Indian: 39% Asian: 83% Filipino: 79.1% Hispanic: 60.3% Pacific Islander: * White: 70.1% Two or More Races: 66.2% English Learners: 29.9% Foster Youth: 25% Homeless: 43.5% Socioeconomically Disadvantaged: 56.6% Students with Disabilities: 19.2%	SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020 and 2021	The College/Career Indicator was not calculated on the 2022 dashboard	2023 All Students: 62.2% African American: 52.3% American Indian: * Asian: 80.5% Filipino: 73.8% Hispanic: 54.5% Pacific Islander: * White: 65.4% Two or More Races: 66.7% English Learners: 23.8% Foster Youth: * Homeless: 38.5% Socioeconomically Disadvantaged: 49.8% Students with Disabilities: 26%	All Students: Increase or maintain African American: 50.7% American Indian: 55.6% Asian: Increase or maintain Filipino: Increase or maintain Hispanic: Increase or maintain Pacific Islander: * White: Increase or maintain Two or More Races: 67.4% English Learners: 30.7% Foster Youth: 30% Homeless: 48.5% Socioeconomically Disadvantaged: Increase or maintain Students with Disabilities: 24.5%
Average performance on Common Interim Assessment of ELA for Grades 6-8, 11	2021 (Edulastic) Grade 6- 72% Grade 7- 81% Grade 8- 70% Grade 11- 67%	2022 (Grade 11 - <i>Edulastic</i> Average Student Score; and Grades 6-8 <i>iReady</i> Percent On or Above Grade Level) Grade 6- 51% Grade 7- 51% Grade 8- 51% Grade 11- 70%	2023 (Grade 11 - <i>Edulastic</i> Average Student Score; and Grades 6-8 <i>iReady</i> Percent On or Above Grade Level) Grade 6- 54% Grade 7- 55% Grade 8- 52% Grade 11- TBD ¹	2024 (Grade 11 - <i>Edulastic</i> Average Student Score; and Grades 6-8 <i>iReady</i> Percent On or Above Grade Level) Grade 6- TBD Grade 7- TBD Grade 8- TBD Grade 11- TBD	Grade 6 75% Grade 7 Maintain 80% or better Grade 8 75% Grade 11 72%
Survey of Teachers and Staff - Professional Learning - Panorama Education	<i>(Metric Added in 2022-23 LCAP)</i> Percent of favorable response Teachers: 44% Other Site Staff: 37%	<i>(Metric Added in 22-23 LCAP)</i>	Fall 2022 Percent of favorable response Teachers: 49% Other Site Staff: 56%	Fall 2023 Percent of favorable response Teachers: 54% Other Site Staff: 57%	Percent of favorable response Teachers: 50% Other Site Staff: 40%

Goal Analysis

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

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

There were no substantive differences between the planned actions and the actual implementation of these actions. The implementation of these actions was successful as opportunities were offered for students to participate in expanded CTE course offerings, and AVID courses at all comprehensive high schools. VAPA for elementary students was once again provided to all elementary students in grades first through fifth, while Math and ELA Specialists provided professional development support and progress monitored at-risk students. TVUSD was able to provide a variety of in person professional development opportunities during the 23/24 school year, focusing on the inquiry cycle, data informed practices, mathematical practices, and the science of reading. The District saw huge success in providing rigorous math tasks, as well as “defronting” the math classrooms. Phonics instruction aligned with the science of reading was also successful in supporting the district's youngest readers and providing a systematic approach to teaching phonics in all K-2 classrooms.

The District had planned to refresh teacher technology, under Action 2, but in less technology refresh money was used because teachers had the updated technology they needed to effectively teach.

The District's biggest challenges in implementing the actions within goal 1 were due to staffing, specially vacancies, which in turn lead to a material difference in the level of service provided to students. The District continues to work closely with the Human Resources Department to recruit and hire effective certificated and classified staff. The staffing vacancies lead to material differences in Actions: 1, 6, and 8 (listed below).

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

Action 1: Professional Development

The District used less professional development funding than originally intended. Most of the professional development was provided by directors in-house. Therefore, less was spent on outside speakers/consultants delivering Professional Development. There was a material difference of \$350,000.

Action 2: Technology and Supplies

The District did not need to refresh the technology for LCAP funded staff last year. The District had budgeted for new technology for teachers/staff funded through LCAP, but all staff had appropriately updated technology. There was a material difference of \$110,000.

Action 4: CTE

Teachers negotiated an 8% increase in salaries and 1.5% off schedule salary bonus. There was a material difference of \$173,000 in additional funding.

Action 6: AVID

While the district planned to provide AVID tutoring all year long, there were vacancies for AVID tutoring on and off throughout the course of the school year. Due to staffing vacancies, there was a material difference of \$185,000.

Action 8: VAPA

The District had planned to provide elementary dance instruction for the entire 23-24 school year. Unfortunately, VAPA was decreased due to an inability to find two properly credentialed dance teachers. The district was never able to fill these positions for the 23-24 school year. Instead the positions were filled by Physical Education teachers and funded through general funds, therefore, there was a material difference was \$312,000.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The goal was intended to improve the academic performance of students across all grade spans and content areas, and increase access to learning opportunities that prepare students for college and careers. Academically as reported on the Dashboard and CAST, students in TVUSD suffered a setback during the pandemic. For this reason, TVUSD saw a dramatic drop in ELA, Math, and EL proficiency. While our scores have begun to rebound we are still not back to pre-pandemic levels.

Action 1: District Professional Development

Action 2: Technology, Materials, Supplies

Action 3: Administrative Support

These administrators plan, develop, and monitor LCAP data, while also providing professional development, oversight, and support of specialists and related programs, ensuring a guaranteed and viable curriculum for all students. There was an increase in the percentage of teachers who reported professional development as favorable. TVUSD did exceed its goal of providing meaningful Professional Development for certificated (54% favorable, 10 point increase over LCAP cycle) and classified staff (57% favorable, 20 point increase over LCAP cycle) as it was measured by the Teacher and Staff Survey on Professional Learning. The technology, materials, and supplies were utilized during professional development. Without these materials and supplies the professional development opportunities may not have been as successful.

TVUSD believes that continuing to invest in professional development (Action 1) to improve instructional practices and supporting teachers/classrooms through administrative support (Action 3) of professional development and instructional coaching; technology, materials and supplies (Action 2); will continue to strengthen first instruction and support the differentiation needed to support all student groups. Actions 1-3 were deemed effective.

Action 5: Math Specialists

Math Specialists use intentional and explicit evidence-based strategies to increase the quality and/or quantity of mathematics instruction for students, including targeted student groups and unduplicated pupils. As a result of site based professional development sessions and weekly site based collaboration meetings, math teachers employ research-based strategies, shift their instructional practices to allow for more student meaning making, increase student to student collaborative discussions and contextualized problem solving, and engage students in rich mathematical tasks during instruction to build conceptual understanding in addition to procedural fluency. These math specialists also teach math intervention classes and participate in the mentoring and progress monitoring of EL and RFEP students. The district saw a 5.2 point increase on the Dashboard last year. The action was deemed effective.

Action 4: CTE Full Time Equivalency

Action 6: AVID

The AVID program and CTE pathway offerings increase the percentage of students who successfully complete A-G requirements and CTE pathways. AVID enrollment decreased slightly in the years following the pandemic from 12.4% of students to 11.4% in 22-23 and rebounded to 12.8% in 23-24. The program continues to provide effective and meaningful service for students who need additional support to meet their college/career aspirations. TVUSD will continue AVID in LCAP with the goal of attracting more students in specific student groups through strategic counseling meetings and mentoring: African American, Hispanic, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities. TVUSD continues to expand and offer a variety of CTE courses aimed at providing students pathways to careers. The percentage of students completing both A-G requirements and CTE course requirements increased overall, and the district exceeded its goal of 8.48%, reporting a percentage of 9.1%. Educational partners placed a high priority on both AVID and CTE at the middle and high school levels. AVID and CTE were determined to be effective.

Action 7: ELA Specialists

The ELA specialists increase the percentage of English learners who are making progress toward proficiency and reclassification. As reported on the Dashboard, TVUSD maintained the percentage of students making proficiency 51%. Unfortunately, TVUSD did not reach the goal of 55%. Reclassification took a dip after the pandemic from 12.5% to 10.5 % and then rebounded to 11.5% in the 23-24 school year. ELAC and DELAC

educational partner feedback determined these services to be instrumental in student progress toward proficiency. The action was determined to be effective at maintaining metrics.

Action 8: VAPA Teacher and Assistants

VAPA teachers provide elementary regular education and self-contained special education classroom teachers with release time for planning, lesson preparation, and collaboration with colleagues to refine instructional practices to increase student achievement. While TVUSD determined VAPA effective in delivering a broad course of study, it is hard to quantify its impact on improved academics. For this reason, TVUSD will remove Action 8 from LCAP for the next three year cycle. The program will remain and be funded using another source.

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

TVUSD plans to update this broad goal to reflect the District's desire to increase academic proficiency in the areas of English Language Arts (ELA), English Language Proficiency, Mathematics, and Science. The goals will be broken down by academic domain to help the District better determine effectiveness in future LCAP cycles.

In collaboration with educational partners, the District will be moving actions from Goal 1 to future Goals 1-4 aligning the actions to the academic domains.

24-25 Goal 1: All students will demonstrate growth toward meeting academic standards in English Language Arts, and English Learners will demonstrate progress in developing English language proficiency. Action: ELA Specialists will stay in goal 1.

24-25 Goal 2: All students will demonstrate growth toward meeting academic standards in Mathematics and Science. Action: Math Specialists will be moved to goal 2.

24-25 Goal 3: TVUSD will maintain a broad course of study and graduation rate of 93% or higher. Actions 4: CTE Full Time Equivalency and Action 6: AVID will be moved to goal 3.

24-25 Goal 4: The District will decrease the number of student groups in red on the Dashboard by providing research based professional development and equipping site leadership to identify and respond to the diverse needs of students with a system of support. Action 1: District Professional Development, Action 2: Technology, Materials, Supplies, and Action 3: Administrative Support will be moved to goal 4.

Action 8: VAPA teachers and educational assistants will no longer be an action for this goal. While the VAPA program plays a vital role in student access to the arts, it is difficult to determine how this program increases academic proficiency as reported by local assessment data and state Dashboard indicators. The program will remain, but will be funded using an alternative funding source for the next LCAP cycle.

Both local and required state metrics will be used to measure the desired outcomes of the next three year cycle: Dashboard indicators in English Language Arts, Mathematics, English Language Proficiency, as well as CAASPP proficiency rates for Science. Local data such as iReady Diagnostics will also be reported for ELA and Math. Reclassification rates will be reported for English Language Learners. Local indicator data will also be reported: students' access to highly qualified teachers, sufficient textbooks, and a broad course of study.

The following Actions from Goal 2 will be moved into Goal 1 for 24-25: Intervention Literacy Specialist, Educational Assistants to support EL students, and access to the Public Library Homework Center.

New actions suggested upon reflection of data and educational partner feedback include: an increase to professional development specifically for science and student groups who have red academic indicators in English Language Arts. To support this professional development work and progress monitoring of ELA/ELD data, ELA Instructional Coaches have been added to Goal 1 for the coming cycle.

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.

Goal

Goal #	Description
Goal 2	<p>RESPOND to diverse student needs with systems of support</p> <p>The actions and services linked to this goal provide a robust and multi-tiered system of support by providing academic, social/emotional, and behavioral interventions across the K-12 continuum. With consistent progress monitoring of at-risk student populations and coordination of supports and interventions to address identified needs, student academic achievement and language acquisition will increase and outcomes for state measures in the areas of graduation rate, suspension/expulsion, chronic absenteeism, and dropout rate will continuously improve.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard- English Language Arts Distance from Standard	2019 All Students: 37.4 African American: 6.4 American Indian: -3.1 Asian: 72.2 Filipino: 68 Hispanic: 16.8 Pacific Islander: 16.4 White: 47.5 Two or More Races: 46.8 English Learners: -8.5 Foster Youth: -22.1 Homeless: 3.3 Socioeconomically Disadvantaged: 7.2 Students with Disabilities: -56.4	SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020 and 2021	2022 All Students: 26.7 African American: -0.4 American Indian: -32.3 Asian: 66.8 Filipino: 56.7 Hispanic: 6.5 Pacific Islander: 23.3 White: 36.9 Two or More Races: 38.3 English Learners: -23.4 Foster Youth: -19.7 Homeless: -16.7 Socioeconomically Disadvantaged: 0.1 Students with Disabilities: -62.9	2023 All Students: 24.1 African American: -9.2 American Indian: -28 Asian: 64.6 Filipino: 58.1 Hispanic: 3.6 Pacific Islander: 11.2 White: 34.2 Two or More Races: 34.5 English Learners: -39.5 Foster Youth: -73 Homeless: -28.3 Socioeconomically Disadvantaged: -6.9 Students with Disabilities: -68	All Students: 39.4 African American: 10 American Indian: 10 Asian: 74.3 Filipino: 70 Hispanic: 18 Pacific Islander: 16.4 White: 47.5 Two or More Races: 46.8 English Learners: -5 Foster Youth: -13.1 Homeless: 10 Socioeconomically Disadvantaged: 10 Students with Disabilities: -47.7

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard- Mathematics Distance from Standard	2019 All Students: 6 African American: -40.9 American Indian: -42.9 Asian: 62.2 Filipino: 41.8 Hispanic: -17.9 Pacific Islander: -26.6 White: 17.9 Two or More Races: 13.1 English Learners: -37.6 Foster Youth: -88.3 Homeless: -31 Socioeconomically Disadvantaged: -26.1 Students with Disabilities: -87.7	SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020 and 2021	2022 All Students: -19.1 African American: -55.9 American Indian: -83.9 Asian: 42.6 Filipino: 12 Hispanic: -41.2 Pacific Islander: -30.3 White: -8.3 Two or More Races: -10.7 English Learners: -53.5 Foster Youth: -88.5 Homeless: -52.8 Socioeconomically Disadvantaged: -45.5 Students with Disabilities: -101.7	2023 All Students: -14 African American: -53.4 American Indian: -84 Asian: 52 Filipino: 20.8 Hispanic: -38.6 Pacific Islander: -7 White: -3 Two or More Races: -4.2 English Learners: -65.2 Foster Youth: -106.6 Homeless: -77.8 Socioeconomically Disadvantaged: -44.7 Students with Disabilities: -104.1	All Students: 6 African American: -31.9 American Indian: -33.9 Asian: 62.2 Filipino: 41.8 Hispanic: -8.9 Pacific Islander: -25 White: 17.9 Two or More Races: 13.1 English Learners: -28.6 Foster Youth: -79.3 Homeless: -25 Socioeconomically Disadvantaged: -25 Students with Disabilities: -25

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Alternate Assessment (CAA) - Math Percent of students meeting or exceeding standards	2019 All Students: 3.1% African American: * American Indian: * Asian: * Filipino: * Hispanic: 0% Pacific Islander: * White: 6.4% Two or More Races: 0% English Learners: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 1.9%	CAASPP was suspended for the 2020 school year and administration of the California Alternate Assessment was not viable in 2021	2022 All Students: 3.1% African American: 0% American Indian: * Asian: * Filipino: 7.7% Hispanic: 5.0% Pacific Islander: * White: 1.9% Two or More Races: 0% English Learners: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 1.4%	2023 All Students: 3.73% African American: * American Indian: * Asian: * Filipino: 7.14% Hispanic: 3.45% Pacific Islander: * White: 1.82% Two or More Races: 6.67% English Learners: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 3.57%	All Students: 6.1% African American: * American Indian: * Asian: * Filipino: * Hispanic: 3% Pacific Islander: * White: 9.4% Two or More Races: 3% English Learners: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 4.9%
California Alternate Assessment (CAA)- ELA Percent of students meeting or exceeding standards	2019 All Students: 9.3% African American: * American Indian: * Asian: * Filipino: * Hispanic: 2.3% Pacific Islander: * White: 12.8% Two or More Races: 7.7% English Learners: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 7.4%	CAASPP was suspended for the 2020 school year and administration of the California Alternate Assessment was not viable in 2021	2022 All Students: 6.7% African American: 7.7% American Indian: * Asian: * Filipino: 0.0% Hispanic: 10.0% Pacific Islander: * White: 3.6% Two or More Races: 12.5% English Learners: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 9.7%	2023 All Students: 6.83% African American: * American Indian: * Asian: * Filipino: 0.0% Hispanic: 8.62% Pacific Islander: * White: 5.45% Two or More Races: 13.33% English Learners: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 7.14%	All Students: 15.3% African American: * American Indian: * Asian: * Filipino: * Hispanic: 8.3% Pacific Islander: * White: 18.8% Two or More Races: 13.7% English Learners: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 13.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Science Test (CAST) Percent of student meeting or exceeding standards	2019 All Students: 43.1% African American: 29.1% American Indian: 25.5% Asian: 58.9% Filipino: 55.6% Hispanic: 34.7% Pacific Islander: 31.6% White: 48% Two or More Races: 45% English Learners: 8.6% Foster Youth: * Homeless: 24% Socioeconomically Disadvantaged: 31.3% Students with Disabilities: 15.1%	CAASPP was suspended for the 2020 school year and administration of the CAST was not viable in 2021	2022 All Students: 40.61% African American: 24.66% American Indian: 19.05% Asian: 56.70% Filipino: 47.54% Hispanic: 33.08% Pacific Islander: 27.27% White: 44.83% Two or More Races: 48.33% English Learners: 5.23% Foster Youth: 15.38% Homeless: 24.20% Socioeconomically Disadvantaged: 31.67% Students with Disabilities: 11.76%	2023 All Students: 43.48% African American: 25.25% American Indian: 14.89% Asian: 63.92% Filipino: 57.72% Hispanic: 34.05% Pacific Islander: 38.46% White: 47.41% Two or More Races: 49.76% English Learners: 4.63% Foster Youth: 18.75% Homeless: 25% Socioeconomically Disadvantaged: 29.85% Students with Disabilities: 13.81%	All Students: 46.1% African American: 32.1% American Indian: 28.5% Asian: 61.9% Filipino: 58.6% Hispanic: 37.7% Pacific Islander: 34.6% White: 51% Two or More Races: 48% English Learners: 14.6% Foster Youth: * Homeless: 27% Socioeconomically Disadvantaged: 34.3% Students with Disabilities: 18.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Demonstration of college preparedness on Grade 11 EAP/CAASPP Math (Percent Combined for Met/Conditionally Ready and Exceeded/Ready) - CAASPP Reporting Website	2019 All Students: 47.7% African American: 21.43% American Indian: 21.4% Asian: 71.43% Filipino: 70.97% Hispanic: 38.08% Pacific Islander: * White: 52.31% Two or More Races: 48.10% English Learners: 10.2% Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 38.08% Students with Disabilities: 11.15%	CAASPP was suspended for the 2020 school year and administration of the California Alternate Assessment was not viable in 2021	College preparedness was not calculated on the 2022 dashboard, reporting % met or exceeded standards on Grade 11 Math CAASPP: All Students: 39.35% African American: 22.62% American Indian: 26.67% Asian: 65.74% Filipino: 52.94% Hispanic: 29.76% Pacific Islander: * White: 42.92% Two or More Races: 45.09% English Learners: 9.44% Foster Youth: * Homeless: 23.81% Socioeconomically Disadvantaged: 29.51% Students with Disabilities: 4.52%	2023 All Students: 40.76% African American: 20% American Indian: 11.11% Asian: 70.31% Filipino: 58.98% Hispanic: 31.69% Pacific Islander: * White: 43.61% Two or More Races: 43.40% English Learners: 8.22% Foster Youth: * Homeless: 11.11% Socioeconomically Disadvantaged: 27.99% Students with Disabilities: 10.50%	All Students: 50.7% African American: 25.2% American Indian: 24.4% Asian: 74.4% Filipino: 74% Hispanic: 41.1% Pacific Islander: * White: 55.3% Two or More Races: 51.5% English Learners: 13.2% Foster Youth: Socioeconomically Disadvantaged: 41.1% Students with Disabilities: 14.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Demonstration of college preparedness on Grade 11 EAP/CAASPP ELA (Percent Combined for Met/Conditionally Ready and Exceeded/Ready) - CAASPP Reporting Website	2019 All Students: 74.09% African American: 58.53% American Indian: 64.28% Asian: 84% Filipino: 86.29% Hispanic: 67.71% Pacific Islander: * White: 77.48% Two or More Races: 76.30% English Learners: 12.24% Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 63.74% Students with Disabilities: 26.79%	CAASPP was suspended for the 2020 school year and local assessment was administered in lieu of CAASPP in the 2021 school year	College preparedness was not calculated on the 2022 dashboard, reporting % met or exceeded standards on Grade 11 ELA CAASPP: All Students: 71.75% African American: 61.17% American Indian: 43.75% Asian: 79.09% Filipino: 83.95% Hispanic: 64.62% Pacific Islander: * White: 75.80% Two or More Races: 76.00% English Learners: 13.21% Foster Youth: * Homeless: 57.15% Socioeconomically Disadvantaged: 63.07% Students with Disabilities: 31.97%	2023 All Students: 71.09% African American: 52.32% American Indian: 50% Asian: 83.85% Filipino: 85.47% Hispanic: 64.48% Pacific Islander: * White: 74.45% Two or More Races: 74.68% English Learners: 14.70% Foster Youth: * Homeless: 38.89% Socioeconomically Disadvantaged: 59.01% Students with Disabilities: 29.92%	All Students: 77.09% African American: 61.53% American Indian: 67.28% Asian: 87% Filipino: 89.29% Hispanic: 70.71% Pacific Islander: * White: 80.48% Two or More Races: 79.30% English Learners: 15.24% Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 66.74% Students with Disabilities: 29.79%
Percent of English learners making progress toward English proficiency (ELPI)	2019 52% (medium)	SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020 and 2021	2022 51.5% (Medium)	2023 51% (Yellow)	55% (High)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate - DataQuest	20-21 12.5% (165) <i>Previously reported data, corrected above in 21-22 school year</i> 16.1%	21-22 12.9% <i>(Infinite Campus)</i>	22-23 10.5% <i>(Infinite Campus)</i>	23-24 11.5% <i>(Infinite Campus)</i>	Maintain percentage that matches or exceeds county and state rates
Chronic absenteeism (Dashboard)	2019 All Students: 8.4% African American: 9.8% American Indian: 13.9% Asian: 3.8% Filipino: 6.4% Hispanic: 9.3% Pacific Islander: 13.7% White: 8.3% Two or More Races: 7.3% English Learners: 8.5% Foster Youth: 17.5% Homeless: 27.8% Socioeconomically Disadvantaged: 12.1% Students with Disabilities: 12.9%	2020-2021 (DataQuest for K-8; Dashboard Not Available for 2021) All Students: 10.8% African American: 15.1% American Indian: 21.5% Asian: 5.5% Filipino: 5.4% Hispanic: 13.4% Pacific Islander: 26.9% White: 9.4% Two or More Races: 8.9% English Learners: 16.6% Foster Youth: 28.4% Homeless: 28.4% Socioeconomically Disadvantaged: 17.6% Students with Disabilities: 17.4%	2021-2022 (Dashboard) All Students: 26.2% African American: 23.2% American Indian: 47.4% Asian: 13.4% Filipino: 15.2% Hispanic: 31.6% Pacific Islander: 32.7% White: 24.5% Two or More Races: 23.8% English Learners: 27.1% Foster Youth: 39.8% Homeless: 43.5% Socioeconomically Disadvantaged: 34.2% Students with Disabilities: 35%	2022-2023 (Dashboard) All Students: 21.4% African American: 20.6% American Indian: 43.5% Asian: 10.7% Filipino: 12.2% Hispanic: 25.8% Pacific Islander: 25% White: 20.3% Two or More Races: 18.7% English Learners: 23.2% Foster Youth: 30.9% Homeless: 43.5% Socioeconomically Disadvantaged: 29.2% Students with Disabilities: 28.6%	All Students: 6.9% African American: 8.3% American Indian: 12.4% Asian: 3.8% Filipino: 5.4% Hispanic: 7.8% Pacific Islander: 12.2% White: 6.8% Two or More Races: 5.8% English Learners: 7% Foster Youth: 16% Homeless: 20% Socioeconomically Disadvantaged: 10.6% Students with Disabilities: 11.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rates - Infinite Campus	2019-2020 (Includes attendance through extended school closure) All Students: 95.63% African American: 95.85% American Indian: 95.29% Asian: 96.55% Filipino: 96.52% Hispanic: 96.50% Pacific Islander: 95.53% White: 95.55% Two or More Races: 95.93% English Learners: 96.05% Foster Youth: 90.54% Homeless: 95.38% Socioeconomically Disadvantaged: 95.54% Students with Disabilities: 92.06%	2020-2021 (Includes attendance through extended school closure) All Students: 94.19% African American: 93.54% American Indian: 89.73% Asian: 95.43% Filipino: 95.48% Hispanic: 93.76% Pacific Islander: 92.58% White: 94.52% Two or More Races: 94.30% English Learners: 93.12% Foster Youth: 89.73% Homeless: 90.91% Socioeconomically Disadvantaged: 92.53% Students with Disabilities: 91.99%	2021-2022 (Includes attendance through extended school closure) All Students: 92.26% African American: 92.74% American Indian: 88.60% Asian: 94.78% Filipino: 94.03% Hispanic: 91.56% Pacific Islander: 91.02% White: 92.31% Two or More Races: 92.69% English Learners: 92.20% Foster Youth: 90.70% Homeless: 90.43% Socioeconomically Disadvantaged: 90.91% Students with Disabilities: 90.43%	2022-2023 Dataquest All Students: 93.12% African American: 93.33% American Indian: 89.62% Asian: 95.38% Filipino: 94.68% Hispanic: 92.47% Pacific Islander: 93.44% White: 93.12% Two or More Races: 93.49% English Learners: 92.90% Foster Youth: 92.74% Homeless: 90.43% Socioeconomically Disadvantaged: 91.77% Students with Disabilities: 91.77%	All Students: Maintain or exceed African American: Maintain or exceed American Indian: Maintain or exceed Asian: Maintain or exceed Filipino: Maintain or exceed Hispanic: Maintain or exceed Pacific Islander: Maintain or exceed White: Maintain or exceed Two or More Races: Maintain or exceed English Learners: Maintain or exceed Foster Youth: 95% Homeless: Maintain or exceed Socioeconomically Disadvantaged: Maintain or exceed Students with Disabilities: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate (Four-Year Adjusted Cohort) - DataQuest	2020 All Students: 93.8% African American: 90.2% American Indian: 78.6% Asian: 98.1% Filipino: 95.6% Hispanic: 92.3% Pacific Islander: * White: 94.5% Two or More Races: 96.1% English Learners: 77.5% Foster Youth: 81.3% Homeless: 59.3% Socioeconomically Disadvantaged: 90.2% Students with Disabilities: 81.8%	2021 All Students: 94.6% African American: 94.9% American Indian: 85.7% Asian: 96.5% Filipino: 92.9% Hispanic: 93.5% Pacific Islander: 100% White: 95.6% Two or More Races: 94.4% English Learners: 80.2% Foster Youth: * Homeless: 73.3% Socioeconomically Disadvantaged: 91.6% Students with Disabilities: 79.1%	2022 All Students: 94.7% African American: 96.6% American Indian: 91.3% Asian: 95.3% Filipino: 97.5% Hispanic: 93.8% Pacific Islander: 100% White: 94.3% Two or More Races: 96.3% English Learners: 82.5% Foster Youth: * Homeless: 77.5% Socioeconomically Disadvantaged: 92.0% Students with Disabilities: 81.4%	2022 All Students: 93.9% African American: 93.3% American Indian: 94.4% Asian: 94.9% Filipino: 96.6% Hispanic: 92.5% Pacific Islander: * White: 94.1% Two or More Races: 95.8% English Learners: 87.0% Foster Youth: 54.5% Homeless: 87.8% Socioeconomically Disadvantaged: 90.1% Students with Disabilities: 79.9%	All Students: Maintain or exceed African American: Maintain or exceed American Indian: 80% Asian: Maintain or exceed Filipino: Maintain or exceed Hispanic: Maintain or exceed Pacific Islander: * White: Maintain or exceed Two or More Races: Maintain or exceed English Learners: 78% Foster Youth: Maintain or exceed Homeless: 62% Socioeconomically Disadvantaged: Maintain or exceed Students with Disabilities: 84%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School and Middle School Dropout rate (4-Year Adjusted Cohort) - DataQuest	2020 High School: All Students: 2.2% African American: 4.3% American Indian: 7.1% Asian: 1.0% Filipino: .07% Hispanic: 3.4% Pacific Islander: * White: 1.5% Two or More Races: 1.0% English Learners: 7.9% Foster Youth: 6.3% Homeless: 18.5% Socioeconomically Disadvantaged: 4.1% Students with Disabilities: 3.2% Middle School: All Students 0%	2021 High School: All Students: 2.0% African American: 1.0% American Indian: 4.8% Asian: 2.6% Filipino: 0.8% Hispanic: 2.7% Pacific Islander: 0% White: 1.7% Two or More Races: 0.9% English Learners: 8.6% Foster Youth: * Homeless: 16.7% Socioeconomically Disadvantaged: 3.4% Students with Disabilities: 2.7% Middle School: All Students 0.2%	2022 High School: All Students: 1.8% African American: 2.3% American Indian: 4.3% Asian: 0.0% Filipino: 1.3% Hispanic: 2.1% Pacific Islander: * White: 1.8% Two or More Races: 1.9% English Learners: 4.9% Foster Youth: * Homeless: 10.0% Socioeconomically Disadvantaged: 2.9% Students with Disabilities: 2.2% Middle School: All Students: 0%	2023 High School: All Students: 1.1% African American: 5.6% American Indian: 1.7% Asian: 1.7% Filipino: 1.4% Hispanic: 3.5% Pacific Islander: * White: 1.3% Two or More Races: 0.8% English Learners: 8.9% Foster Youth: * Homeless: 2.6% Socioeconomically Disadvantaged: 3.7% Students with Disabilities: 2.7% Middle School: All Students: 0%	High School: All Students: maintain below 2.5% African American: below 2.5% American Indian: below 2.5% Asian: maintain below 2.5% Filipino: maintain below 2.5% Hispanic: below 2.5% Pacific Islander: maintain below 2.5% White: maintain below 2.5% Two or More Races: maintain below 2.5% English Learners: below 2.5% Foster Youth: below 2.5% Homeless: below 2.5% Socioeconomically Disadvantaged: below 2.5% Students with Disabilities: below 2.5% Middle School: Maintain All Students 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate (Dashboard)	2019-2020 All Students: 2.4% African American: 4.8% American Indian: 2.5% Asian: 0.9% Filipino: 0.9% Hispanic: 2.8% Pacific Islander: 4.4% White: 2.2% Two or More Races: 2.2% English Learners: 2.5% Foster Youth: 12.6% Homeless: 2.8% Socioeconomically Disadvantaged: 3.6% Students with Disabilities: 5.2%	2020-2021 (DataQuest; Dashboard Not Available for 2021) All Students: 0.1% African American: 0.1% American Indian: 0.0% Asian: 0.2% Filipino: 0.1% Hispanic: 0.1% Pacific Islander: 0% White: 0.1% Two or More Races: 0.1% English Learners: 0.1% Foster Youth: 0% Homeless: 0% Socioeconomically Disadvantaged: 0.1% Students with Disabilities: 0.1%	2021-2022 All Students: 2.4% African American: 6.2% American Indian: 3.4% Asian: 0.6% Filipino: 1.3% Hispanic: 2.9% Pacific Islander: 1.2% White: 2% Two or more Races: 2.3% English Learners: 2.2% Foster Youth: 8.6% Homeless: 3% Socioeconomically Disadvantaged: 3.5% Students with Disabilities: 4.7%	2022-2023 All Students: 2.8% African American: 5.5% American Indian: 7.7% Asian: 1.5% Filipino: 0.8% Hispanic: 3.5% Pacific Islander: 1.3% White: 2.2% Two or more Races: 3% English Learners: 3.8% Foster Youth: 15% Homeless: 7.5% Socioeconomically Disadvantaged: 4.3% Students with Disabilities: 6%	All Students: 2.4% African American: 4.2% American Indian: 2.4% Asian: 0.9% Filipino: 0.9% Hispanic: 2.5% Pacific Islander: 2.4% or less White: 2.2% Two or More Races: 2.2% English Learners: 2.5% Foster Youth: 2.5% Homeless: 2.4% Socioeconomically Disadvantaged: 3% Students with Disabilities: 4.3%
Expulsion Rate (DataQuest)	2018-2019 All students: 0.13% African American: 0.48% American Indian: 0% Asian: 0% Filipino: 0% Hispanic: 0.12% Pacific Islander: 0% White: 0.11% Two or More Races: 0.27%	2020-2021 All students: 0.0% African American: 0.0% American Indian: 0.0% Asian: 0.0% Filipino: 0.0% Hispanic: 0.0% Pacific Islander: 0% White: 0.0% Two or More Races: 0.0%	2021-2022: All students: 0.1% African American: 0.2% Asian: 0.1% Filipino: 0.1% Hispanic: 0.1% Pacific Islander: 0.0% White: 0.0% Two or More Races: 0.0%	2022-2023: All students: 0.1% African American: 0.3% American Indian: 0.5% Asian: 0.1% Filipino: 0.0% Hispanic: 0.1% Pacific Islander: 0.0% White: 0.0% Two or More Races: 0.1%	Maintain all student groups with expulsion rates below 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Climate Survey of pupils	<p>21-22</p> <p>Panorama Survey of Pupils Rate of Favorable Response</p> <p>Safety: Grade 5 - 66%; Grades 6-12 - 59%</p> <p>Climate: Grade 5 - 66%; Grades 6-12 - 48%</p> <p>Sense of Belonging: Grade 5 - 66%; Grades 6-12 - 38%</p> <p><i>Previously reported in 21-22 LCAP:</i></p> <p><i>K-12 Insight "Quality Counts Survey"</i></p> <p><i>79% of Students responded favorably for school safety and connectedness</i></p>	<p>New baseline established with Panorama Survey in 21-22</p>	<p>Fall 2022</p> <p>Panorama Survey of Pupils Rate of Favorable Response</p> <p>Safety: Grades 3-5: 69% Grades 6-12: 52%</p> <p>Climate: Grades 3-5: 75% Grades 6-12: 60%</p> <p>Sense of Belonging: Grades 3-5: 74% Grades 6-12: 38%</p>	<p>Fall 2023</p> <p>Panorama Survey of Pupils Rate of Favorable Response</p> <p>Safety: Grades 3-5: 77% Grades 6-12: 74%</p> <p>Climate: Grades 3-5: 79% Grades 6-12: 67%</p> <p>Sense of Belonging: Grades 3-5: 83% Grades 6-12: 43%</p>	<p>Panorama Survey of Pupils Rate of Favorable Response</p> <p>Safety: Grade 5 - 70%; Grades 6-12 - 65%</p> <p>Climate: Grade 5 - 70%; Grades 6-12 - 60%</p> <p>Sense of Belonging: Grade 5 - Maintain/Exceed 66%; Grades 6-12 - 50%</p> <p><i>Previously reported in 21-22 LCAP</i></p> <p>82% Students respond favorably for school safety and connectedness</p>
SEL Survey of Pupils	<p><i>New Metric Added for 22-23</i></p> <p>Percent of favorable responses</p> <p>Self Management Grade 5 - 81% Grade 6-12 - 81%</p> <p>Emotion Regulation Grade 5 - 57% Grade 6-12 - 56%</p> <p>Self-Efficacy Grade 5 - 61% Grade 6-12 - 47%</p> <p>Supportive Relationships Grade 5 - 87% Grade 6-12 - 82%</p>	<p>Baseline established in 21-22</p>	<p>Fall 2022</p> <p>Percent of favorable responses</p> <p>Self Management Grades 3-5: 77% Grades 6-12: 77%</p> <p>Emotion Regulation Grades 3-5: 60% Grades 6-12: 57%</p> <p>Self Efficacy Grades 3-5: 65% Grades 6-12: 50%</p> <p>Supportive Relationships: Grades 3-5: 89% Grades 6-12: 82%</p>	<p>Fall 2023</p> <p>Percent of favorable responses</p> <p>Self Management Grades 3-5: 80% Grades 6-12: 81%</p> <p>Emotion Regulation Grades 3-5: 72% Grades 6-12: 71%</p> <p>Self Efficacy Grades 3-5: 74% Grades 6-12: 61%</p> <p>Supportive Relationships: Grades 3-5: 91% Grades 6-12: 84%</p>	<p>Percent of favorable responses</p> <p>Self Management Grade 5 - Maintain/Exceed 80% Grade 6-12 - Maintain/Exceed 80%</p> <p>Emotion Regulation Grade 5 - Maintain/Exceed 60% Grade 6-12 - Maintain/Exceed 60%</p> <p>Self-Efficacy Grade 5 - Maintain/Exceed 60% Grade 6-12 - Maintain/Exceed 55%</p> <p>Supportive Relationships Grade 5 - Maintain/Exceed 80% Grade 6-12 - Maintain/Exceed 80%</p>

Goal Analysis

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

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

There were no substantive differences between the planned actions and the actual implementation of these actions. The implementation of these actions provided opportunities of support for students. Supplemental Support Specialists helped ensure special educational services were aligned with grade level standards, address the student's individual needs, and are compliant with state and federal laws. Tier II Behavior Assistants support the work of each individual site in addressing the social and emotional needs of students, particularly those needed Tier II and Tier III level support to maintain access to the general education setting. Literacy Specialists work alongside general education teachers to address the needs of at-risk readers at the elementary level. Specialists enhance first instruction by pushing into the classroom to model and co-teach, while pulling out students in small group instruction to increase ELA proficiency. Educational Assistants support language acquisition at the middle school level for EL students throughout the core subjects: ELA, Math, Science, and Social Science. In classroom support is often to ensure EL students have the language support needed to access grade level content. These staff members addressed the academic and social emotional learning needs of students as we continue to address SEL needs, learning loss from the pandemic, and opportunity gaps.

One challenge the district faced was the joint venture with the City of Temecula. The Library Homework Center (Action 2) remained unstaffed for most of the 23-24 school year. While the intent was to have the center fully staffed all year, and despite interviewing and hiring several times throughout the year. It was not fully staffed until March 2024.

In addition to the District provided actions and services, sites receiving LCAP site allocations (Action 3) based on the number of Unduplicated Students enrolled at the site. These funds are available to meet the student needs at the specific sites. While some schools use every dollar allocated to the site to provide tutoring, professional development, supplemental learning resources, etc; other school site's had small balances remaining.

The District added five Intervention Support Specialists (Action 8) to monitor student data at the District and site level and to use that data to support instruction. The five positions worked closely with site administrators and directors to support the implementation of professional development within the classroom settings. The specialist even provided classroom coaching opportunities in a variety of content areas: ELA, Math, and Science.

Funding for after school credit recovery (Action 9) was not utilized in the 23-24 school year. The District had planned to offer credit recovery opportunities throughout the year, but students were able to access credit recovery opportunities through a 7th period/remote course participation opportunity that was funded through the ELO Grant. For this same reason extended and adjusted days (Action 11) were not utilized within LCAP. It was paid for using ELOP funding.

The District's biggest challenges in implementing the actions within goal 2 were due to staffing, specially vacancies, which in turn lead to a material difference in the level of service provided to students. The District continues to work closely with the Human Resources Department to recruit and hire effective certificated and classified staff. The staffing vacancies lead to material differences in Actions: 2, 5, 10, 15 (listed below).

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

Action 2: Library Homework Center

The Library Homework Center also remained unstaffed for a large portion of the school year, despite hiring multiple candidates. The Library Homework Center is a joint venture with the City of Temecula. The material difference of the 23-24 school year was \$8,500.

Action 3: UDP Site Allocations

The District is proud to provide many actions and services to benefit sites and students. In addition to district provided actions and services, sites receive general site allocations, Title I and other categorical allotments as appropriate. Through these existing sources, most schools are able to meet the needs

of student groups. LCAP site allocations are also available to meet these needs, but are used with discretion so as not to waste resources. Over thirty school sites, some small amounts of money are returned to the District if not used. There was a material difference of \$150,000.

Action 5: Counselors and Social Workers

Continuous staffing of positions continues to be a challenge for our Social Workers and Licensed Clinical Social Workers. The Library Homework Center also remained unstaffed for a large portion of the school year, despite hiring multiple candidates. Departments work with Human Resources to ensure positions are filled in a timely manner and TVUSD is recruiting high qualified candidates. The material difference of the 23-24 school year was \$426,000.

Action 6: Counseling Specialist

Teachers negotiated an 8% increase in salaries and 1.5% off schedule salary bonus. There was a material difference of \$88,000 in additional funding.

Action 8: Intervention Support Specialist

The District added five additional Intervention Support Specialists (Action 8) to monitor student data at the District and site level and to use that data to support instruction. The five positions worked closely with site administrators and directors to support the implementation of professional development within the classroom settings. The specialist even provided classroom coaching opportunities in a variety of content areas: ELA, Math, and Science. The material difference was an increase of the 23-24 school year was \$832,000.

Action 9: Credit Recovery

Funding for after school credit recovery was not utilized in the 23-24 school year as students were able to access credit recovery opportunities through a 7th period/remote course participation opportunity that was funded through the ELO Grant. The material difference of the 23-24 school year was \$120,000.

Action 10: Educational Assistants

Continuous staffing of positions continues to be a challenge for our Educational Assistants. Departments work with Human Resources to ensure positions are filled in a timely manner and TVUSD is recruiting high qualified candidates. The material difference of the 23-24 school year was \$100,000.

Action 11: Extended and Adjusted Day

The action funding was moved to ELOP funding, which left a material difference of \$72,000 in LCAP.

Action 12: K-3 Literacy Specialist

Teachers negotiated an 8% increase in salaries and 1.5% off schedule salary bonus. There was a material difference of \$165,000 in additional funding.

Action 15: Supplemental Support Specialist

Continuous staffing of positions continues to be a challenge for our Supplemental Support Specialist. Departments work with Human Resources to ensure positions are filled in a timely manner and TVUSD is recruiting high qualified candidates. The material difference of the 23-24 school year was \$60,000.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: Lunch Program Support

The lunch program was determined to be effective as it related to meeting the foundational needs of students, which in turn allows students to focus more readily on academics. The action will be discontinued in the upcoming LCAP cycle due to the universal meal program funded by the state.

Action 2: Library Homework Center

The Library Homework Center was determined to be neither effective or ineffective due to being unstaffed or the majority of the year. This action is very important to the educational partners within the district and community at large. The item was discussed at a recent joint City Council and TVUSD School Board Meeting. The action will be continued in the next LCAP cycle and measured by overall student proficiency in English Language Arts and Math.

Action 3: UDP Site Allocations

UDP Site Allocations were utilized this year to address specific site level needs as it relates to the academic and social emotional needs of the UPD student at the site. Many sites spent the funds to provide academic ELA, Math, and EL tutoring. A portion of the funds were also allocated to increasing attendance and support social emotional needs of their students. Because the sites had so much autonomy in the allocation of funds, it was hard to determine effectiveness as reported by current metrics, but educational partners value this action and the local control of the site to address specific site level data and student needs. The district will be making changes to the implementation of this action for the next cycle.

Action 4: Homeless and Foster Youth Support

While these services support the basic, academic, and behavioral needs of Homeless and Foster Youth these students, these students continue to have learning gaps greater than their peer groups as measured by the Dashboard. Attendance for these student groups also remains higher than other student groups. TVUSD is currently identified for Differentiated Assistance for the following areas:

Foster Youth: English Language Arts, Math, and Suspension Rate

Homeless Youth: Chronic Absenteeism and Suspension Rate

This action was not effective for the past cycle style in addressing all the needs of these two student groups.

TVUSD will be modifying the Homeless and Foster Youth Support for the upcoming LCAP cycle. An Assistant Director of Student Welfare and Success will be the district's Homeless and Foster Youth Liaison. The position will oversee the District's welcome center and work directly with SEL teams at the site to progress monitor all students within these two groups. The Liaison will work within the community to ensure all students have the proper services to attend school and be successful academically and behaviorally. Effectiveness for the upcoming cycle will be determined by the metric identified above.

Action 5: Counselors and Social Workers

While Suspension Rates increased slightly for 2.4% overall to 2.8%, these numbers remain low overall and align with pre-pandemic numbers. While TVUSD did not meet the desired outcomes for student suspension rates, the needs of students have increased significantly since the return from the pandemic. Without these supports one could argue rates could have soared significantly. The District did meet the goals with the Expulsion Rate metric. There has been significant emphasis placed on restorative practice and alternative means to suspension and expulsion. As reported by students through the SEL Pupil Survey; (Percent of favorable responses):

Self Management- Grades 3-5: 80% and Grades 6-12: 81% (Both increases from baseline)

Emotion Regulation- Grades 3-5: 72% and Grades 6-12: 71% (Both increases from baseline)

Self Efficacy- Grades 3-5: 74% and Grades 6-12: 61% (Both increases from baseline)

Supportive Relationships: Grades 3-5: 91% and Grades 6-12: 84% (Both increases from baseline)

The action was deemed effective, and will continue to be implemented in the next LCAP cycle. Metrics will continue to be reported.

Action 6: Counseling Specialist

These counselors play a vital role in our UDP students' academic success. While not all metric desired outcomes were met for these strategic student groups, graduation rate remain high (Overall- 93.9%, English Learners-87%, Foster Youth- 54.5%, and Socioeconomically Disadvantaged- 90.1%) Dropout rates have also decreased over the three year cycle, from 2.2% to 1.1% overall. The desired outcomes of both graduation rates and dropout

rates overall were met. Without this action, TVUSD believes the academic metrics reported on the Dashboard could have been more negatively impacted across the three year cycle. Active was determined to be effective.

Action 7: PBIS/OCR Support Specialists

While Suspension Rates increased slightly for 2.4% overall to 2.8%, these numbers remain low overall and align with pre-pandemic numbers. While TVUSD did not meet the desired outcomes for student suspension rates, the needs of students have increased significantly since the return from the pandemic. Without these supports one could argue suspension rates could have soared significantly. The District did meet the goals with the Expulsion Rate metric. There has been significant emphasis placed on restorative practice and alternative means to suspension and expulsion. On campus retention plays a role in decreasing the suspension rate and connectedness to school. As reported by students through the SEL Pupil Survey; (Percent of favorable responses):

Supportive Relationships: Grades 3-5: 91% and Grades 6-12: 84% (Both increases from baseline)

Sense of Belonging: Grades 3-5: 83% and Grades 6-12: 43% (Both increases from baseline)

The action was deemed effective, and will continue to be implemented in the next LCAP cycle. Metrics will continue to be reported.

Action 8: Intervention Support Specialist

These Intervention Specialists play a role in our students' continued academic success. While not all metric desired outcomes were met for these strategic student groups, graduation rate remained high (Overall- 93.9%, English Learners-87%, Foster Youth- 54.5%, and Socioeconomically Disadvantaged- 90.1%). Dropout rates have also decreased over the three year cycle, from 2.2% to 1.1% overall. The desired outcomes of both graduation rates and dropout rates overall were met. Without this action, TVUSD believes the metrics reported on the Dashboard could have been more negatively impacted and could have not made the rebound we are beginning to experience in ELA and Math. The action was deemed effective, and will continue to be implemented in the next LCAP cycle. Metrics will continue to be reported for ELA, Math, Science, Graduation Rates, and Dropout Rates.

Action 9: Credit Recovery

Graduation rate remained high (Overall- 93.9%, English Learners-87%, Foster Youth- 54.5%, and Socioeconomically Disadvantaged- 90.1%). Dropout rates have also decreased over the three year cycle, from 2.2% to 1.1% overall. The desired outcomes of both graduation rates and dropout rates overall were met. The action was deemed effective, and will continue to be implemented in the next LCAP cycle.

Action 10: Education Assistants

The Education Assistants support the work of increasing the percentage of English learners who are making progress toward proficiency and reclassification. As reported on the Dashboard, TVUSD maintained the percentage of students making proficiency 51%. Unfortunately, TVUSD did not reach the goal of 55%. Reclassification took a dip after the pandemic from 12.5% to 10.5 % and then rebounded to 11.5% in the 23-24 school year. ELAC and DELAC educational partner feedback determined these services to be instrumental in student progress toward proficiency. The action was determined to be effective at maintaining metrics.

Action 11: Extended/ Adjusted Day

This "adjusted day" service allows for a Math Workshop class at each middle school for mathematically at risk and targeted student group students to receive extended time in mathematics instruction in order to provide intervention/fill holes in their mathematical skills and understanding. The "extended day" is provided at Margarita Middle School to allow opportunities for students to take an extra class after school that they were not able to take during the school day. The district saw a 5.2 point increase on the Dashboard last year. The action was deemed effective.

Action 12: K-3 Literacy Specialists

Literacy Specialists focus on early literacy to provide Tier II supplemental literacy intervention for struggling students. Without this action, TVUSD believes the metrics reported on the Dashboard could have been more negatively impacted by the effects of the pandemic. Overwhelmingly, educational

partners at the elementary level valued this action above others. They believe the early invention provided supports students who are struggling to grasp reading concepts, and the Literacy Night events put on by the specialist support parent engagement, as well as the overall climate of the schools. The action was deemed effective, and will continue to be implemented in the next LCAP cycle.

Action 13: Tier II Behavior Assistants

While Suspension Rates increased slightly for 2.4% overall to 2.8%, these numbers remain low overall and align with pre-pandemic numbers. While TVUSD did not meet the desired outcomes for student suspension rates, the needs of students have increased significantly since the return from the pandemic. Without these supports one could argue rates could have soared significantly. The District did meet the goals with the Expulsion Rate metric. There has been significant emphasis placed on restorative practice and alternative means to suspension and expulsion. As reported by students through the SEL Pupil Survey; (Percent of favorable responses):

Self Management- Grades 3-5: 80% (increase from baseline)

Emotion Regulation- Grades 3-5: 72% (increase from baseline)

Self Efficacy- Grades 3-5: 74% (increase from baseline)

Supportive Relationships: Grades 3-5: 91% (increase from baseline)

The action was deemed effective, and will continue to be implemented in the next LCAP cycle. Metrics will continue to be reported..

Action 14: TVHS Bus Route

This bus route provides transportation services from the Pujol area to Temecula Valley High School (TVHS). This helps decrease chronic absenteeism rates by getting students to school daily on time and thus helping with student academic success and graduation rates as well. Unfortunately, chronic absenteeism rates continue to be high at TVHS. The action was determined to be ineffective at decreasing chronic absenteeism.

Action 15: Supplemental Support Specialist (Special Education)

SSS teachers model literacy instruction (literacy, phonics and comprehension) as well as provide supplemental instruction in literacy and math to students with disabilities. Lessons are modeled in RSP, SDC and general education teachers' classrooms (that serve Special Education students). Additionally, they provide literacy staff development and staff development on Dyslexia and its effect on reading and achievement. They train elementary and secondary Instructional Assistants to support students with disabilities and provide targeted support for new teachers and TPSs. While special education students continue to have significant performance gaps, as compared to other student groups, these services provide an essential baseline of services and support teachers with addressing the very specific needs of special education students. The action was determined to be effective by the educational partners via the Community Advisory Committee, which also requested increased resources and services for special education students.

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

TVUSD plans to update this broad goal to reflect the District's desire to decrease chronic absenteeism and increase student connectedness to school by providing a system of support to respond to the diverse social emotional needs of our students.

24-25 Goal 5: The District will decrease chronic absenteeism and increase student connectedness to school by providing a system of support to respond to the diverse social emotional needs of our students. Action 4, Action 5, Action 7, and Action 13 will be under goal 5.

Action 4: Homeless and Foster

TVUSD will be modifying the Homeless and Foster Youth Support for the upcoming LCAP cycle. An Assistant Director of Student Welfare and Success will be the district's Homeless and Foster Youth Liaison. The position will oversee the District's welcome center and work directly with SEL teams at the site to progress monitor all students within these two groups. The Liaison will work within the community to ensure all students have the proper services to

attend school and be successful academically and behaviorally. Effectiveness for the upcoming cycle will be determined by the following metrics: Foster Youth: Suspension Rate and Homeless Youth: Chronic Absenteeism and Suspension Rate.

24-25 Goal 1: All students will demonstrate growth toward meeting academic standards in English Language Arts, and English Learners will demonstrate progress in developing English language proficiency. Action 2, Action 10, and Action 12 Will be under goal 1.

24-25 Goal 3: TVUSD will maintain a broad course of study and graduation rate of 93% or higher. Action 6, Action 8, Action 9, Action 11, and Action 15 will be under goal 3.

Action 8: Intervention Support Specialist

The metrics for the action will be modified slightly to include: Graduation rate, Dropout rate, and College and Career Indicator.

24-25 Goal 4: The District will decrease the number of student groups in red on the Dashboard by providing research based professional development and equipping site leadership to identify and respond to the diverse needs of students with a system of support. Action 3: UDP Site Allocations will be under goal 4.

Action 3: UDP Site Allocations

In the coming cycle, site allocations will be determined by the number of UDP students enrolled at the time of CBEDs. All site principals will have to complete a data analysis and present a strategic plan to the executive cabinet. Their plan must be approved by their site's educational partners and monies must be spent on student groups performing in the red as indicated by the 2023 Dashboard, and adjustments must be made upon release of the 2024 Dashboard. These metrics will be included in the upcoming LCAP cycle. Several school sites do not have any student groups currently in the red, their site allocations will be used to provide strategic opportunities for student groups in orange or yellow. TVUSD believes with these changes to Action 3, the District will be able to deem the Action effective.

Discontinued Actions in LCAP: Action 14: TVHS Bus Route

The bus route will no longer be an action for this goal. While it plays a role in student access to school, it is difficult to determine how this program increases attendance and decreases the Chronic absenteeism rate, since high schools are not measured within that indicator. The program will remain, but will be funded using an alternative funding source for the next LCAP cycle.

New actions suggested upon reflection of data and educational partner feedback include: an increase to outside of school support for social emotional needs. Schools and parents need better resources to support struggling students: beyond the support offered during the school day. Often it takes months to get outside therapy or counseling services set up. For this reason, TVUSD will be adding Student Welfare Support Services to goal 5. This service will allow district contracted mental health providers to service students at no cost to the parents, while parents work to acquire additional support.

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.

Goal

Goal #	Description
Goal 3	<p>REACH OUT to families and community members.</p> <p>The actions and services linked to this goal concentrate on connecting the school district to the families of our students and community members. Parent involvement of English learner students, students with disabilities, and all parents, anchor this goal. Expanding the district's capacity to communicate in face to face interactions, translation of written documents, and fostering a sense of community are all important and ongoing needs of our educational partners.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and Family Engagement Survey - Self-Reflection Tool	<p>2021</p> <p>Efforts to seek parent input in decision-making: Full Implementation</p> <p>Efforts to encourage parental participation in programs for unduplicated pupils and individuals with exceptional needs: Full Implementation</p>	<p>2022</p> <p>Efforts to seek parent input in decision-making: Full Implementation</p> <p>Efforts to encourage parental participation in programs for unduplicated pupils and individuals with exceptional needs: Full Implementation</p>	<p>2023</p> <p>Efforts to seek parent input in decision-making: Full Implementation</p> <p>Efforts to encourage parental participation in programs for unduplicated pupils and individuals with exceptional needs: Full Implementation</p>	<p>2024</p> <p>Efforts to seek parent input in decision-making: Full Implementation and Sustainability</p> <p>Efforts to encourage parental participation in programs for unduplicated pupils and individuals with exceptional needs: Full Implementation</p>	<p>Maintain "Full implementation" or progress to "Full implementation and sustainability" rating</p>
Climate Survey of parents and staff	<p>21-22</p> <p>Panorama Family Survey, Percent of favorable responses</p> <p>Safety: 68%</p> <p>Climate 59%</p> <p>School Fit 53%</p> <p><i>Previously reported in the 21-22 LCAP</i></p> <p>K-12 Insight "Quality Counts Survey" 85% of parents responded favorably for school connectedness 90% of staff responded favorably for school connectedness</p>	<p>New baseline established with Panorama Survey in 21-22</p>	<p>22-23</p> <p>Panorama Family survey, Percent of favorable responses</p> <p>Safety: 82%</p> <p>Climate: 75%</p> <p>School Fit: 69%</p>	<p>23-24</p> <p>Panorama Family survey, Percent of favorable responses</p> <p>Safety: 82%</p> <p>Climate: 75%</p> <p>School Fit: 70%</p>	<p>21-22</p> <p>Panorama Family Survey, Percent of favorable responses</p> <p>Safety: 75%</p> <p>Climate 65%</p> <p>School Fit 65%</p> <p><i>Previously reported in the 21-22 LCAP</i></p> <p>88% of parent responded favorably for school safety and connectedness</p> <p>93% of staff responded favorably for school connectedness</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Survey of Engagement	21-22 Panorama Family Survey, Percent of favorable responses Family Engagement: 16% Family Support: 68% Efficacy: 65%	New baseline established with Panorama Survey in 21-22	22-23 Panorama Family survey, Percent of favorable responses Family Engagement: 25% Family Support: 77% Efficacy: 78%	23-24 Panorama Family survey, Percent of favorable responses Family Engagement: 30% Family Support: 78% Efficacy: 80%	Panorama Family Survey, Percent of favorable responses Family Engagement - 20% Family Support - 75% Efficacy - 70%

Goal Analysis

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

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

There were no substantive differences between the planned actions and actual implementation of these actions. The Bilingual Clerk and Accountability Technician were successful in ensuring that EL student records were closely monitored and district translators ensured that parents could be informed participants in their students' learning. K-12 Insight continued to be utilized to provide an open venue for communication with site and district staff. There were no challenges in the implementation of these actions and services.

One challenge the District continues to face is an increased need for a variety of languages. The District struggles to provide translation services for the variety of languages at times and often has to employ an outside translator from an agency. These services have to be scheduled in advance, which can also be a challenge for parents and sites.

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

Action 3: K-12 Insight (Let's Talk)

The quote for the platform was \$12,000 cheaper than originally budgeted. The services within the platform and to the District's educational partners did not change. There was a material difference of \$12,000.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: Bilingual Clerk/Accountability Technician

The Bilingual Clerk and Accountability Technician closely monitor the records for all EL, RFEP, and IFEP students and ensure that data is correctly entered into the district's student information system and CALPADS to ensure that ELD services are provided. They translate documents and interpret for educational partner meetings across the district, including ELAC, DELAC, and CAP. Additionally, translation services are provided at the Centralized Enrollment Center/ Parent Welcome Center.

Action 2: District Translators

The District Translators provide translation services at the Centralized Enrollment Center and Parent Welcome Center and interpret meetings across the district and at all school sites as needed including: parent meetings, counseling, CAP, ELAC, DELAC, graduations, conferences, 504, SST, parent phone calls, etc. Additionally, translations for district documents and school sites are prepared including: Board Policies and Administrative Regulations, Parent

Presentations, agendas, minutes, handouts, SPSAs, flyers, websites, LCAP, LCAP Federal Addendum, LCAP Budget Overview for Parents, LCAP Annual Update, stakeholder input and surveys, ELAC and DELAC minutes, EL Master Plan, report cards, weekly bulletins, etc.

Action 3: K-12 Insight (Let's Talk)

This service allows the district to effectively and efficiently communicate with educational partners and allows educational partners to have a direct line of communication to district office and site staff. This service allows educational partners to report incidence of bullying and concern and allows for reports to be submitted anonymously. This service allows educational partners to request information and provide input.

As reported by educational partners within TVUSD through the Panorama Family Survey, (percent of favorable responses)

Family Engagement: 30% (Increase from 16% baseline, 10% points above desired outcome)

Family Support: 78% (Increase from 68% baseline, 4% points above desired outcome)

Efficacy: 80% (Increase from 65% baseline, 10% points above desired outcome)

Based on reported metrics, all three actions will remain in LCAP for the next three year cycle and were deemed effective.

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

Changes to planned goal: TVUSD will increase educational partner engagement and reach out to educational partners.

There will be no changes to Action 1 and Action 2. Action 3 will be slightly modified to include two software programs: Software Programs: K-12 Insight (Let's Talk) and Panorama. Panorama is the platform TVUSD uses to conduct student, staff, and parent surveys. Surveys are conducted once a year for staff and parents, while students are surveyed twice: fall and spring. Results are used by teachers, counselors, administrators to support students and measure climate and culture at the sites. The software also houses all state and local data for teachers to use for inquiry cycles, interventions, and parent meetings, such as IEPs, SSTs, 504s, and conferences. K-12 Insight is the platform the district uses to allow families to connect with any department/ site and report a concern or get timely help. This is also the platform where students and parents can report anonymous bullying. All current metrics will continue to be reported. All three actions will remain in LCAP for the next three year cycle and were deemed effective.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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
Temecula Valley Unified School District	Dr. Gary Woods, Ed.D, Superintendent	gwoods@tvusd.us (951) 560-7904

Plan Summary 2024-2025

General Information

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

The Temecula Valley Unified School District (District, TVUSD) is located in southwest Riverside County and serves approximately 27,000 students. The District covers 213 square miles: north to French Valley, south to the San Diego County line, east to Vail Lake, and west to the Temecula city limit. TVUSD employs approximately 2,800 employees: 1,300 certificated and 1,500 classified employees. Those employees serve students across twenty-nine school sites.

TVUSD strives to create high levels of learning in a welcoming, collaborative environment for our future leaders.
TVUSD’s Board Mission: We Elevate Experiences, Opportunities, and Each Other.

- Schools:
- 17 Elementary Schools (TK-5)
 - 6 Middle Schools (6-8)
 - 2 TK-8 Schools (one virtual, one traditional)
 - 3 Comprehensive High Schools
 - 1 Alternative Education Program (9-12 independent study high school, alternative high school, adult school)

- TVUSD has nine Title I Schools:
- Home Instead Innovation Academy
 - Nicolas Valley Elementary
 - Pauba Valley Elementary
 - Red Hawk Elementary
 - Susan LaVorgna Elementary
 - Temecula Elementary
 - Vail Elementary
 - James Day Middle
 - Margarita Middle

Students

TVUSD views the LCAP as the District's strategic plan principally directed at unduplicated students and students performing within the lowest Dashboard indicator. TVUSD serves an unduplicated pupil (UDP) population that constitutes approximately 36% of its student community.

English Learners- 5.4% (2023 Dashboard)

Foster Youth- 0.4% (2023 Dashboard)

Socioeconomically Disadvantaged- 28% (2023 Dashboard)

Long-term English Learners- 1.8% (DataQuest)

Ethnic and Racial Distribution (Dataquest 22-23):

African American- 3.6%

American Indian/Alaska Native: 0.7%

Asian- 5.6%

Filipino- 4.9%

Hispanic/Latino- 36.8%

Pacific Islander- 0.3%

White- 37.9%

Two or More Races- 10.2%

Not Reported- 0.1%

TVUSD continues to serve students through a well-rounded and rigorous course of study aligned with the California State Standards and Frameworks. TVUSD is committed to serving students with highly qualified teachers credentialed and trained through ongoing professional development. The district's curriculum is grounded in the state standards for all required subjects. Primary education focuses on foundational skills and knowledge, and introduces students to unifying concepts across language acquisition and use, mathematical application and reasoning, scientific methods and process, citizenry and history, as well as art, music, and the importance of health and fitness.

Secondary school years continue to build on the students' foundation of knowledge and skills as they expand to include exploratory courses and college/career readiness. Visual and Performing Arts courses, school clubs, and interscholastic athletic teams round out the comprehensive educational programs offered at TVUSD high schools.

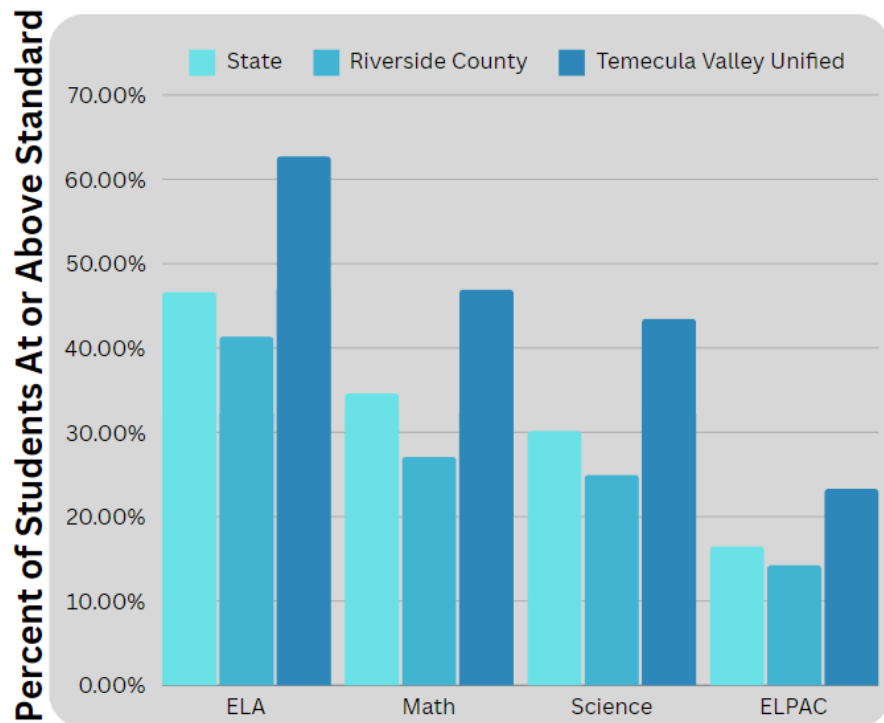
International Baccalaureate, Advanced Placement, and Dual Enrollment courses challenge and prepare students for post-secondary life. Career Technical Education programs continue to grow and great effort is being put forth to build 21st Century programs. Students with special needs and/or challenges are served in robust programs designed to meet them where they are and move them forward. English learners, students with disabilities, foster youth, and socioeconomically disadvantaged students are all embraced and served with the goal of providing the highest levels of access and success to remove educational barriers and close the achievement gap.

TVUSD does not have any schools who are 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.

The students of TVUSD have historically performed well on state mandated assessments: California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC). TVUSD students out perform both state and county CAASPP averages in the areas of English Language Arts, Mathematics, Science, and English Learner Proficiency (ETS Reporting).



English Language Arts (ELA):

State- 46.66%
County- 41.36%
TVUSD- 62.73%

Math:

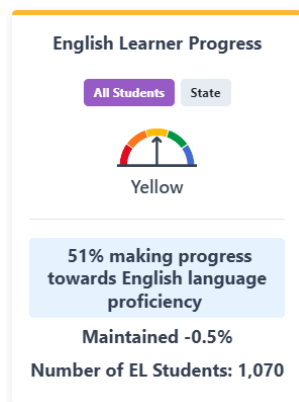
State- 34.62%
County- 27.10%
TVUSD- 46.94%

Science:

State- 30.18%
County- 24.97%
TVUSD- 43.48%

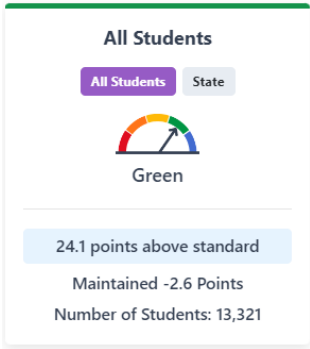
Summative ELPAC:

State- 16.50%
County- 14.24%
TVUSD- 23.31%



English Learner Progress: While the CAASPP scores above allow TVUSD to see how our data compares to others throughout the state and county, the 2023 Dashboard provides a reflective look at the District's data, comparing TVUSD data from 2022 to 2023. As indicated on the 2023 California Dashboard, 51% of English Learners were making progress towards English language proficiency (yellow Dashboard indicator). This was a slight decrease of 0.5%. Ysabel Barnett Elementary was the only school that fell into red overall as reported on the Dashboard for English Learner progress.

TVUSD continues to place an emphasis on English Language proficiency by supporting English Learners through both designated and integrated instruction. Several actions and services within LCAP are also designed to support language acquisition: Goal 1: Actions 3 and 4 (English Language Arts Specialist, Education Assistants) and Goal 1: Action 6 (EL Coordinator).

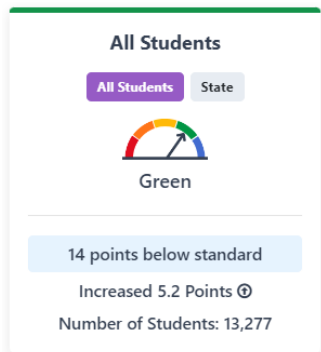


English Language Art: The students in TVUSD performed 24.1 points above standard in English Language Arts (green Dashboard indicator). This was a 2.5 decrease. While ELA continues to be a strength for the students within TVUSD, the district professional development in the areas of phonics and the science of reading. All K-2 general education and special education teachers were trained and implemented systematic phonics instruction beginning in the 23-24 school year. Teachers also continued the practice of collaborative unit design days. These days are imperative as TVUSD continues to support rigorous first instruction, reading inventions, and the collaborative inquiry cycle supported by real time data.

Overall, as indicated on the District's Dashboard, Foster Youth fell within the red on the 2023 Dashboard. Several schools also had student groups fall into red on their site Dashboard and English Language Arts continues to be an area of focus for the district and every site. Sites where students overall or individual student groups fell in red for English Language Arts:

Vail Elementary: Students with Disabilities
 Vintage Hills Elementary: Students with Disabilities
 Bella Vista Middle: Students with Disabilities
 Margarita Middle: English Learner and Students with Disabilities
 Temecula Middle: Students with Disabilities
 Vail Ranch Middle: Students with Disabilities
 Great Oak High: English Learner and Students with Disabilities
 Rancho Vista High: Overall
 Susan H. Nelson: Overall and White
 Temecula Valley High: English Learner and Students with Disabilities

English learners and Students with Disabilities continue to be areas of focus for TVUSD, as the student groups' performance is and has been historically lower than other student groups in ELA. TVUSD will address ELA needs of all students in Goal 1 (k-5 Intervention Literacy Specialists, ELA Instructional Coaches, English Language Arts Specialist, Education Assistants, Library/Homework Center Assistant, EL Coordinator, Supplemental Support Specialists) and Goal 4 with a strategic group of actions to support students and individual school sites (Professional Development, Technology, supplies, and Materials, Administrative Support, POSA and TOSA of Special Populations, UDP Site Allocations).

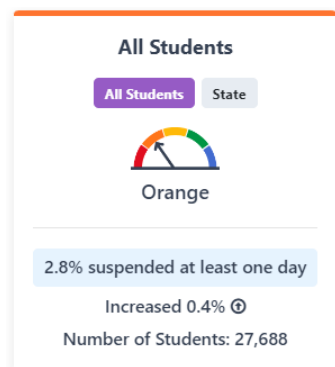


Math: TVUSD students overall, performed 14 points below standard in Mathematics (green Dashboard indicator). This was a 5.2 point increase for the 2022 Dashboard. The district provided professional development and on-going coaching to support teachers implementing rich math tasks at all levels. Students were regularly provided math tasks with lower floors and high ceilings. Students worked in random groups, supporting collaborative and engaging work environments. Math teachers worked to “de-front” the classroom and provide learning spaces where vertical learning spaces were utilized for instruction. Teachers worked with math coaches in the co-teach, co-plan model to implement mathematical practices and number routines to support number sense. These professional development opportunities will continue in the 24-25 school year.

TVUSD's Foster Youth and Students with Disabilities student groups fell within the red on the 2023 Dashboard. Several schools also had student groups fall into red on their site Dashboard and Math continues to be an area of focus for the district and every site. Sites where students overall or where individual student groups fell in red for Math:

Vintage Hills Elementary: Students with Disabilities
Bella Vista Middle: Students with Disabilities
Earl Stanley Gardner Middle: Students with Disabilities
Margarita Middle: English Learner and Students with Disabilities
Temecula Middle: Students with Disabilities
Vail Ranch Middle: Students with Disabilities
Great Oak High: English Learner and Students with Disabilities
Susan H. Nelson: Overall and White
Temecula Valley High: English Learner and Students with Disabilities

English learners and Students with Disabilities continue to be areas of focus for TVUSD, as the student groups' performance is and has been historically lower than other student groups in Math. TVUSD will address Math needs of all students in Goal 2 (Elementary Intervention Specialist, Supplemental Math Specialists, Math Instructional Coaches, and Math Progress Monitoring) and Goal 4 with a strategic group of actions to support students and individual school sites (Professional Development, Technology, supplies, and Materials, Administrative Support, POSA and TOSA of Special Populations, UDP Site Allocations).

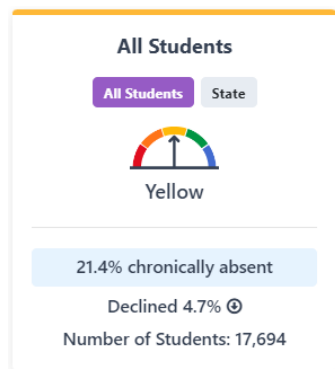


Suspension Rate: The suspension rate within TVUSD increased by 0.4% to 2.8% overall on the 2023 Dashboard (orange Dashboard indicator) meaning 2.8% of TVUSD students were suspended at least one day. The social emotional needs of students continue to be a top priority if the district and school sites. This year all school sites finished an intensive two year training on restorative practices. TVUSD believes this training better prepares certificated and classified staff to meet the challenges of student behavior, and gives an alternative path to suspension and expulsion.

TVUSD continues to address the Social Emotional Learning needs of students through the LCAP with Goal 5: Actions 1-5 (Homeless/Foster Youth Support, SAPF's Social Workers, & LCSWs, TierII Behavior Assistants, High School PBIS/OCR Support, and Student Welfare Support Services).

As indicated on the District Dashboard, Foster Youth, Homeless, and American Indian student groups fell into the red on the Dashboard. Sites with student groups in red for suspension rates:

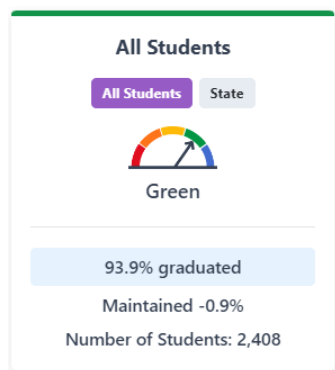
Nicolas Valley Elementary: African American
Earl Stanley Gardner Middle: Students with Disabilities
Margarita Middle: English Learner
Temecula Middle: Students with Disabilities
Vail Ranch Middle: Socioeconomic Disadvantaged, Students with Disabilities, and White
Chaparral High: Students with Disabilities
Great Oak High: American Indian
Rancho Vista High: Multiple Races



Chronic Absenteeism: Chronic absenteeism decreased by 4.7% to 21.4% overall on the 2023 Dashboard (yellow Dashboard indicator). Like most districts in California, chronic absenteeism continues to be a major factor in student achievement and overall performance. While TVUSD's chronic absenteeism rate has continued to decline, it has yet to return to pre-pandemic levels. There was heavy emphasis placed on chronic absenteeism at every site, and rates were monitored monthly at the District level. Sites used a variety of strategies to reinforce positive attendance: class and grade level reward, attendance campaigns, personalized phone calls and letters, SART and Sarb meetings. There are several actions and services meant to address chronic absenteeism and the specific needs of students in Goal 5: Actions 1-5 (Homeless/Foster Support, Homeless/Foster Youth Support, SAPF's Social Workers, & LCSWs Tier II Behavior Assistants, High School PBIS/OCR Support, Student Welfare Support Services).

As indicated on the District Dashboard, the Homeless student group fell within the red on the 2023 Dashboard. Several schools also had student groups fall into red on their site dashboard and chronic absenteeism continues to be an area of focus for the district and every site. Sites where students overall or where individual student groups fell in red for chronic absenteeism:

Abby Reinke Elementary: English Learner and Students with Disabilities
 Crown Hill Elementary: English Learner and Hispanic
 Rancho Elementary: Socioeconomic Disadvantaged and Multiple Races
 Red Hawk Elementary: English Learner
 Temecula Elementary: Multiple Races
 Vail Elementary: English Learner
 Ysabel Barnett Elementary: White
 Bella Vista Middle: English Learner and Students with Disabilities
 James Day Middle: African American
 Margarita Middle: Socioeconomic Disadvantaged, English Learner, Hispanic, and Multiple Races
 Temecula Middle: Overall and Hispanic



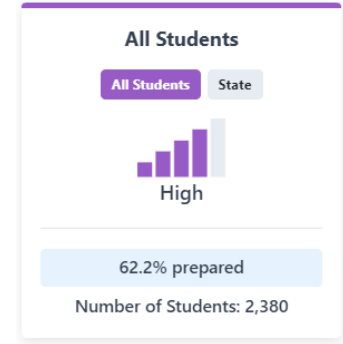
Graduation Rate: TVUSD graduated 93.9% of seniors for the 2022/2023 school year (green Dashboard indicator). This was a slight decrease from the 2022 data, less than one percentage point.

As indicated on the Dashboard, Rancho Vista High fell into the red indicator overall for graduation rate. Rancho Vista also had the following student groups within the red indicator: Socioeconomic Disadvantaged, Students with Disabilities, Hispanic, and White.

Rancho Vista is TVUSD's continuation high school and has a graduation rate of 62.3%, a decline of 23%. To support students' ability to recover credits and ultimately earn a high school diploma, Rancho Vista moved from semesters to quarters in the 23-24 school year. This move allows students who are credit deficient to recover credits at a faster rate and graduate sooner or within their original timeline. TVUSD believes this restructure will

increase the graduation rate at Rancho Vista for the 23-24 school year and beyond. Actions and services to maintain or increase graduation rates can be found in Goal 3: Actions (Counseling Specialists, Intervention Support Specialists, AVID, CTE FTE Salaries, Credit Recovery).

College and Career Readiness: 62.2% of seniors were “prepared” as measured by the College/Career Indicator (High Dashboard indicator).



As indicated on the Dashboard, Rancho Vista High fell into the “Very Low” indicator overall for the College/Career Indicator. Only 4.8% of students at Rancho Vista are College and Career “Prepared”. Rancho Vista is TVUSD’s continuation high school where the primary focus of students is earning credits to graduate from high school. Classes are not A-G compliant and students struggle to attend school regularly and complete CAASPP testing with fidelity. Sites with student groups in “Very Low” for College/Career Indicator are:
 Rancho Vista High: Socioeconomic Disadvantaged, Students with Disabilities, Hispanic, and White
 Susan H. Nelson: Socioeconomic Disadvantaged, and Hispanic

Actions and services to maintain or increase college career “prepared” rates can be found in Goal 3: Actions 1-5 (Counseling Specialists, Intervention Support Specialists, AVID, CTE FTE Salaries, Credit Recovery).

Reflections: Technical Assistance

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

TVUSD does qualify for Technical Assistance for the following student groups and Dashboard Indicators:

Foster Youth: English Language Arts (73 points below standard), Math (106.6 points below standard), and Suspension Rate (15%)

Homeless Youth: Chronic Absenteeism (43.5%) and Suspension Rate (7.5%)

Student Group	Pupil Achievement						School Climate		Pupil Engagement				Broad Course	
	ELPI		ELA (Acad)		Math (Acad)		Susp Rate		Chronic Abs		Grad Rate		CCI	
	Data	Color	Data	Color	Data	Color	Data	Color	Data	Color	Data	Color	Data	Level
Foster Youth DA			(VL) -73 dfs ▼▼ -53.3 dfs n 50		(VL) -106.6 dfs ▼▼ -18.1 dfs n 49		(VH) 15% ▲ 6.4% n 147		(VH) 30.9% ▼ -8.9% n 94		(VL) 54.5% n 11		(L) 27.3% n 11	
Homeless Youth DA			(L) -28.3 dfs ▼ -11.6 dfs n 78		(L) -77.8 dfs ▼▼ -25 dfs n 78		(H) 7.5% ▲▲ 4.6% n 173		(VH) 43.5% ● 0% n 115		(M) 87.8% ▲▲ 10.3% n 41		(M) 38.5% n 39	

For the past two school years, TVUSD has made a concerted effort to focus on our Foster Youth and Homeless Youth populations. Strategic efforts have been made to reach out to families and ensure students are attending school regularly and offer support to families. An Assistant Director of Student Welfare and Success was hired in October. This position is responsible for overseeing all of our foster and homeless youth and their families. They oversee the District’s welcome center which provides resources to students and their families throughout the

school year: clothing, hygiene products, gas cards, gift cards, food, etc. Director has also worked with the local group home to ensure students are working within the rules of the home and coming to school regularly.

Upon enrolling with TVUSD, the Assistant Director coordinates an intake meeting for families at the school site. At the intake meeting the specific needs of the student are addressed by the administrative and SEL team at the site, and resources are provided to families to ensure basic needs are being met. One LCAP counselor at each school oversees the student groups to ensure each student's academic progress is monitored and families have a point of contact at each school site, especially when transitioning from elementary to middle and middle to high. A top priority for both our foster and homeless youth continues to be social emotional support and graduation rates. Counselors work to ensure each student has every opportunity to successfully earn the necessary credits to graduate. LCAP funded SEL teams at every site work closely with students to ensure student social emotional needs are being met: building supportive relationships with adults, connecting to school activities, engaging in restorative practices, counseling support for prior trauma, and the teaching of specific behaviors based on student need. These SEL teams also work hand in hand with site administrators to review monthly academic, attendance, behavior reports. Reports allow teams to track and monitor data and ensure students and families are supported as needed in a timely manner.

Academic Specialists in the areas of ELA and Math work collaboratively with teachers to ensure first instruction is rigorous and engaging while focusing on the essential standards at every grade level. Specialists work to provide intervention for students who may have gaps from missing prior instruction or lack of mastery of prerequisite skills. iReady is also used for students in grade k-8 as a means of intervention. Individualized learning pathways allow students to complete instruction at their level and solidify any potential gaps in learning.

TVUSD has also made a targeted effort to provide other means of resolution other than suspension. The district has spent the last two years training all sites in restorative practices. It is the hope that these practices will decrease suspension rates. LCAP funded PBIS/ORC support also allows students to remain on campus after an incident and complete work with a credentialed teacher. LCAP will continue to fund these services in this year's plan.

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.

No schools in TVUSD are eligible for CSI in the 24-25 school year.

Support for Identified Schools

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

No schools in TVUSD are eligible for CSI in the 24-25 school year.

Monitoring and Evaluating Effectiveness

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

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
All Educational Partners	Through email, weekly newsletters, social media, and site websites; the District informed all educational partners of the various opportunities to take part in LCAP development and feedback. Educational partners had the opportunity to participate in site Community Partner Meetings, School Site Council Meetings, ELACs, district level committees (DELAC, CAC, Superintendent's Council).
All Educational Partners	December 1, 2023: A district wide LCAP goals, actions, and service was sent to all educational partners and remained open for six weeks. This survey was advertised in email, newsletter, and on the website. The survey gathered community input on LCAP goals, current actions and services, and input into future goals, actions, and services.
Parents and students representing every school in the District and a variety of student groups: English Learners, Special Education, Socioeconomic Disadvantaged, Foster Youth, Hispanic, African American, Asian, White (Community Advisory Partners, School Site Councils, English Learner Advisory Committees)	<p>August to September 2023: Site based meetings took place at all 29 schools district wide. Meetings were conducted in person and/or via Zoom to accommodate educational partners. The agenda covered the purpose of LCAP, current goals, district and site level CAASPP data. Educational partners had the opportunity for input and decision making as it relates to the development of site based plans and goals to target lowest performing student groups, and ensure LCAP site allocation expenditures were aligned with the needs of student groups based on site data.</p> <p>January to February 2024: Site based meetings took place at all 29 schools district wide. Meetings were conducted in person and/or via Zoom to accommodate educational partners. The agenda covered an overview of District and site level Dashboard performance data, purpose of LCAP, current goals, current actions and services, all available mid-year data for metrics were provided. Educational partners had the opportunity to discuss current performance levels, data, actions/services, and provide feedback to as a committee to be used in development of the LCAP for this next three year cycle. Committee input and feedback was gathered through a central feedback form. All site specific presentations were made public on site and district websites.</p>

Administrators (Site)	January 2024: Individual site based meetings took place at all 29 schools district wide. Meetings were conducted in person with full site admin teams. The agenda covered an overview of District and site level Dashboard performance data, purpose of LCAP, current goals, current actions and services, all available mid-year data for metrics were provided. Administrative teams had the opportunity to discuss current performance levels, data, actions/services, and provide feedback to be used in development of the LCAP for this next three year cycle.
Governing Board & Community Members	January 16, 2024: Mid-year LCAP Report to the Governing Board during regular board meeting. The agenda covered an overview of District and site level Dashboard performance data, purpose of LCAP, current goals, current actions and services, all available mid-year data for metrics were provided. Educational partners had the opportunity to discuss current performance levels, data, actions/services, and the LCAP development timeline. Members had questions about overall successes and challenges as depicted by the Dashboard data.
Parent Advisory Committee (PAC) District English Learner Advisory Committee (DELAC)	January 2024: District level meetings. Meetings were conducted in person with full site admin teams. The agenda covered an overview of District and site level Dashboard performance data, purpose of LCAP, current goals, current actions and services, all available mid-year data for metrics were provided. Administrative teams had the opportunity to discuss current performance levels, data, actions/services, and provide feedback to be used in development of the LCAP for this next three year cycle.
Certificated Staff, Classified Staff, Bargaining Units (TVEA & CSEA)	January to February 2024: Site based meetings took place at all 29 schools district wide. Meetings were conducted in person through Instructional Leadership and staff meetings. The agenda covered an overview of District and site level Dashboard performance data, purpose of LCAP, current goals, current actions and services, all available mid-year data for metrics were provided. Educational partners had the opportunity to discuss current performance levels, data, actions/services, and provide feedback to as a committee to be used in development of the LCAP for this next three year cycle. Committee input and feedback was gathered through a central feedback form.
Parent Advisory Committee (PAC)/ District English Learner Advisory Committee (DELAC)	March 21, 2024: 2024-2025 LCAP was presented to PAC and DELAC. The agenda covered an overview of District data, actions and services, all available mid-year data for metrics were provided. Committee had the opportunity to discuss current performance levels, data, actions/services, and provide feedback. As no comments were submitted, there was not a written response from the superintendent.
Governing Board & Community Members	April 16, 2024: LCAP Informational Report to the Governing Board during regular board meeting. Agenda included: Purpose of LCAP, legal changes to LCAP for upcoming cycle, LCAP throughline, educational partner feedback, and proposed actions and services. Governing Board Members were given the opportunity to ask questions and provide feedback in a public forum. One member had questions related to adding an administrative position at the district office who would oversee the implementation of research based instructional practices to best support the needs of student groups in the red on the Dashboard.

Administrators (District and Site)	April 24, 2024: LCAP proposed actions and services were present to District and site leadership. Agenda included: Purpose of LCAP, legal changes to LCAP for upcoming cycle, LCAP throughline, educational partner feedback, and proposed actions and services. Individuals were given the opportunity to ask questions and provide feedback via survey.
SELPA Consultation	A draft of the proposed LCAP was presented to SELPA administrator, Assistant Superintendent of Student Support Services, on April 24, 2024.
Governing Board & Community Members	<ul style="list-style-type: none"> • June 5, 2024: Draft of 24-25 LCAP was posted publicly on the district website. • June 11, 2024: Draft of 24-25 LCAP was presented at a regularly scheduled Governing Board Meeting for Public Hearing. • June 13, 2024: The 24-25 LCAP was adopted at a regularly scheduled Governing Board Meeting.

Insert or delete rows, as necessary.

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

The process of engaging educational partners throughout TVUSD in the development of LCAP provided the District with valuable input and insights into the needs of our students. There were several areas of emphasis which were noted during the committee meetings, discussions, and survey results. These insights and insights have resulted in specific actions being added or removed from the 24-25 LCAP.

At committee meetings the topic of “effectiveness” or “ineffectiveness” was discussed. TVUSD has generally had three very broad goals. And, while many agreed the goals were appropriate, the past goals made it challenging to determine the overall “effectiveness” of actions. It was discussed that aligning the goals, actions, and metrics in the plan might help better support the District in determining effectiveness of actions in the future. For this reason, TVUSD has developed six goals to better try to align content specific services and the corresponding metrics.

Educational partners placed a high value on the following actions: Intervention Literacy Specialists, Counselors/Social Workers/Student Assistance Program Facilitators (SAPF), Behavior Assistants, English Learner supports, math interventions and coaches, Career Technical Education, and AVID. These actions will remain in LCAP for the upcoming cycle.

While TVUSD has continued to make gains or maintain academic performance in ELA, Math, and Science. Increased proficiency across all academic content areas, for all students, continues to be a priority of educational partners. Feedback suggests educational partners would like to see a greater emphasis on literacy instruction, math, and science. For this reason, TVUSD has added professional development money for elementary through high school (Goal 4, Action 1). To support this professional development and its’ implementation in the classroom, instructional coaches were added to LCAP: the coaches support curriculum design and instructional practice TK-12 in the areas of ELA, Math, and Science (Goal 1, Action 2- ELA and Goal 2, Action 3- Math/Science).

The feedback also suggested that more focus be placed on student groups who are currently under performing in the academic content areas. TVUSD is adding a Principal on Special Assignment and Teacher of Special Assignment to spearhead the professional development needed in research based instructional practice to close the gap for our underperforming students groups: English Learners, Long-term English Learners, Foster youth, Homeless, and Students with Disabilities (Goal 4, Action 4). This action and services will allow for a district wide guaranteed and viable approach to instructional practices and professional development.

Educational partners noted that sites and the district had made gains in math and attributed this success to math intervention provided at elementary and middle school. The District Elementary Intervention Specialists (for math) have historically been paid for using one time funding (ESSER-II); these funds must be used prior to the end of this three year LCAP cycle. Based on educational partner feedback, Elementary Intervention Specialists were moved into LCAP under Goal 3, Action 2 . Middle school and high school math supports will remain in LCAP.

The social emotional needs of students was also at the forefront of educational partner insight and feedback. Administrators, teachers, and parents noted the behavior and emotional needs of students and how behavior impacts instruction at the school sites. Based on this recurring feedback as well as suspension data, additional SEL supports have been added to LCAP. An additional SEL team member to coordinate SEL instruction district wide has been added. This will allow a guaranteed and viable tiered structure of support district wide. (Goal 5, Action 2) Outside counseling services have been added to LCAP, allowing students in need to access counseling services free of charge to the family. (Goal 5, Action 5)

VAPA was a common topic of discussion within committees and surveys. While educational partners value the arts in elementary schools, they questioned the use of LCAP to fund the arts. Based on educational partner feedback VAPA teachers and assistance at the elementary level were moved to an alternative funding source.

TVUSD removed one other service from LCAP: a busing route to Temecula Valley High School that serves a large unduplicated student population. This additional bus route will be funded from the general fund.

TVUSD does not receive any Equity Multiplier funds.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>All students will demonstrate growth toward meeting academic standards in English Language Arts (ELA), and English Learners will demonstrate progress in language acquisition by increasing English language proficiency.</p> <p>This goal will support the District’s Technical Assistance work: supporting Foster Youth whose performance indicator was red in the area of ELA.</p> <p>This goal will support the Districts’ Structured English Immersion classes. Structured English Immersion (SEI) is a language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English (Action 6).</p>	Broad

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

TVUSD students have seen a decrease in the number of students performing at or above grade level over the last LCAP cycle. The English Language Arts (ELA) distance from standard decreased from a baseline of 37.4 in 2019 to 24.1 in 2023, dropping 13.3 points overall. The district reported one student group within the lowest indicator (red): Foster Youth. The District would like to increase the distance from standard overall and for all student groups as reported on the Dashboard.

TVUSD English Learners maintained an English Language Proficiency rate of 51% over the last three year cycle, Which was one percentage point down from the baseline in 2019. TVUSD set a goal to increase that metric by 4% to 55%, while continuing to focus on reclassification and support of our Long-term English Learners toward proficiency and ultimately reclassification.

The development of the goal was influenced by the District’s educational partners. Educational partners emphasized the importance of ELA proficiency and language acquisition of EL learners. Educational partners saw a high value in the work being done by the K-5 Intervention Literacy Specialists, English Language Arts Specialist, as well as the Educational Assistants. Committees also stressed the importance of allocating resources to ensure targeted support of underperforming student groups. The ELL Coordinator supports the Districts’ Structured English Immersion classes. Structured English Immersion (SEI) is a language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English.

At educational partner committee meetings the topic of “effectiveness” or “ineffectiveness” was discussed. Transparency and accountability are high priorities for TVUSD. The strategic approach of integrating the groups of action with specific and measurable metrics will allow the District to better determine effectiveness of the actions moving forward, and allow educational partners to make data informed decisions in full transparency. The actions and services in Goal 1 grouped together work to achieve the goal ensures educational partners are able to provide insightful feedback and monitor student outcomes based on data, which inturn ensures all resources/funds are being allocated with the ultimate end goal to improve students proficiency in ELA and English Language proficiency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1-A	Implementation of Academic Content Standards Self-Reflection Tool	<p>Providing professional learning</p> <p>ELA - Full Implementation and Sustainability</p> <p>ELD- Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS - Initial Implementation</p> <p>HSS - Full Implementation</p> <p>Instructional materials</p> <p>ELA - Full Implementation and Sustainability</p> <p>ELD- Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS -Full Implementation</p> <p>HSS - Full Implementation</p> <p>Identification of programs to improve instruction</p> <p>ELA - Full Implementation and Sustainability</p> <p>ELD- Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS - Full Implementation</p> <p>HSS - Full Implementation</p> <p>Implementation of Standards</p>			Maintain "Full implementation" or progress to "Full implementation and sustainability" rating	
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		<p>CTE - Full Implementation and Sustainability</p> <p>Health - Full Implementation and Sustainability</p> <p>PE - Full Implementation and Sustainability</p> <p>VAPA - Full Implementation and Sustainability</p> <p>World Languages - Full Implementation and Sustainability</p> <p>Identifying PL needs of groups - Full Implementation</p> <p>Identifying needs of individuals - Full Implementation and Sustainability</p> <p>Providing support for teachers on not-met standards - Full Implementation</p>				
1-B	<p>Parent and Family Engagement Survey -</p> <p>Self-Reflection Tool -</p> <p>Efforts to encourage parental participation in programs for students with disabilities</p>	<p>Efforts to seek parent input in decision making: Full Implementation</p> <p>Efforts to encourage parental participation in programs for unduplicated pupils and individuals with exceptional needs: Full Implementation</p>				

1-C	CA Dashboard- English Language Arts Distance from Standard - District	<p>All Students: 24.1 (Green)</p> <p>American Indian/Alaska Native: -28.0 (Yellow)</p> <p>Asian: 64.6 (Blue)</p> <p>Black/African American: -8.8 (Orange)</p> <p>Filipino: 58.1 (Blue)</p> <p>Hispanic: 3.6 (Yellow)</p> <p>Pacific Islander: 11.2 (Green)</p> <p>White: 34.2 (Green)</p> <p>Multiple Races: 34.5 (Green)</p> <p>Socioeconomically Disadvantaged: -6.9 (Orange)</p> <p>English Learner: -39.5 (Orange)</p> <p>Students with Disabilities: -68.0 (Orange)</p> <p>Foster Youth: -73.0 (Red)</p> <p>Homeless Youth: -28.3 (Orange)</p>			<p>All Students: 35.1 (Green)</p> <p>American Indian/Alaska Native: -18.0 (Yellow)</p> <p>Asian: Maintain or increase</p> <p>Black/African American: 0.2 (Green)</p> <p>Filipino: Maintain or increase</p> <p>Hispanic: 10.0 (Green)</p> <p>Pacific Islander: 21.2 (Green)</p> <p>White: 45.0 (Blue)</p> <p>Multiple Races: 45.0 (Blue)</p> <p>Socioeconomically Disadvantaged: 2.1 (Green)</p> <p>English Learner: -30.5 (Yellow)</p> <p>Students with Disabilities: -59.0 (Yellow)</p> <p>Foster Youth: -64.0 (Yellow)</p> <p>Homeless Youth: -19.3 (Yellow)</p>	
1-D	CA Dashboard - English Language Arts Distance from Standard - Schools with red status	<p>Rancho Vista High School - All Students -170.0 distance from standard (Red)</p> <p>Susan H Nelson School - All Students -76.0 distance from standard (Red)</p>			<p>Rancho Vista High School - All Students -161.0 distance from standard (Orange)</p> <p>Susan Nelson School - All Students -67.0 distance from standard (Orange)</p>	

1-E	CA Dashboard - English Language Arts Distance from Standard - Student groups with red status	<p>Bella Vista Middle - Students with Disabilities -94.7 distance from standard (Red)</p> <p>Great Oak High - English Learners -78.3 distance from standard (Red)</p> <p>Great Oak High - Students with Disabilities -111.4 distance from standard (Red)</p> <p>Margarita Middle - English Learners -92.3 distance from standard (Red)</p> <p>Margarita Middle - Students with Disabilities -96.3 distance from standard (Red)</p> <p>Susan H Nelson School - White -95.2 Distance from Standard (Red)</p> <p>Temecula Middle - Students with Disabilities -72.3 Distance from standard (Red)</p> <p>Temecula Valley High - English Learners -113.8 distance from standard (Red)</p> <p>Temecula Valley High - Students with Disabilities -90.3 distance from standard (Red)</p> <p>Vail Elementary - Students with Disabilities -80.3 distance from standard (Red)</p> <p>Vail Ranch Middle - Students with Disabilities -96.7 distance from standard (Red)</p> <p>Vintage Hills Elementary - Students with Disabilities</p>			<p>Bella Vista Middle - Students with Disabilities -85.7 distance from standard (Orange)</p> <p>Great Oak High - English Learners -69.3 (Orange)</p> <p>Great Oak High - Students with Disabilities -102.4 distance from standard (Orange)</p> <p>Margarita Middle - English Learners -83.3 distance from standard (Orange)</p> <p>Margarita Middle - Students with Disabilities -87.3 distance from standard (Orange)</p> <p>Susan H Nelson School - White -86.2 Distance from Standard (Orange)</p> <p>Temecula Middle - Students with Disabilities -63.3 distance from standard (Yellow)</p> <p>Temecula Valley High - English Learners -104.8 distance from standard (Orange)</p> <p>Temecula Valley High - Students with Disabilities -81.3 distance from standard (Orange)</p> <p>Vail Elementary - Students with Disabilities -71.3 distance from standard (Orange)</p> <p>Vail Ranch Middle - Students with Disabilities -87.7 distance from standard (Orange)</p> <p>Vintage Hills Elementary - Students with Disabilities</p>	
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		-81.1 distance from standard (Red)			-72.1 distance from standard (Orange)	
1-F	California Alternate Assessment (CAA) - ELA Percent of students meeting or exceeding standard	All Students: 6.83% American Indian/Alaska Native: * Asian: * Black/African American: * Filipino: 0% Hispanic: 8.62% Pacific Islander: * White: 5.45% Multiple Races: 13.33% Socioeconomically Disadvantaged: 7.14% English Learner: * Students with Disabilities: 6.83% Foster Youth: * Homeless Youth: *			All Students: 16.1% American Indian/Alaska Native: * Asian: * Black/African American: * Filipino: 10% Hispanic: 17.8% Pacific Islander: * White: 14.9% Multiple Races: 22.0% Socioeconomically Disadvantaged: 16.4% English Learner: * Students with Disabilities: 16.1% Foster Youth: * Homeless Youth: *	

1-G	Demonstration of college preparedness on Grade 11 EAP/CAASPP ELA (Percent Combined for Met/Conditionally Ready and Exceeded/Ready)	All Students: 71.09% American Indian/Alaska Native: 50.00% Asian: 83.85% Black/African American: 51.32% Filipino: 85.47% Hispanic: 64.48% Pacific Islander: * White: 74.45% Multiple Races: 74.68% Socioeconomically Disadvantaged: 59.01% English Learner: 14.70% Students with Disabilities: 29.92% Foster Youth: * Homeless Youth: 38.89%			All Students: 74.0% American Indian/Alaska Native: 55.0% Asian: 85.5% Black/African American: 56.2% Filipino: 86.9% Hispanic: 68.0% Pacific Islander: * White: 77.0% Multiple Races: 77.2% Socioeconomically Disadvantaged: 63.1% English Learner: 23.2% Students with Disabilities: 36.9% Foster Youth: * Homeless Youth: 45.0%	
1-H	Percent of English learners making progress toward English proficiency (ELPI)	All Students: 51.0% (Yellow)			All Students: 55.0% (Green)	
1-I	CA Dashboard - ELPI - Schools with red status	Ysabel Barnett Elementary: 41.9% (Red)			Ysabel Barnett Elementary: 45.0% (Yellow)	
1-J	EL Reclassification Rate - Local Data	23-24 17.0%			Maintain or exceed 16.7% (ELs exiting within 6 years)	

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

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

Not Applicable

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

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	K-5 Intervention Literacy Specialists	<p>K-5 Intervention Literacy Specialists will provide researched based literacy support to unduplicated student groups and instructional coaching to teachers to increase overall ELA proficiency as measured by 1-A, 1-C, 1-E.</p> <p>This action will support the District's Technical Assistance work: supporting Foster Youth whose performance indicator was red in the area of ELA as measured in 1-C.</p> <p>This action addresses the needs of specific student groups and elementary schools with red dashboard indicators in EPLI/ELA as listed in the Plan Summary on pages 3 and 4.</p>	\$2,866,541	YES
2	ELA Instructional Coaches	<p>The ELA Instructional coaches will provide on-going professional development to ELA teachers to increase overall ELA proficiency as measured by 1-C, 1-D, 1-E, 1-G.</p> <p>This action will support the District's Technical Assistance work: supporting Foster Youth whose performance indicator was red in the area of ELA as measured in 1-C.</p> <p>This action addresses the needs of specific student groups and TK-12 schools with red dashboard indicators in ELA as listed in the Plan Summary on page 4.</p>	\$593,117	YES

3	English Language Arts Specialists	<p>English Language Art Specialists will provide designated and integrated EL instruction to EL and LTEL students at the middle school level to increase English language acquisition and language proficiency as measured by 1-C, 1-H, 1-J.</p> <p>This action addresses the needs of specific student groups and middle schools with red dashboard indicators in ELA as listed in the Plan Summary on page 4.</p>	\$220,424	YES
4	Education Assistants	<p>Education Assistants will support integrated language development of EL and LTEL students at the middle school level to increase English language acquisition and language proficiency as measured by 1-C, 1-H, 1-J.</p> <p>This action addresses the needs of specific student groups and middle schools with red dashboard indicators in ELA as listed in the Plan Summary on page 4.</p>	\$263,862	YES
5	Library/Homework Center Assistant	<p>The district will provide ongoing homework and tutoring support to students to increase overall academic proficiency in ELA as measured by 1-C.</p> <p>This action will support the District's Technical Assistance work: supporting Foster Youth whose performance indicator was red in the area of ELA as measured in 1-C.</p> <p>This action addresses the needs of specific student groups and TK-12 schools with red dashboard indicators in ELA as listed in the Plan Summary on page 4.</p>	\$9,199	YES
6	EL Coordinator	<p>The EL Coordinator oversees the Districts' Structured English Immersion classes. The position will also provide professional development to teachers in the areas of designated and integrated instruction, and monitor the academic data of LTELs to increase reclassification rates and overall language acquisition and language proficiency as measured by 1-H, 1-J.</p>	\$211,333	YES
7	Supplemental Support Specialists	<p>Supplemental Support Specialists will provide on-going professional development to special education teachers to increase overall ELA proficiency as measured by 1-B, 1-C, 1-E, 1-F, 1-G.</p> <p>This action will support the District's Technical Assistance work: supporting Foster Youth whose performance indicator was red in the area of ELA as measured in 1-C.</p>	\$436,044	NO

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	<p>All students will demonstrate growth toward meeting academic standards in Mathematics and Science.</p> <p>This goal will support the District’s Technical Assistance work: supporting Foster Youth whose performance indicator was red in the area of Math.</p>	Broad

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards and Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

TVUSD students have seen a decrease in the number of students performing at or above grade level over the last LCAP cycle. The Mathematics distance from standard decreased from a baseline of 6 in 2019 to -14 in 2023, dropping 20 points overall. The district reported one student group within the lowest two student groups within the lowest indicator (red): Foster Youth and Students with Disabilities. The District would like to increase the distance from standard overall and for all student groups as reported on the Dashboard by increasing 9 points overall for the three year cycle.

Currently, 43.48% of students “Met or Exceeded Standards” of the California Science Test, which only increased by 0.38% in the last three year cycle. The District would like to increase the percentage of student proficient to 49.1% over the next three years. TVUSD believes that this goal is aligned with increasing graduation rates, College Career Indicator, as well as its focus on CTE pathways; preparing students for industries of the future.

The development of the goal was influenced by the District’s educational partners. Educational partners emphasized the importance of Math and Science proficiency. Educational partners saw a high value in the work being done by the Elementary Intervention Specialist and the Supplemental Math Specialists. Committees also stressed the importance of allocating resources to ensure targeted support of underperforming student groups.

At educational partner committee meetings the topic of “effectiveness” or “ineffectiveness” was discussed. Transparency and accountability are high priorities for TVUSD. The strategic approach of integrating the groups of action with specific and measurable metrics will allow the District to better determine effectiveness of the actions moving forward, and allow educational partners to make data informed decisions in full transparency. The actions and services in Goal 2 grouped together work to achieve the goal ensures educational partners are able to provide insightful feedback and monitor student outcomes based on data, which inturn ensures all resources/funds are being allocated with the ultimate end goal to improve students proficiency in Math and Science.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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2-A	Implementation of Academic Content Standards Self-Reflection Tool	<p>Providing professional learning</p> <p>ELA - Full Implementation and Sustainability</p> <p>ELD- Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS - Initial Implementation</p> <p>HSS - Full Implementation</p> <p>Instructional materials</p> <p>ELA - Full Implementation and Sustainability</p> <p>ELD- Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS -Full Implementation</p> <p>HSS - Full Implementation</p> <p>Identification of programs to improve instruction</p> <p>ELA - Full Implementation and Sustainability</p> <p>ELD- Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS - Full Implementation</p> <p>HSS - Full Implementation</p> <p>Implementation of Standards</p>			Maintain "Full implementation" or progress to "Full implementation and sustainability" rating	
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		<p>CTE - Full Implementation and Sustainability</p> <p>Health - Full Implementation and Sustainability</p> <p>PE - Full Implementation and Sustainability</p> <p>VAPA - Full Implementation and Sustainability</p> <p>World Languages - Full Implementation and Sustainability</p> <p>Identifying PL needs of groups - Full Implementation</p> <p>Identifying needs of individuals - Full Implementation and Sustainability</p> <p>Providing support for teachers on not-met standards - Full Implementation</p>				
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2-B	CA Dashboard- Mathematics Distance from Standard	<p>All Students: -14.0 (Green)</p> <p>American Indian/Alaska Native: -84.0 (Orange)</p> <p>Asian: 52.0 (Blue)</p> <p>Black/African American: -53.4 (Orange)</p> <p>Filipino: 20.8 (Green)</p> <p>Hispanic: -38.6 (Orange)</p> <p>Pacific Islander: -7.0 (Green)</p> <p>White: -3.0 (Green)</p> <p>Multiple Races: -4.2 (Green)</p> <p>Socioeconomically Disadvantaged: -44.7 (Orange)</p> <p>English Learner: -65.2 (Orange)</p> <p>Students with Disabilities: -104.1 (Red)</p> <p>Foster Youth: -106.6 (Red)</p> <p>Homeless Youth: -77.8 (Orange)</p>			<p>All Students: -5.0 (Green)</p> <p>American Indian/Alaska Native: -75.0 (Yellow)</p> <p>Asian: Maintain or exceed</p> <p>Black/African American: -44.4 (Yellow)</p> <p>Filipino: 30.8 (Green)</p> <p>Hispanic: -29.6 (Yellow)</p> <p>Pacific Islander: 0 (Green)</p> <p>White: 0 (Green)</p> <p>Multiple Races: 0 (Green)</p> <p>Socioeconomically Disadvantaged: -35.7 (Yellow)</p> <p>English Learner: -56.2 (Yellow)</p> <p>Students with Disabilities: -95.0 (Yellow)</p> <p>Foster Youth: -95.0 (Yellow)</p> <p>Homeless Youth: -68.8 (Yellow)</p>	
2-C	CA Dashboard - Mathematics Distance from Standard - Schools with red status	<p>Susan H Nelson School -202.7 distance from standard (Red)</p>			<p>Susan H Nelson School -193.7 distance from standard (Orange)</p>	

2-D	CA Dashboard - Mathematics Distance from Standard - Student groups with red status	<p>Bella Vista Middle - Students with Disabilities -131.9 distance from standard (Red)</p> <p>Erle Stanley Gardner Middle - Students with Disabilities -106.9 distance from standard (Red)</p> <p>Great Oak High - English Learners -115.5 distance from standard (Red)</p> <p>Great Oak High - Students with Disabilities -178.0 distance from standard (Red)</p> <p>Margarita Middle - English Learners -133.5 distance from standard (Red)</p> <p>Margarita Middle - Students with Disabilities -139.2 distance from standard (Red)</p> <p>Susan H Nelson School - White -210.3 distance from standard (Red)</p> <p>Temecula Middle - Students with Disabilities -122.0 distance from standard (Red)</p> <p>Temecula Valley High - English Learners -192.9 distance from standard (Red)</p> <p>Temecula Valley High - Students with Disabilities -185.2 distance from standard (Red)</p> <p>Vail Ranch Middle - Students with Disabilities -144.7 distance from standard (Red)</p>			<p>Bella Vista Middle - Students with Disabilities -122.9 distance from standard (Orange)</p> <p>Erle Stanley Gardner Middle - Students with Disabilities -97.9 distance from standard (Orange)</p> <p>Great Oak High - English Learners -106.5 distance from standard (Yellow)</p> <p>Great Oak High - Students with Disabilities -169.0 distance from standard (Orange)</p> <p>Margarita Middle - English Learners -124.5 distance from standard (Orange)</p> <p>Margarita Middle - Students with Disabilities -130.2 distance from standard (Orange)</p> <p>Susan H Nelson School - White -201.3 distance from standard (Orange)</p> <p>Temecula Middle - Students with Disabilities -113.0 distance from standard (Orange)</p> <p>Temecula Valley High - English Learners -183.9 distance from standard (Orange)</p> <p>Temecula Valley High - Students with Disabilities -176.2 distance from standard (Orange)</p> <p>Vail Ranch Middle - Students with Disabilities -135.7 distance from standard (Orange)</p> <p>Vintage Hills Elementary - Students with Disabilities</p>	
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		Vintage Hills Elementary - Students with Disabilities -98.5 distance from standard (Red)			-89.5 distance from standard (Yellow)	
2-E	California Alternate Assessment (CAA) - Math Percent of students meeting or exceeding standards	All Students: 3.73% American Indian/Alaska Native: * Asian: * Black/African American: * Filipino: 7.14% Hispanic: 3.45% Pacific Islander: * White: 1.82% Multiple Races: 6.67% Socioeconomically Disadvantaged: 3.57% English Learner: * Students with Disabilities: 3.73% Foster Youth: * Homeless Youth: *			All Students: 13.4% American Indian/Alaska Native: * Asian: * Black/African American: * Filipino: 16.4% Hispanic: 13.1% Pacific Islander: * White: 11.6% Multiple Races: 16.0% Socioeconomically Disadvantaged: English Learner: * Students with Disabilities: 13.2% Foster Youth: * Homeless Youth: *	

2-F	<p>California Science Test (CAST)</p> <p>Percent of students meeting or exceeding standards</p>	<p>All Students: 43.48%</p> <p>American Indian/Alaska Native: 14.89%</p> <p>Asian: 63.92%</p> <p>Black/African American: 25.25%</p> <p>Filipino: 57.72%</p> <p>Hispanic: 34.05%</p> <p>Pacific Islander: 38.46%</p> <p>White: 47.41%</p> <p>Multiple Races: 49.76%</p> <p>Socioeconomically Disadvantaged: 29.85%</p> <p>English Learner: 4.63%</p> <p>Students with Disabilities: 13.81%</p> <p>Foster Youth: 18.75%</p> <p>Homeless Youth: 25.00%</p>			<p>All Students: 49.1%</p> <p>American Indian/Alaska Native: 23.4%</p> <p>Asian: 67.5%</p> <p>Black/African American: 32.7%</p> <p>Filipino: 61.9%</p> <p>Hispanic: 40.6%</p> <p>Pacific Islander: 44.6%</p> <p>White: 52.7%</p> <p>Multiple Races: 54.8%</p> <p>Socioeconomically Disadvantaged: 36.9%</p> <p>English Learner: 14.2%</p> <p>Students with Disabilities: 22.4%</p> <p>Foster Youth: 26.9%</p> <p>Homeless Youth: 32.5%</p>	
2-G	<p>California Alternate Assessment (CAA) - Science</p> <p>Percent of students meeting or exceeding standards</p>	<p>All Students: 16.36%</p> <p>American Indian/Alaska Native: *</p> <p>Asian: *</p> <p>Black/African American: *</p> <p>Filipino: *</p> <p>Hispanic: 12.50%</p> <p>Pacific Islander: *</p> <p>White: 12.50%</p> <p>Multiple Races: *</p> <p>Socioeconomically Disadvantaged: 11.11%</p> <p>English Learner: *</p> <p>Students with Disabilities: 16.36%</p> <p>Foster Youth: *</p> <p>Homeless Youth: *</p>			<p>All Students: 24.7%</p> <p>American Indian/Alaska Native: *</p> <p>Asian: *</p> <p>Black/African American: *</p> <p>Filipino: *</p> <p>Hispanic:</p> <p>Pacific Islander: *</p> <p>White: 21.3%</p> <p>Multiple Races: *</p> <p>Socioeconomically Disadvantaged: 20.0%</p> <p>English Learner: *</p> <p>Students with Disabilities: 24.7%</p> <p>Foster Youth: *</p> <p>Homeless Youth: *</p>	

2-H	Demonstration of college preparedness on Grade 11 EAP/CAASPP Math (Percent Combined for Met/Conditionally Ready and Exceeded/Ready)	All Students: 40.76% American Indian/Alaska Native: 11.11% Asian: 70.31% Black/African American: 20.00% Filipino: 58.98% Hispanic: 31.69% Pacific Islander: * White: 43.61% Multiple Races: 43.40% Socioeconomically Disadvantaged: 27.99% English Learner: 8.22% Students with Disabilities: 10.50% Foster Youth: * Homeless Youth: 11.11%			All Students: 46.7% American Indian/Alaska Native: 20.0% Asian: 73.3% Black/African American: 28.0% Filipino: 63.1% Hispanic: 38.5% Pacific Islander: * White: 49.2% Multiple Races: 49.1% Socioeconomically Disadvantaged: 35.2% English Learner: 17.4% Students with Disabilities: 19.5% Foster Youth: * Homeless Youth: 20.0%	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

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

Not Applicable

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

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	Elementary Intervention Specialists	<p>Elementary Intervention Specialists will provide researched based math support to unduplicated student groups and instructional coaching to teachers to increase overall math proficiency as measured by 2-B, 2-C, 2-D</p> <p>This action will support the District's Technical Assistance work: supporting Foster Youth whose performance indicator was red in the area of Math as measured in 2-B.</p> <p>This action addresses the needs of specific student groups and elementary schools with red dashboard indicators in Math as listed in the Plan Summary on pages 4 and 5.</p>	\$1,435,710	YES
2	Supplemental Math Specialists	<p>Supplemental Math Specialists will provide researched based math support to unduplicated student groups and instructional coaching to teachers to increase overall math proficiency as measured by 2-B, 2-C, 2-D, 2-H.</p> <p>This action will support the District's Technical Assistance work: supporting Foster Youth whose performance indicator was red in the area of Math as measured in 2-B.</p> <p>This action addresses the needs of specific student groups and 6-12 schools with red dashboard indicators in Math as listed in the Plan Summary on pages 4 and 5.</p>	\$836,327	YES
3	Math/Science Instructional Coaches	<p>The Math/Science Instructional coaches will provide on-going professional development to Math/Science teachers to increase overall math and Science proficiency as measured by 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H.</p> <p>This action will support the District's Technical Assistance work: supporting Foster Youth whose performance indicator was red in the area of Math as measured in 2-B.</p> <p>This action addresses the needs of specific student groups and TK-12 schools with red dashboard indicators in Math as listed in the Plan Summary on pages 4 and 5.</p>	\$580,957	YES
4	Math Progress Monitoring	<p>The District will provide one additional period to progress monitor unduplicated student groups in math and determine needed student interventions to increase overall math proficiency as measured by 2-B, 2-C, 2-D.</p> <p>This action will support the District's Technical Assistance work: supporting Foster Youth whose performance indicator was red in the area of Math as measured in 2-B.</p> <p>This action addresses the needs of specific student groups and 6-12 schools with red dashboard indicators in Math as listed in the Plan Summary on pages 4 and 5.</p>	\$164,204	YES

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	TVUSD will maintain a broad course of study and graduation rate of 93% or higher, while increasing the college and career readiness indicator.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement , Priority 7: Course Access, and Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

TVUSD students have maintained a high graduation rate over the past several LCAP cycles: graduating nearly 94% of students. Ensuring students have access to a broad course of study and multiple pathways to achieve college and career readiness is an essential pillar of TVUSD culture and values. Educational partners at both the middle and highschool levels expressed a strong desire to ensure CTE pathways and AVID continue to be essential components of the LCAP and opportunities for students.

The development of the goal was influenced by the District’s educational partners. Educational partners emphasized the importance of maintaining a high graduation rate for the District and also increasing the number of students “prepared” for college and careers upon leaving high school. Educational partners saw a high value in the work being done by the Counseling Specialists, as well as the course work provided through CTE pathways and AVID. Committees also stressed the importance of allocating resources to ensure targeted support of underperforming student groups.

At educational partner committee meetings the topic of “effectiveness” or “ineffectiveness” was discussed. Transparency and accountability are high priorities for TVUSD. The strategic approach of integrating the groups of action with specific and measurable metrics will allow the District to better determine effectiveness of the actions moving forward, and allow educational partners to make data informed decisions in full transparency. The actions and services in Goal 3 grouped together work to achieve the goal ensures educational partners are able to provide insightful feedback and monitor student outcomes based on data, which inturn ensures all resources/funds are being allocated with the ultimate end goal to maintaining a high graduation rate for the District and also increasing the number of students “prepared” for college and careers.

Measuring and Reporting Results

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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3-A	Implementation of Academic Content Standards Self-Reflection Tool	<p>Providing professional learning</p> <p>ELA - Full Implementation and Sustainability</p> <p>ELD- Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS - Initial Implementation</p> <p>HSS - Full Implementation</p> <p>Instructional materials</p> <p>ELA - Full Implementation and Sustainability</p> <p>ELD- Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS -Full Implementation</p> <p>HSS - Full Implementation</p> <p>Identification of programs to improve instruction</p> <p>ELA - Full Implementation and Sustainability</p> <p>ELD- Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p>				Maintain "Full implementation" or progress to "Full implementation and sustainability" rating	
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		NGSS - Full Implementation HSS - Full Implementation Implementation of Standards CTE - Full Implementation and Sustainability Health - Full Implementation and Sustainability PE - Full Implementation and Sustainability VAPA - Full Implementation and Sustainability World Languages - Full Implementation and Sustainability Identifying PL needs of groups - Full Implementation Identifying needs of individuals - Full Implementation and Sustainability Providing support for teachers on not-met standards - Full Implementation					
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3-B	Percentage of pupils who have been enrolled in, and successfully completed A-G requirements - CALPADS	<p>All Students: 67.05%</p> <p>American Indian/Alaska Native: 38.89%</p> <p>Asian: 79.31%</p> <p>Black/African American: 53.41%</p> <p>Filipino: 79.31%</p> <p>Hispanic: 61.34%</p> <p>Pacific Islander: *</p> <p>White: 70.46%</p> <p>Multiple Races: 67.38%</p> <p>Socioeconomically Disadvantaged: 53.13%</p> <p>English Learner: 30.00%</p> <p>Students with Disabilities: 20.25%</p> <p>Foster Youth: *</p> <p>Homeless Youth: 40.54%</p>				<p>All Students: 70.3%</p> <p>American Indian/Alaska Native: 45.0%</p> <p>Asian: 81.4%</p> <p>Black/African American: 58.1%</p> <p>Filipino: 81.4%</p> <p>Hispanic: 65.2%</p> <p>Pacific Islander: *</p> <p>White: 73.4%</p> <p>Multiple Races: 70.6%</p> <p>Socioeconomically Disadvantaged: 57.8%</p> <p>English Learner: 37.0%</p> <p>Students with Disabilities: 28.2%</p> <p>Foster Youth: *</p> <p>Homeless Youth: 46.5%</p>	
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3-C	Percentage of pupils who have been enrolled in, and successfully completed CTE course requirements-CALPADS	<p>All Students: 11.9%</p> <p>American Indian/Alaska Native: *</p> <p>Asian: 11.8%</p> <p>Black/African American: 6.1%</p> <p>Filipino: 14.3%</p> <p>Hispanic: 11.5%</p> <p>Pacific Islander: *</p> <p>White: 12.8%</p> <p>Multiple Races: 11.2%</p> <p>Socioeconomically Disadvantaged: 10.4%</p> <p>English Learner: 5.8%</p> <p>Students with Disabilities: 9.4%</p> <p>Foster Youth: *</p> <p>Homeless Youth: 0%</p>				<p>All Students: 13.7%</p> <p>American Indian/Alaska Native: *</p> <p>Asian: 13.6%</p> <p>Black/African American: 8.5%</p> <p>Filipino: 15.9%</p> <p>Hispanic: 13.4%</p> <p>Pacific Islander: *</p> <p>White: 14.5%</p> <p>Multiple Races: 13.1%</p> <p>Socioeconomically Disadvantaged: 12.4%</p> <p>English Learner: 8.2%</p> <p>Students with Disabilities: 11.5%</p> <p>Foster Youth: *</p> <p>Homeless Youth: 3%</p>	
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3-D	Percentage of pupils who have been enrolled in, and successfully completed A-G and CTE course requirements - CALPADS	<p>All Students: 9.6%</p> <p>American Indian/Alaska Native: *</p> <p>Asian: 10.9%</p> <p>Black/African American: 6.1%</p> <p>Filipino: 12.1%</p> <p>Hispanic: 8.4%</p> <p>Pacific Islander: *</p> <p>White: 10.8%</p> <p>Multiple Races: 8.5%</p> <p>Socioeconomically Disadvantaged: 7.2%</p> <p>English Learner: 2.3%</p> <p>Students with Disabilities: 1.6%</p> <p>Foster Youth: *</p> <p>Homeless Youth: 0%</p>				<p>All Students: 11.6%</p> <p>American Indian/Alaska Native: *</p> <p>Asian: 12.8%</p> <p>Black/African American: 8.5%</p> <p>Filipino: 13.9%</p> <p>Hispanic: 10.6%</p> <p>Pacific Islander: *</p> <p>White: 12.7%</p> <p>Multiple Races: 10.7%</p> <p>Socioeconomically Disadvantaged: 9.5%</p> <p>English Learner: 5.1%</p> <p>Students with Disabilities: 4.4%</p> <p>Foster Youth: *</p> <p>Homeless Youth: 3%</p>	
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3-E	Percentage who pass AP exam with score of 3 or higher	22-23 (College Board) All Students: 68.7% African American: 60.7% American Indian: 28.6% Asian: 75.5% Hispanic: 61.9% Pacific Islander: 66.7% White: 70.7% Two or More Races: 69.5% English Learners: 48.5% Socioeconomically Disadvantaged: 61.7% Students with Disabilities: 58.2%				22-23 (College Board) All Students: 71.8% African American: 64.6% American Indian: 35.7% Asian: 78.0% Hispanic: 65.7% Pacific Islander: 70.0% White: 73.6% Two or More Races: 72.6% English Learners: 53.7% Socioeconomically Disadvantaged: 65.5% Students with Disabilities: 62.4%	
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3-F	Demonstration of college preparedness on Grade 11 EAP/CAASPP ELA (Percent Combined for Met/Conditionally Ready and Exceeded/Ready)	<p>All Students: 71.09%</p> <p>American Indian/Alaska Native: 50.00%</p> <p>Asian: 83.85%</p> <p>Black/African American: 51.32%</p> <p>Filipino: 85.47%</p> <p>Hispanic: 64.48%</p> <p>Pacific Islander: *</p> <p>White: 74.45%</p> <p>Multiple Races: 74.68%</p> <p>Socioeconomically Disadvantaged: 59.01%</p> <p>English Learner: 14.70%</p> <p>Students with Disabilities: 29.92%</p> <p>Foster Youth: *</p> <p>Homeless Youth: 38.89%</p>				<p>All Students: 74.0%</p> <p>American Indian/Alaska Native: 55.0%</p> <p>Asian: 85.5%</p> <p>Black/African American: 56.2%</p> <p>Filipino: 86.9%</p> <p>Hispanic: 68.0%</p> <p>Pacific Islander: *</p> <p>White: 77.0%</p> <p>Multiple Races: 77.2%</p> <p>Socioeconomically Disadvantaged: 63.1%</p> <p>English Learner: 23.2%</p> <p>Students with Disabilities: 36.9%</p> <p>Foster Youth: *</p> <p>Homeless Youth: 45.0%</p>	
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3-G	Demonstration of college preparedness on Grade 11 EAP/CAASPP Math (Percent Combined for Met/Conditionally Ready and Exceeded/Ready)	<p>All Students: 40.76%</p> <p>American Indian/Alaska Native: 11.11%</p> <p>Asian: 70.31%</p> <p>Black/African American: 20.00%</p> <p>Filipino: 58.98%</p> <p>Hispanic: 31.69%</p> <p>Pacific Islander: *</p> <p>White: 43.61%</p> <p>Multiple Races: 43.40%</p> <p>Socioeconomically Disadvantaged: 27.99%</p> <p>English Learner: 8.22%</p> <p>Students with Disabilities: 10.50%</p> <p>Foster Youth: *</p> <p>Homeless Youth: 11.11%</p>				<p>All Students: 46.7%</p> <p>American Indian/Alaska Native: 20.0%</p> <p>Asian: 73.3%</p> <p>Black/African American: 28.0%</p> <p>Filipino: 63.1%</p> <p>Hispanic: 38.5%</p> <p>Pacific Islander: *</p> <p>White: 49.2%</p> <p>Multiple Races: 49.1%</p> <p>Socioeconomically Disadvantaged: 35.2%</p> <p>English Learner: 17.4%</p> <p>Students with Disabilities: 19.5%</p> <p>Foster Youth: *</p> <p>Homeless Youth: 20.0%</p>	
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3-H	High School Graduation Rate (Four-Year Adjusted Cohort)	<p>All Students: 93.9% (Green)</p> <p>American Indian/Alaska Native: *</p> <p>Asian: 94.9% (Green)</p> <p>Black/African American: 93.3% (Yellow)</p> <p>Filipino: 96.0% (Blue)</p> <p>Hispanic: 92.5% (Yellow)</p> <p>Pacific Islander: *</p> <p>White: 94.1% (Green)</p> <p>Multiple Races: 95.8% (Blue)</p> <p>Socioeconomically Disadvantaged: 90.1% (Orange)</p> <p>English Learner: 87.0% (Green)</p> <p>Students with Disabilities: 79.9% (Orange)</p> <p>Foster Youth: *</p> <p>Homeless Youth: 87.8% (Green)</p>				<p>All Students: 95.0% (Blue)</p> <p>American Indian/Alaska Native: *</p> <p>Asian: 95.0% (Blue)</p> <p>Black/African American: 95.0% (Blue)</p> <p>Filipino: 95.0% (Blue)</p> <p>Hispanic: 95.0% (Blue)</p> <p>Pacific Islander: *</p> <p>White: 95.0% (Blue)</p> <p>Multiple Races: 95.0% (Blue)</p> <p>Socioeconomically Disadvantaged: 95.0% (Blue)</p> <p>English Learner: 90.0% (Green)</p> <p>Students with Disabilities: 82.9% (Green)</p> <p>Foster Youth: *</p> <p>Homeless Youth: 90.5% (Green)</p>	
3-I	CA Dashboard - Graduation Rate - Schools with red status	Rancho Vista High - 63.2% (Red)				Rancho Vista High - 68.0% (Orange)	

3-J	CA Dashboard - Graduation Rate - Student groups with red status	<p>Rancho Vista High - Socioeconomically Disadvantaged - 59.4% (Red)</p> <p>Rancho Vista High - Students with Disabilities - 61.8% (Red)</p> <p>Rancho Vista High - Hispanic - 59.5% (Red)</p> <p>Rancho Vista High - White - 60.8% (Red)</p>				<p>Rancho Vista High - Socioeconomically Disadvantaged - 68.0% (Orange)</p> <p>Rancho Vista High - Students with Disabilities - 68.0% (Orange)</p> <p>Rancho Vista High - Hispanic - 68.0% (Orange)</p> <p>Rancho Vista High - White - 68.0% (Orange)</p>	
3-K	CA Dashboard- College and Career	<p>All Students: 62.2%</p> <p>American Indian/Alaska Native:*</p> <p>Asian: 80.5% (Very High)</p> <p>Black/African American: 52.3% (Medium)</p> <p>Filipino: 73.8% (Very High)</p> <p>Hispanic:54.5% (Medium)</p> <p>Pacific Islander: *</p> <p>White: 65.4% (High)</p> <p>Multiple Races: 66.7% (High)</p> <p>Socioeconomically Disadvantaged: 49.8% (Medium)</p> <p>English Learner: 23.8%</p> <p>Students with Disabilities: 26%</p> <p>Foster Youth: *</p> <p>Homeless Youth: 38.5% (Medium)</p>				<p>All Students: 66%</p> <p>American Indian/Alaska Native:*</p> <p>Asian: 82% (Very High)</p> <p>Black/African American: 57% (Medium)</p> <p>Filipino: 75% (Very High)</p> <p>Hispanic:59% (Medium)</p> <p>Pacific Islander: *</p> <p>White: 70% (High)</p> <p>Multiple Races: 71% (High)</p> <p>Socioeconomically Disadvantaged: 53% (Medium)</p> <p>English Learner: 26%</p> <p>Students with Disabilities: 29%</p> <p>Foster Youth: *</p> <p>Homeless Youth: 41% (Medium)</p>	

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

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

Not Applicable

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

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	Counseling Specialists	<p>The District will provide each middle and high school a Counseling Specialists to support unduplicated student groups by ensuring access to a broad course of study and supporting course selections to increase graduation rates as measured by 3-A, 3-B, 3-C, 3-E, 3-F, 3-G, 3-H, 3-I, 3-J.</p> <p>This action will support the District's work supporting sites and student groups in the "Very Low" status on the College/Career Indicator as listed in the plan summary on page 7.</p> <p>This action addresses the needs of specific student groups and 9-12 schools with red dashboard indicators in Graduation Rate as listed in the Plan Summary on page 6.</p>	\$1,653,651	YES
2	Intervention Support Specialists	<p>The District will provide each high school an Intervention Support Specialists to support unduplicated student groups by progress monitoring academics to increase academic proficiency and graduation rates as measured by 3-B, 3-F, 3-G, 3-H, 3-I, 3-J.</p> <p>This action will support the District's work supporting sites and student groups in the "Very Low" status on the College/Career Indicator as listed in the plan summary on page 7.</p> <p>This action addresses the needs of specific student groups and 9-12 schools with red dashboard indicators in Graduation Rate as listed in the Plan Summary on page 6.</p>	\$740,147	YES
3	AVID	The District will provide the option of AVID courses to unduplicated student groups to increase academic proficiency and graduation rates as measured by 3-B, 3-E, 3-F, 3-G, 3-H, 3-I, 3-J	\$1,565,828	YES
4	CTE FTE Salaries	<p>The district will provide a variety of CTE courses to prepare students for college and careers beyond high school, increasing the College and Career Indicator as measured by 3-A, 3-B, 3-C, 3-D, 3-F, 3-G, 3-K.</p> <p>This action will support the District's work: supporting sites and student groups in the "Very Low" status on the College/Career Indicator as listed in the plan summary on page 7.</p>	\$3,597,044	YES
5	Credit Recovery	The District will provide credit recovery opportunities for credit deficient students to increase student group graduation rates as measured by 3-H, 3-I, 3-J.	\$150,000	NO

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	The District will decrease the number of student groups in red on the Dashboard by providing research based professional development and equipping site leadership to identify and respond to the diverse needs of students with a system of support.	Broad

State Priorities addressed by this goal.

Priority 1: Basic, Priority 2: Implementation of State Standards, and Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

TVUSD has a number of student groups in the red at the site level and over a variety of indicators. TVUSD believes that the best way to address the multiple areas and student groups is to provide strategic professional development in research based practices focused on unduplicated student groups, and allow sites to use Unduplicated Site allocations to engage the site’s educational partners in the process of addressing the site specific needs of students. The District will also provide professional development in the areas of ELA, Math, and Science to strengthen first instruction and ensure research based differentiation practices to address student needs. This will also the District and sites to build instructional strategies, problems of practice, and collective teacher efficacy. Increased proficiency across all academic content areas, for all students, continues to be a priority of educational partners. Feedback suggests educational partners would like to see a greater emphasis on literacy instruction, math, and science. For this reason, TVUSD has added professional development money for elementary through high school (Goal 4, Action 1).

The feedback and data also suggested that more focus be placed on student groups who are currently under performing in the academic content areas. TVUSD is adding a Principal on Special Assignment and Teacher of Special Assignment to spearhead the professional development needed in research based instructional practice to close the gap for our underperforming students groups: English Learners, Long-term English Learners, Foster youth, Homeless, and Students with Disabilities (Goal 4, Action 4). This action and services will allow for a district wide guaranteed and viable approach to instructional practices and professional development.

At educational partner committee meetings the topic of “effectiveness” or “ineffectiveness” was discussed. Transparency and accountability are high priorities for TVUSD. The strategic approach of integrating the groups of action with specific and measurable metrics will allow the District to better determine effectiveness of the actions moving forward, and allow educational partners to make data informed decisions in full transparency. The actions and services in Goal 4 grouped together work to achieve the goal ensures educational partners are able to provide insightful feedback and monitor student outcomes based on data, which inturn ensures all resources/funds are being allocated with the ultimate end goal to Increase academic achievement and support diverse student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4-A	Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	89.5% (Above Statewide Average)			93% (Above Statewide Average)	
4-B	Percent of pupils having access to standard-aligned instructional materials as measured by annual Williams Act compliance report	100%			Maintain 100%	
4-C	Facilities Inspection Tool	23-24 All schools have a FIT score of 90% of higher (good or exemplary status)			All schools will maintain a FIT score of 90% of higher (good or exemplary status)	

4-D	Implementation of Academic Content Standards Self-Reflection Tool	<p>Providing professional learning</p> <p>ELA - Full Implementation and Sustainability</p> <p>ELD- Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS - Initial Implementation</p> <p>HSS - Full Implementation</p> <p>Instructional materials</p> <p>ELA - Full Implementation and Sustainability</p> <p>ELD- Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS -Full Implementation</p> <p>HSS - Full Implementation</p> <p>Identification of programs to improve instruction</p> <p>ELA - Full Implementation and Sustainability</p> <p>ELD- Full Implementation and Sustainability</p> <p>Math - Full Implementation and Sustainability</p> <p>NGSS - Full Implementation</p> <p>HSS - Full Implementation</p> <p>Implementation of Standards</p>			Maintain "Full implementation" or progress to "Full implementation and sustainability" rating	
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		<p>CTE - Full Implementation and Sustainability</p> <p>Health - Full Implementation and Sustainability</p> <p>PE - Full Implementation and Sustainability</p> <p>VAPA - Full Implementation and Sustainability</p> <p>World Languages - Full Implementation and Sustainability</p> <p>Identifying PL needs of groups - Full Implementation</p> <p>Identifying needs of individuals - Full Implementation and Sustainability</p> <p>Providing support for teachers on not-met standards - Full Implementation</p>				
4-E	CA Dashboard - English Language Arts Distance from Standard - Schools with red status	<p>Rancho Vista High School - All Students -170.0 distance from standard (Red)</p> <p>Susan H Nelson School - All Students -76.0 distance from standard (Red)</p>			<p>Rancho Vista High School - All Students -161.0 distance from standard (Orange)</p> <p>Susan Nelson School - All Students -67.0 distance from standard (Orange)</p>	

4-F	CA Dashboard - English Language Arts Distance from Standard - Student groups with red status	<p>Bella Vista Middle - Students with Disabilities -94.7 distance from standard (Red)</p> <p>Great Oak High - English Learners -78.3 distance from standard (Red)</p> <p>Great Oak High - Students with Disabilities -111.4 distance from standard (Red)</p> <p>Margarita Middle - English Learners -92.3 distance from standard (Red)</p> <p>Margarita Middle - Students with Disabilities -96.3 distance from standard (Red)</p> <p>Susan H Nelson School - White -95.2 Distance from Standard (Red)</p> <p>Temecula Middle - Students with Disabilities -72.3 Distance from standard (Red)</p> <p>Temecula Valley High - English Learners -113.8 distance from standard (Red)</p> <p>Temecula Valley High - Students with Disabilities -90.3 distance from standard (Red)</p> <p>Vail Elementary - Students with Disabilities -80.3 distance from standard (Red)</p> <p>Vail Ranch Middle - Students with Disabilities -96.7 distance from standard (Red)</p> <p>Vintage Hills Elementary - Students with Disabilities</p>			<p>Bella Vista Middle - Students with Disabilities -85.7 distance from standard (Orange)</p> <p>Great Oak High - English Learners -69.3 (Orange)</p> <p>Great Oak High - Students with Disabilities -102.4 distance from standard (Orange)</p> <p>Margarita Middle - English Learners -83.3 distance from standard (Orange)</p> <p>Margarita Middle - Students with Disabilities -87.3 distance from standard (Orange)</p> <p>Susan H Nelson School - White -86.2 Distance from Standard (Orange)</p> <p>Temecula Middle - Students with Disabilities -63.3 distance from standard (Yellow)</p> <p>Temecula Valley High - English Learners -104.8 distance from standard (Orange)</p> <p>Temecula Valley High - Students with Disabilities -81.3 distance from standard (Orange)</p> <p>Vail Elementary - Students with Disabilities -71.3 distance from standard (Orange)</p> <p>Vail Ranch Middle - Students with Disabilities -87.7 distance from standard (Orange)</p> <p>Vintage Hills Elementary - Students with Disabilities</p>	
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		-81.1 distance from standard (Red)			-72.1 distance from standard (Orange)	
4-G	CA Dashboard - Mathematics Distance from Standard - Schools with red status	Susan H Nelson School -202.7 distance from standard (Red)			Susan H Nelson School -193.7 distance from standard (Orange)	

4-H	CA Dashboard - Mathematics Distance from Standard - Student groups with red status	<p>Bella Vista Middle - Students with Disabilities -131.9 distance from standard (Red)</p> <p>Erle Stanley Gardner Middle - Students with Disabilities -106.9 distance from standard (Red)</p> <p>Great Oak High - English Learners -115.5 distance from standard (Red)</p> <p>Great Oak High - Students with Disabilities -178.0 distance from standard (Red)</p> <p>Margarita Middle - English Learners -133.5 distance from standard (Red)</p> <p>Margarita Middle - Students with Disabilities -139.2 distance from standard (Red)</p> <p>Susan H Nelson School - White -210.3 distance from standard (Red)</p> <p>Temecula Middle - Students with Disabilities -122.0 distance from standard (Red)</p> <p>Temecula Valley High - English Learners -192.9 distance from standard (Red)</p> <p>Temecula Valley High - Students with Disabilities -185.2 distance from standard (Red)</p> <p>Vail Ranch Middle - Students with Disabilities -144.7 distance from standard (Red)</p>			<p>Bella Vista Middle - Students with Disabilities -122.9 distance from standard (Orange)</p> <p>Erle Stanley Gardner Middle - Students with Disabilities -97.9 distance from standard (Orange)</p> <p>Great Oak High - English Learners -106.5 distance from standard (Yellow)</p> <p>Great Oak High - Students with Disabilities -169.0 distance from standard (Orange)</p> <p>Margarita Middle - English Learners -124.5 distance from standard (Orange)</p> <p>Margarita Middle - Students with Disabilities -130.2 distance from standard (Orange)</p> <p>Susan H Nelson School - White -201.3 distance from standard (Orange)</p> <p>Temecula Middle - Students with Disabilities -113.0 distance from standard (Orange)</p> <p>Temecula Valley High - English Learners -183.9 distance from standard (Orange)</p> <p>Temecula Valley High - Students with Disabilities -176.2 distance from standard (Orange)</p> <p>Vail Ranch Middle - Students with Disabilities -135.7 distance from standard (Orange)</p> <p>Vintage Hills Elementary - Students with Disabilities</p>	
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		Vintage Hills Elementary - Students with Disabilities -98.5 distance from standard (Red)			-89.5 distance from standard (Yellow)	
4-I	Percent of English learners making progress toward English proficiency (ELPI)	All Students: 51.0% (Yellow)			All Students: 55.0% (Green)	
4-J	CA Dashboard - ELPI - Schools with red status	Ysabel Barnett Elementary: 41.9% (Red)			Ysabel Barnett Elementary: 45.0% (Yellow)	
4-K	EL Reclassification Rate - Local Data	23-24 17.0%			Maintain or exceed 16.7% (ELs exiting within 6 years)	
4-L	CA Dashboard - Graduation Rate - Schools with red status	Rancho Vista High - 63.2% (Red)			Rancho Vista High - 68.0% (Orange)	
4-M	CA Dashboard - Graduation Rate - Student groups with red status	Rancho Vista High - Socioeconomically Disadvantaged - 59.4% (Red) Rancho Vista High - Students with Disabilities - 61.8% (Red) Rancho Vista High - Hispanic - 59.5% (Red) Rancho Vista High - White - 60.8% (Red)			Rancho Vista High - Socioeconomically Disadvantaged - 68.0% (Orange) Rancho Vista High - Students with Disabilities - 68.0% (Orange) Rancho Vista High - Hispanic - 68.0% (Orange) Rancho Vista High - White - 68.0% (Orange)	

4-N	Suspension Rate (Dashboard)	<p>All Students: 2.8% (Orange)</p> <p>American Indian/Alaska Native: 7.7% (Red)</p> <p>Asian: 1.5% (Yellow)</p> <p>Black/African American: 5.5% (Yellow)</p> <p>Filipino: 0.8% (Blue)</p> <p>Hispanic: 3.5% (Orange)</p> <p>Pacific Islander: 1.3% (Green)</p> <p>White: 2.2% (Yellow)</p> <p>Multiple Races: 3.0% (Orange)</p> <p>Socioeconomically Disadvantaged: 4.3% (Orange)</p> <p>English Learner: 3.8% (Orange)</p> <p>Students with Disabilities: 6.0% (Orange)</p> <p>Foster Youth: 15.0% (Red)</p> <p>Homeless Youth: 7.5% (Red)</p>			<p>All Students: 2.5% (Green)</p> <p>American Indian/Alaska Native: 4.5% (Yellow)</p> <p>Asian: 1.5% (Green)</p> <p>Black/African American: 4.5% (Green)</p> <p>Filipino: Maintain 1.0% or lower</p> <p>Hispanic: 2.6% (Green)</p> <p>Pacific Islander: 1.0% or lower</p> <p>White: 1.2% (Green)</p> <p>Multiple Races: 2.5% (Green)</p> <p>Socioeconomically Disadvantaged: 3.4% (Green)</p> <p>English Learner: 2.9% (Green)</p> <p>Students with Disabilities: 4.5% (Green)</p> <p>Foster Youth: 14.1% (Orange)</p> <p>Homeless Youth: 6.5% (Orange)</p>	
4-O	CA Dashboard - Suspension Rate - Schools with red status	N/A			N/A	

4-P	CA Dashboard - Suspension Rate - Student groups with red status	<p>Chaparral High - Students with Disabilities - 7.3% (Red)</p> <p>Erle Stanley Gardner Middle - Students with Disabilities - 13.3% (Red)</p> <p>Great Oak High - American Indian - 10.4% (Red)</p> <p>Margarita Middle - English Learners - 16.3% (Red)</p> <p>Nicolas Valley Elementary - African American - 6.1% (Red)</p> <p>Rancho Vista High - Multiple Races - 18.2% (Red)</p> <p>Temecula Middle - Students with Disabilities - 10.8% (Red)</p> <p>Temecula Valley High - Students with Disabilities - 8.8% (Red)</p> <p>Temecula Valley High - African American - 10.1% (Red)</p> <p>Vail Ranch Middle - Socioeconomically Disadvantaged - 15.1% (Red)</p> <p>Vail Ranch Middle - Students with Disabilities - 14.2% (Red)</p> <p>Vail Ranch Middle - White - 8.5% (Red)</p>			<p>Chaparral High - Students with Disabilities - 6.0% (Yellow)</p> <p>Erle Stanley Gardner Middle - Students with Disabilities - 12.4% (Orange)</p> <p>Great Oak High - American Indian - 9.5% (Yellow)</p> <p>Margarita Middle - English Learners - 15.4% (Orange)</p> <p>Nicolas Valley Elementary - African American - 5.2% (Yellow)</p> <p>Rancho Vista High - Multiple Races - 17.3% (Orange)</p> <p>Temecula Middle - Students with Disabilities - 8.0% (Yellow)</p> <p>Temecula Valley High - Students with Disabilities - 6.0% (Yellow)</p> <p>Temecula Valley High - African American - 9.2% (Yellow)</p> <p>Vail Ranch Middle - Socioeconomically Disadvantaged - 14.2% (Orange)</p> <p>Vail Ranch Middle - Students with Disabilities - 13.3% (Orange)</p> <p>Vail Ranch Middle - White - 8.0% (Yellow)</p>	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

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

Not Applicable

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

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	Professional Development	<p>Educational Support Services will provide professional development on research based instructional strategies in the areas for ELA, ELD, Math, and Science to increase overall student achievement in ELA, ELD, Math, and Science as measured by 4-A, 4-B, 4-D, 4-E through P.</p> <p>This action addresses the needs of specific student groups and TK-12 schools with red dashboard indicators in ELA, ELPI, Math, Graduation Rate, CCI, Suspension Rate, and Chronic Absenteeism as listed in the Plan Summary.</p>	\$645,649	YES
2	Technology, Supplies, and Materials	Educational Support Services will provide technology, supplies, and materials to teachers during professional development to increase overall student achievement in ELA, ELD, Math, and Science as measured by 4-D through P	\$43,273	YES
3	Administrative Support	<p>The District will provide on-going administrative support to principals, teachers, and staff to make data informed decisions to decrease the number of student groups within the red indicators as measured by 4-D through P.</p> <p>This action addresses the needs of specific student groups and TK-12 schools with red dashboard indicators in ELA, ELPI, Math, Graduation Rate, CCI, Suspension Rate, and Chronic Absenteeism as listed in the Plan Summary.</p>	\$85,802	YES
4	POSA and TOSA of Special Populations	<p>The POSA and TOSA of Special populations will provide teachers with professional development specific to the needs of unduplicated student groups to decrease the number of student groups within red indicators and increase student group proficiency as measured by 4-D through P.</p> <p>This action addresses the needs of specific student groups and TK-12 schools with red dashboard indicators in ELA, ELPI, Math, Graduation Rate, and CCI as listed in the Plan Summary.</p>	\$307,910	YES
5	UDP Site Allocations	<p>The District will provide sites with funding to target the specific needs and provide intervention to the site's lowest performing students groups as indicated by the Dashboard, decreasing the number of student groups in red as measured by 4-D through P.</p> <p>This action addresses the needs of specific student groups and TK-12 schools with red dashboard indicators in ELA, Math, Graduation Rate, Suspension Rate, and Chronic Absenteeism as listed in the Plan Summary.</p>	\$520,901	YES

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	<p>The District will decrease chronic absenteeism and increase student connectedness to school by providing a system of support to respond to the diverse social emotional needs of our students.</p> <p>This goal will support the District's Technical Assistance work: supporting Foster and Homeless Youth whose performance indicators were red in the areas of chronic absenteeism and suspension rates as measured in 5-B and 5-J.</p>	Broad

State Priorities addressed by this goal.

Priority 5: Student Engagement and Priority 6: School Climate

An explanation of why the LEA has developed this goal.

TVUSD has continued to struggle with high chronic absenteeism post pandemic. The district has yet to return to pre-pandemic levels. While rates have decreased, educational partners still see this initiative as a top priority for all sites, as missed school days mean students are missing critical first instruction opportunities. Student behavior and their social emotional needs, which also impacts attendance, is also a top priority for educational partners. TVUSD is committed to providing a strategic system of support to ensure the social emotional needs of students are systematically addressed and maintained, and students can ultimately focus on academic learning.

The development of the goal was influenced by the District's educational partners. Educational partners emphasized the importance of supporting students' social emotional needs, while concurrently decreasing chronic absenteeism. Committees also stressed the importance of allocating resources to ensure targeted support of underperforming student groups. Educational partners placed a high emphasis on responding to student's behavior and social needs through counseling and social workers, tier II behavior assistants, and support of homeless and foster youth.

At educational partner committee meetings the topic of "effectiveness" or "ineffectiveness" was discussed. Transparency and accountability are high priorities for TVUSD. The strategic approach of integrating the groups of action with specific and measurable metrics will allow the District to better determine effectiveness of the actions moving forward, and allow educational partners to make data informed decisions in full transparency. The actions and services in Goal 5 grouped together work to achieve the goal of ensure educational partners are able to provide insightful feedback and monitor student outcomes based on data, which inturn ensures all resources/funds are being allocated with the ultimate end goal to decrease chronic absenteeism and support the individual social emotional needs of students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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5-A	Attendance rates (Local Data)	2022-2023 All Students: 93.12% African American: 93.33% American Indian: 89.62% Asian: 95.38% Filipino: 94.68% Hispanic: 92.47% Pacific Islander: 93.44% White: 93.12% Two or More Races: 93.49% English Learners: 92.90% Foster Youth: 92.74% Homeless: 90.43% Socioeconomically Disadvantaged: 91.77% Students with Disabilities: 91.77%			All Students: 93.8% African American: 94.0% American Indian: 90.7% Asian: 95.8% Filipino: 95.2% Hispanic: 93.2% Pacific Islander: 94.1% White: 93.8% Two or More Races: 94.1% English Learners: 93.6% Foster Youth: 93.5% Homeless: 91.4% Socioeconomically Disadvantaged: 92.6% Students with Disabilities: 92.6%	
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5-B	Chronic absenteeism (Dashboard)	<p>All Students: 21.4% (Yellow)</p> <p>American Indian/Alaska Native: 43.5% (Orange)</p> <p>Asian: 10.7% (Yellow)</p> <p>Black/African American: 20.6% (Orange)</p> <p>Filipino: 12.2% (Yellow)</p> <p>Hispanic: 25.8% (Yellow)</p> <p>Pacific Islander: 25.0% (Orange)</p> <p>White: 20.3% (Yellow)</p> <p>Multiple Races: 18.7% (Yellow)</p> <p>Socioeconomically Disadvantaged: 29.2% (Yellow)</p> <p>English Learner: 23.2% (Yellow)</p> <p>Students with Disabilities: 28.6% (Yellow)</p> <p>Foster Youth: 30.9% (Orange)</p> <p>Homeless Youth: 43.5% (Red)</p>			<p>All Students: 12.4% (Yellow)</p> <p>American Indian/Alaska Native: 33.5% (Orange)</p> <p>Asian: 9.2% (Green)</p> <p>Black/African American: 11.6% (Yellow)</p> <p>Filipino: 10.0% (Green)</p> <p>Hispanic: 16.8% (Yellow)</p> <p>Pacific Islander: 20.0% (Yellow)</p> <p>White: 11.3% (Yellow)</p> <p>Multiple Races: 10.0% (Green)</p> <p>Socioeconomically Disadvantaged: 20.2% (Yellow)</p> <p>English Learner: 14.2% (Yellow)</p> <p>Students with Disabilities: 19.6% (Yellow)</p> <p>Foster Youth: 20.0% (Yellow)</p> <p>Homeless Youth: 33.5% (Orange)</p>	
5-C	CA Dashboard - Chronic Absenteeism - Schools with red status	<p>Temecula Middle - 22.3% (Red)</p>			<p>Temecula Middle - 20.8% (Orange)</p>	

5-D	CA Dashboard - Chronic Absenteeism - Student groups with red status	<p>Abby Reinke Elementary - English Learners - 31.7% (Red)</p> <p>Abby Reinke Elementary - Students with Disabilities - 29.7% (Red)</p> <p>Bella Vista Middle - English Learners - 22.4% (Red)</p> <p>Bella Vista Middle - Students with Disabilities - 40.9% (Red)</p> <p>Crowne Hill Elementary - English Learners - 33.3% (Red)</p> <p>Crowne Hill Elementary - Hispanic - 28.6% (Red)</p> <p>James L Day Middle - African American - 27.9% (Red)</p> <p>Margarita Middle - Socioeconomically Disadvantaged - 38.4% (Red)</p> <p>Margarita Middle - English Learners - 43.3% (Red)</p> <p>Margarita Middle - Hispanic - 34.7% (Red)</p> <p>Margarita Middle - Multiple Races - 28.4% (Red)</p> <p>Rancho Elementary - Socioeconomically Disadvantaged - 23.9% (Red)</p> <p>Rancho Elementary - Multiple Races - 25.5% (Red)</p> <p>Red Hawk Elementary - English Learners - 30.0% (Red)</p> <p>Temecula Elementary - Multiple Races - 26.9% (Red)</p>			<p>Abby Reinke Elementary - English Learners - 30.2% (Orange)</p> <p>Abby Reinke Elementary - Students with Disabilities - 28.2% (Orange)</p> <p>Bella Vista Middle - English Learners - 20.9% (Orange)</p> <p>Bella Vista Middle - Students with Disabilities - 39.4% (Orange)</p> <p>Crowne Hill Elementary - English Learners - 31.8% (Orange)</p> <p>Crowne Hill Elementary - Hispanic - 27.1% (Orange)</p> <p>James L Day Middle - African American - 26.4% (Orange)</p> <p>Margarita Middle - Socioeconomically Disadvantaged - 36.9% (Orange)</p> <p>Margarita Middle - English Learners - 41.8% (Orange)</p> <p>Margarita Middle - Hispanic - 33.2% (Orange)</p> <p>Margarita Middle - Multiple Races - 26.9% (Orange)</p> <p>Rancho Elementary - Socioeconomically Disadvantaged - 22.4% (Orange)</p> <p>Rancho Elementary - Multiple Races - 24.0% (Orange)</p> <p>Red Hawk Elementary - English Learners - 28.5% (Orange)</p>	
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		<p>Temecula Middle - Hispanic - 27.1% (Red)</p> <p>Vail Elementary - English Learners - 44.3% (Red)</p> <p>Ysabel Barnett Elementary - White - 24.3% (Red)</p>			<p>Temecula Elementary - Multiple Races - 25.4% (Orange)</p> <p>Temecula Middle - Hispanic - 25.6% (Orange)</p> <p>Vail Elementary - English Learners - 42.8% (Orange)</p> <p>Ysabel Barnett Elementary - White - 22.8% (Orange)</p>	
5-E	Middle School Dropout Rate	<p>Middle School:</p> <p>All Students: 0%</p>			Maintain below 0.5%	
5-F	High School Dropout Rate (CALPADS)	<p>2023</p> <p>High School:</p> <p>All Students: 2.06%</p> <p>African American: 1.14%</p> <p>American Indian: 5.56%</p> <p>Asian: 1.72%</p> <p>Filipino: 1.38%</p> <p>Hispanic: 3.58%</p> <p>Pacific Islander: *</p> <p>White: 1.18%</p> <p>Two or More Races: 0.86%</p> <p>English Learners: 9.00%</p> <p>Foster Youth: *</p> <p>Homeless: 2.70%</p> <p>Socioeconomically Disadvantaged: 3.82%</p> <p>Students with Disabilities: 2.49%</p>			<p>All Students: 1.9%</p> <p>African American: 1.0%</p> <p>American Indian: 5.0%</p> <p>Asian: 1.5%</p> <p>Filipino: 1.2%</p> <p>Hispanic: 3.2%</p> <p>Pacific Islander: *</p> <p>White: 1.1%</p> <p>Two or More Races: 0.8%</p> <p>English Learners: 8.1%</p> <p>Foster Youth: *</p> <p>Homeless: 2.4%</p> <p>Socioeconomically Disadvantaged: 3.4%</p> <p>Students with Disabilities: 2.2%</p>	

5-G	High School Graduation Rate (Four-Year Adjusted Cohort)	<p>All Students: 93.9% (Green)</p> <p>American Indian/Alaska Native: *</p> <p>Asian: 94.9% (Green)</p> <p>Black/African American: 93.3% (Yellow)</p> <p>Filipino: 96.0% (Blue)</p> <p>Hispanic: 92.5% (Yellow)</p> <p>Pacific Islander: *</p> <p>White: 94.1% (Green)</p> <p>Multiple Races: 95.8% (Blue)</p> <p>Socioeconomically Disadvantaged: 90.1% (Orange)</p> <p>English Learner: 87.0% (Green)</p> <p>Students with Disabilities: 79.9% (Orange)</p> <p>Foster Youth: *</p> <p>Homeless Youth: 87.8% (Green)</p>			<p>All Students: 95.0% (Blue)</p> <p>American Indian/Alaska Native: *</p> <p>Asian: 95.0% (Blue)</p> <p>Black/African American: 95.0% (Blue)</p> <p>Filipino: 95.0% (Blue)</p> <p>Hispanic: 95.0% (Blue)</p> <p>Pacific Islander: *</p> <p>White: 95.0% (Blue)</p> <p>Multiple Races: 95.0% (Blue)</p> <p>Socioeconomically Disadvantaged: 95.0% (Blue)</p> <p>English Learner: 90.0% (Green)</p> <p>Students with Disabilities: 82.9% (Green)</p> <p>Foster Youth: *</p> <p>Homeless Youth: 90.5% (Green)</p>	
5-H	CA Dashboard - Graduation Rate - Schools with red status	Rancho Vista High - 63.2% (Red)			Rancho Vista High - 68.0% (Orange)	
5-I	CA Dashboard - Graduation Rate - Student groups with red status	<p>Rancho Vista High - Socioeconomically Disadvantaged - 59.4% (Red)</p> <p>Rancho Vista High - Students with Disabilities - 61.8% (Red)</p> <p>Rancho Vista High - Hispanic - 59.5% (Red)</p> <p>Rancho Vista High - White - 60.8% (Red)</p>			<p>Rancho Vista High - Socioeconomically Disadvantaged - 68.0% (Orange)</p> <p>Rancho Vista High - Students with Disabilities - 68.0% (Orange)</p> <p>Rancho Vista High - Hispanic - 68.0% (Orange)</p> <p>Rancho Vista High - White - 68.0% (Orange)</p>	

5-J	Suspension Rate (Dashboard)	<p>All Students: 2.8% (Orange)</p> <p>American Indian/Alaska Native: 7.7% (Red)</p> <p>Asian: 1.5% (Yellow)</p> <p>Black/African American: 5.5% (Yellow)</p> <p>Filipino: 0.8% (Blue)</p> <p>Hispanic: 3.5% (Orange)</p> <p>Pacific Islander: 1.3% (Green)</p> <p>White: 2.2% (Yellow)</p> <p>Multiple Races: 3.0% (Orange)</p> <p>Socioeconomically Disadvantaged: 4.3% (Orange)</p> <p>English Learner: 3.8% (Orange)</p> <p>Students with Disabilities: 6.0% (Orange)</p> <p>Foster Youth: 15.0% (Red)</p> <p>Homeless Youth: 7.5% (Red)</p>			<p>All Students: 2.5% (Green)</p> <p>American Indian/Alaska Native: 4.5% (Yellow)</p> <p>Asian: 1.5% (Green)</p> <p>Black/African American: 4.5% (Green)</p> <p>Filipino: Maintain 1.0% or lower</p> <p>Hispanic: 2.6% (Green)</p> <p>Pacific Islander: 1.0% or lower</p> <p>White: 1.2% (Green)</p> <p>Multiple Races: 2.5% (Green)</p> <p>Socioeconomically Disadvantaged: 3.4% (Green)</p> <p>English Learner: 2.9% (Green)</p> <p>Students with Disabilities: 4.5% (Green)</p> <p>Foster Youth: 14.1% (Orange)</p> <p>Homeless Youth: 6.5% (Orange)</p>	
5-K	CA Dashboard - Suspension Rate - Schools with red status	N/A			N/A	

5-L	CA Dashboard - Suspension Rate - Student groups with red status	<p>Chaparral High - Students with Disabilities - 7.3% (Red)</p> <p>Erle Stanley Gardner Middle - Students with Disabilities - 13.3% (Red)</p> <p>Great Oak High - American Indian - 10.4% (Red)</p> <p>Margarita Middle - English Learners - 16.3% (Red)</p> <p>Nicolas Valley Elementary - African American - 6.1% (Red)</p> <p>Rancho Vista High - Multiple Races - 18.2% (Red)</p> <p>Temecula Middle - Students with Disabilities - 10.8% (Red)</p> <p>Temecula Valley High - Students with Disabilities - 8.8% (Red)</p> <p>Temecula Valley High - African American - 10.1% (Red)</p> <p>Vail Ranch Middle - Socioeconomically Disadvantaged - 15.1% (Red)</p> <p>Vail Ranch Middle - Students with Disabilities - 14.2% (Red)</p> <p>Vail Ranch Middle - White - 8.5% (Red)</p>			<p>Chaparral High - Students with Disabilities - 6.0% (Yellow)</p> <p>Erle Stanley Gardner Middle - Students with Disabilities - 12.4% (Orange)</p> <p>Great Oak High - American Indian - 9.5% (Yellow)</p> <p>Margarita Middle - English Learners - 15.4% (Orange)</p> <p>Nicolas Valley Elementary - African American - 5.2% (Yellow)</p> <p>Rancho Vista High - Multiple Races - 17.3% (Orange)</p> <p>Temecula Middle - Students with Disabilities - 8.0% (Yellow)</p> <p>Temecula Valley High - Students with Disabilities - 6.0% (Yellow)</p> <p>Temecula Valley High - African American - 9.2% (Yellow)</p> <p>Vail Ranch Middle - Socioeconomically Disadvantaged - 14.2% (Orange)</p> <p>Vail Ranch Middle - Students with Disabilities - 13.3% (Orange)</p> <p>Vail Ranch Middle - White - 8.0% (Yellow)</p>	
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5-M	Expulsion Rate (DataQuest)	2022-2023: All students: 0.1% African American: 0.3% American Indian: 0.5% Asian: 0.1% Filipino: 0.0% Hispanic: 0.1% Pacific Islander: 0.0% White: 0.0% Two or More Races: 0.1% English Learners: 0.1% Foster Youth: 0.0% Homeless: 0.0% Socioeconomically Disadvantaged: 0.1% Students with Disabilities: 0.1%			Maintain all groups at or under 0.5%	
5-N	Panorama survey - students, parents, and teachers on the sense of safety and school connectedness	Spring 2024 Grades 3-5 Sense of Belonging: 79% School Climate: 72% School Safety: 80% Spring 2024 Grades 6-12 Sense of Belonging: 39% School Climate: 62% School Safety: 73% Fall 2023 Teachers/Staff Belonging: 77%/76% (teachers/staff) School Climate: 73%/74% (teachers/staff) Fall 2023 Families Family Engagement: 30% School Climate: 75% School Safety: 82%			Spring Grades 3-5 Sense of Belonging: 81% School Climate: 75% School Safety: 82% Spring Grades 6-12 Sense of Belonging: 45% School Climate: 66% School Safety: 76% Fall Teachers/Staff Belonging: 79%/78% (teachers/staff) School Climate: 76%/77% (teachers/staff) Fall Families Family Engagement: 37% School Climate: 77% School Safety: 84%	

5-O	Panorama survey - students SEL	Spring 2024 Grades 3-5 Emotion Regulation: 68% Self-Efficacy: 73% Self-Management: 78% Spring 24 Grades 6-12 Emotion Regulation: 69% Self-Efficacy: 55% Self-Management: 77%			Grades 3-5 Emotion Regulation: 71% Self-Efficacy: 76% Self-Management: 80% Grades 6-12 Emotion Regulation: 72% Self-Efficacy: 59% Self-Management: 79%	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

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

Not Applicable

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

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
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1	Homeless/Foster Support	<p>The District will provide support to Homeless and Foster Youth students and families to decrease chronic absenteeism and suspension rates as measured by 5-A, 5-B, 5-C, 5-D, 5-E, 5-F, 5-J, 5-K, 5-L.</p> <p>This action will support the District's Technical Assistance work: supporting Foster and Homeless Youth whose performance indicators were red in the areas of chronic absenteeism and suspension rates as measured in 5-B and 5-J.</p>	\$129,953	YES
2	SAPF's, Social Workers, & LCSW's	<p>The District will provide SEL support to unduplicated student groups to increase student connectedness to school and decrease suspension/expulsion rates as measured by 5-J, 5-K, 5-L, 5-M, 5-N, 5-O.</p> <p>This action will support the District's Technical Assistance work: supporting Foster and Homeless Youth whose performance indicators were red in the areas of chronic absenteeism and suspension rates as measured in 5-B and 5-J.</p> <p>This action addresses the needs of specific student groups and TK-12 schools with red dashboard indicators in Suspension Rate and Chronic Absenteeism as listed in the Plan Summary on page 6 and 7.</p>	\$3,433,337	YES
3	Tier II Behavior Assistants	<p>The District will provide SEL support to unduplicated student groups to increase student connectedness to school and SEL skills as measured by 5-N, 5-O.</p> <p>This action addresses the needs of specific student groups and TK-12 schools with red dashboard indicators in Suspension Rate and Chronic Absenteeism as listed in the Plan Summary on page 6 and 7.</p>	\$804,651	YES
4	HS PBIS/OCR Support	<p>The District will provide each high school with PBIS/OCR support for unduplicated student groups to decrease suspension/expulsion rates as measured by 5-J, 5-K, 5-L, 5-M.</p> <p>This action will support the District's Technical Assistance work: supporting Foster and Homeless Youth whose performance indicators were red in the areas of chronic absenteeism and suspension rates as measured in 5-B and 5-J.</p> <p>This action addresses the needs of specific student groups and TK-12 schools with red dashboard indicators in Suspension Rate and Chronic Absenteeism as listed in the Plan Summary on page 6 and 7.</p>	\$518,043	YES
5	Student Welfare Support Services	<p>The Student Welfare and Success department will provide students access to free counseling services to support SEL needs increasing SEL skills as measured by 5-O.</p> <p>This action addresses the needs of specific student groups and TK-12 schools with red dashboard indicators in Suspension Rate and Chronic Absenteeism as listed in the Plan Summary on page 6 and 7.</p>	\$127,872	YES

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
6	TVUSD will increase educational partner engagement and reach out to educational partners.	Broad

State Priorities addressed by this goal.

Priority 3: Parent Involvement and Family Engagement

An explanation of why the LEA has developed this goal.

The actions and services linked to this goal concentrate on connecting the school district to the families of our students and community members. Parent involvement of English learner students, students with disabilities, and all parents, anchor this goal. Expanding the district's capacity to communicate in face to face interactions, translation of written documents, and fostering a sense of community are all important and ongoing needs of our educational partners.

The actions and services in Goal 6 grouped together work to achieve the goal of encouraging families and community members to participate in meaningful ways. It is also essential for high achievement in all students, especially English Learners, that families be active partners in the support of their students. TVUSD recognizes the importance of parental involvement and the positive effects it has in relation to a student's academic performance and language development. Educators engage parents as partners in the educational process. TVUSD will promote parental participation in programs for all students through both translation services, the TK-12 Insight web-based communication program, and educational partner surveys conducted through Panorama.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6-A	Parent and Family Engagement Survey - Self-Reflection Tool - Efforts to seek parent input in decision-making	Efforts to seek parent input in decision-making: Full Implementation and Sustainability			Maintain "Full implementation" or progress to "Full implementation and sustainability" rating	

6-B	Parent and Family Engagement Survey - Self-Reflection Tool - Efforts to encourage parental participation in programs for low income, English learner, and foster youth students	Efforts to encourage parental participation in programs for unduplicated pupils and individuals with exceptional needs: Full Implementation			Maintain "Full implementation" or progress to "Full implementation and sustainability" rating	
6-C	Parent and Family Engagement Survey - Self-Reflection Tool - Efforts to encourage parental participation in programs for students with disabilities	Efforts to encourage parental participation in programs for unduplicated pupils and individuals with exceptional needs: Full Implementation			Maintain "Full implementation" or progress to "Full implementation and sustainability" rating	
6-D	Panorama survey - students, parents, and teachers on the sense of safety and school connectedness	Spring 2024 Grades 3-5 Sense of Belonging: 79% School Climate: 72% School Safety: 80% Grades 6-12 Sense of Belonging: 39% School Climate: 62% School Safety: 73% Fall 2023 Teachers/Staff Belonging: 77%/76% (teachers/staff) School Climate: 73%/74% (teachers/staff) Fall 2023 Families Family Engagement: 30% School Climate: 75% School Safety: 82% School Fit: 70%			Spring 2024 Grades 3-5 Sense of Belonging: 81% School Climate: 75% School Safety: 82% Grades 6-12 Sense of Belonging: 45% School Climate: 66% School Safety: 76% Fall 2023 Teachers/Staff Belonging: 79%/78% (teachers/staff) School Climate: 76%/77% (teachers/staff) Fall 2023 Families Family Engagement: 37% School Climate: 77% School Safety: 84% School Fit: 72%	

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

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

Not Applicable

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

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	District Translator/Interpreter	The District will provide translation/interpreting services to EL students and families to increase student belonging and parental engagement as measured by 6-A, 6-B, 6-D	\$186,795	YES
2	Bilingual Clerk	The District will provide bilingual clerks to EL students and families to increase student belonging and parental engagement as measured by 6-A, 6-B, 6-D	\$81,203	YES
3	Software Programs	The District will unitize strategic software to engage with educational partners to increase school fit, supportive relationships, and parental engagement as measured by 6-A, 6-C, 6-D	\$308,496	YES

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$20,210,368	Not applicable

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.200%	0.37%	\$1,050,936.39	7.570%

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 school wide 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 #s)	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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<p>Goal 1, Action 1</p> <p>K-5 Intervention Literacy Specialists</p>	<p>CA Dashboard- ELA Distance from Standard (DFS): All Students: 24.1 (Green) Socioeconomically Disadvantaged: -6.9 (Orange) English Learner: -39.5 (Orange) Students with Disabilities: -68.0 (Orange) Foster Youth: -73.0 (Red) Homeless Youth: -28.3 (Orange)</p> <p>Rationale: While the all students group in TVUSD indicates mastery of the ELA content standards, unduplicated student groups (SED, EL, FY, HOM) and students with disabilities continue to perform below districtwide averages as well as below standard. While the district has maintained an overall ELA DFS that is above standard, the District would like to see growth overall, as well as in closing the achievement gaps for unduplicated student groups.</p> <p>Scope: LEA Wide</p>	<p>To address this need, the District will continue to provide Literacy Specialists focus on early literacy to provide Tier II supplemental literacy intervention for struggling unduplicated (SED, EL, FY, HOM) and at-risk students. Literacy specialists are trained to both provide school wide support for teachers and provide additional targeted interventions to at risk readers.</p> <p>They focus on phonemic awareness, phonics instruction, and close reading skills. Through identification of students struggling to meet grade level standards, literacy specialists target intervention towards unduplicated students and students with disabilities to close the achievement gap and raise achievement levels for all students. Research shows that systematic phonics and close reading strategies improve student literacy rates and overall language acquisition for EL students.</p> <p>Specialists model ELA lessons in classrooms for teachers, provide targeted staff development, and hold family literacy nights. They facilitate grade-level PLC meetings and provide evidence based instructional practices for teams to consider implementing. Modeling strong ELA instructional practices in every classroom ensures high quality first instruction for all students, including unduplicated students who are enrolled throughout every classroom in the district. By Implementing this action, the District expects to decrease the disparities between student groups, while also increasing ELA/ELPI proficiency.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>1-A: Implementation of Academic Content Standards Self-Reflection Tool</p> <p>1-C: CA Dashboard- English Language Arts Distance from Standard - District</p> <p>1-E: CA Dashboard - English Language Arts Distance from Standard - Student groups with red status</p>
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<p>Goal 1, Action 2</p> <p>ELA Instructional Coaches</p>	<p>CA Dashboard- ELA Distance from Standard (DFS): All Students: 24.1 (Green) Socioeconomically Disadvantaged: -6.9 (Orange) English Learner: -39.5 (Orange) Students with Disabilities: -68.0 (Orange) Foster Youth: -73.0 (Red) Homeless Youth: -28.3 (Orange)</p> <p>Rationale: District wide data demonstrates first instruction is strong for literacy. Unduplicated groups (SED, EL, FY, HOM) and students with disabilities, however, perform lower than their peers in mastering grade level ELA standards. While the district has maintained an overall ELA DFS that is above standard, the District would like to see growth overall, as well as in closing the achievement gaps for unduplicated student groups.</p> <p>Scope: LEA Wide</p>	<p>To address this need, the District will continue to provide ELA Instructional coaches to support and deliver district wide professional development within specific content areas: K-12. These coaches ensure a guaranteed and viable curriculum in ELA by strengthening instructional practices, developing teachers' knowledge and implementation of the content standards, and monitoring state and local data to identify needs. Data gathered is systematically shared with departments, sites, grade level PLCs to support intervention and cycles of inquiry.</p> <p>Instructional coaches also provide targeted professional development to analyze data and help teachers target interventions and differentiation towards unduplicated (SED, EL, FY, HOM) and at-risk students. Through this, coaches help teachers develop the skills necessary to identify and support low performing students within their own classrooms. Modeling strong ELA instructional practices in every classroom and PLCs ensures high quality first instruction for all students, including unduplicated students who are enrolled throughout every classroom in the district.</p> <p>Research has consistently shown that high-quality, evidence-based ELA instruction can lead to significant improvements in student outcomes. By providing ELA Instructional Coaches, the District can ensure all teachers have the foundational research based instructional practices to deliver instruction. By implementing this action, the District expects to decrease the disparities between student groups, while also increasing ELA proficiency.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>1-C: CA Dashboard- English Language Arts Distance from Standard - District</p> <p>1-D:CA Dashboard - English Language Arts Distance from Standard - Schools with red status</p> <p>1-E: CA Dashboard - English Language Arts Distance from Standard - Student groups with red status</p> <p>1-G: California Alternate Assessment (CAA) - ELA- Percent of students meeting or exceeding standard</p>
<p>Goal 1, Action 5</p> <p>Library/Home work Center Assistant</p>	<p>CA Dashboard- ELA Distance from Standard (DFS): All Students: 24.1 (Green) Socioeconomically Disadvantaged: -6.9 (Orange) English Learner: -39.5 (Orange) Students with Disabilities: -68.0 (Orange) Foster Youth: -73.0 (Red) Homeless Youth: -28.3 (Orange)</p> <p>Rationale: While the all students group in TVUSD indicates mastery of the ELA content standards, unduplicated student groups (SED, EL, FY, HOM) and students with disabilities continue to perform below districtwide averages as well as below standard. While the district has maintained an overall ELA DFS that is above standard, the District would like to see growth overall, as well as in closing the achievement gaps for unduplicated student groups.</p> <p>Scope: LEA Wide</p>	<p>To address the after school needs of unduplicated students and students with disabilities, the Library Homework Center Assistant offers tutoring for students in all academic subjects. This position also recruits and trains student leaders as tutors in each subject area. Together the team provides homework help, and procures textbooks for all content areas to better support tutoring. Additionally, the homework center provides increased access to technology by offering availability to computers for students to complete assignments and family use. These services are particularly useful for students who might not otherwise have support in completing homework or school projects after hours.</p> <p>Research shows that unduplicated groups are often in need of additional support outside the standard instructional school day. A 2017 study found that tutoring was the most effective intervention for students from low socioeconomic backgrounds in elementary and middle school. (Dietrichson, Bøg, Filges, Klint Jørgensen, 2017) This model is also effective because it provides support for at-risk students at all school sites and allows all students to get needed intervention. By implementing this action, the District expects to decrease the disparities between student groups, while also increasing ELA proficiency.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>1-C: CA Dashboard- English Language Arts Distance from Standard - District</p> <p>The Library Homework Center attendance records for numbers of students using the center.</p>

<p>Goal 2, Action 1</p> <p>Elementary Intervention Specialists</p>	<p>CA Dashboard -Math Distance from Standard (DFS):</p> <p>All Students: -14.0 (Green)</p> <p>Socioeconomically Disadvantaged: -44.7 (Orange)</p> <p>English Learner: -65.2 (Orange)</p> <p>Students with Disabilities: -104.1 (Red)</p> <p>Foster Youth: -106.6 (Red)</p> <p>Homeless Youth: -77.8 (Orange)</p> <p>California Alternate Assessment (CAA) - Math</p> <p>Percent of students meeting or exceeding standards</p> <p>All Students: 3.73%</p> <p>Socioeconomically Disadvantaged: 3.57%</p> <p>English Learner: *</p> <p>Students with Disabilities: 3.73%</p> <p>Foster Youth: *</p> <p>Homeless Youth: *</p> <p>Rationale: While mathematics scores have shown some progress, they remain an area of focus both district wide and for unduplicated student groups (SED, EL, FY, HOM). Students with disabilities and foster youth in particular are performing significantly below standard in the area of mathematics. Additionally, students with the most significant cognitive needs, who take the alternate assessment, are not demonstrating mastery of content at a rate comparable to their peers.</p> <p>Scope: LEA Wide</p>	<p>To address the math needs of our unduplicated students and students with disabilities, Elementary Intervention Specialists use intentional and explicit evidence-based strategies to increase the quality and/or quantity of mathematics instruction for students, including targeted student groups and unduplicated pupils. As a result of site based professional development sessions and weekly site based collaboration meetings, math teachers employ research-based strategies, shift their instructional practices to allow for more student meaning making, increase student to student collaborative discussions and contextualized problem solving, and engage students in rich mathematical tasks during instruction to build conceptual understanding in addition to procedural fluency. These intervention specialists also co-teach in elementary classrooms increasing the quality of first instruction in all classrooms throughout the district. Evidence strongly suggests that a well-designed instructional coaching program improves teacher practice and student outcomes. Instructional coaching programs that incorporate the essential features of high-quality professional development are more likely to improve teacher practice. (<i>Improving Teaching Practices with Instructional Coaching</i>)</p> <p>Elementary Intervention Specialists provide support for all students. Tier I support is needed to strengthen first instruction for mathematics in elementary schools. Additionally, support is needed to plan and implement targeted interventions for Tier II and Tier III students, which includes many unduplicated student groups. By implementing this action, the District expects to decrease the disparities between student groups, while also increasing Math proficiency.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>2-B: CA Dashboard- Mathematics Distance from Standard</p> <p>2-C: CA Dashboard - Mathematics Distance from Standard - Schools with red status</p> <p>2-D: CA Dashboard - Mathematics Distance from Standard - Student groups with red status</p>
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<p>Goal 2, Action 2</p> <p>Supplemental Math Specialists</p>	<p>CA Dashboard-Math Distance from Standard (DFS):</p> <p>All Students: -14.0 (Green)</p> <p>Socioeconomically Disadvantaged: -44.7 (Orange)</p> <p>English Learner: -65.2 (Orange)</p> <p>Students with Disabilities: -104.1 (Red)</p> <p>Foster Youth: -106.6 (Red)</p> <p>Homeless Youth: -77.8 (Orange)</p> <p>California Alternate Assessment (CAA) - Math</p> <p>Percent of students meeting or exceeding standards</p> <p>All Students: 3.73%</p> <p>Socioeconomically Disadvantaged: 3.57%</p> <p>English Learner: *</p> <p>Students with Disabilities: 3.73%</p> <p>Foster Youth: *</p> <p>Homeless Youth: *</p> <p>Rationale: While mathematics scores have shown some progress, they remain an area of focus both district wide and for unduplicated student groups (SED, EL, FY, HOM). Students with disabilities and foster youth in particular are performing significantly below standard in the area of mathematics. Additionally, students with the most significant cognitive needs, who take the alternate assessment, are not demonstrating mastery of content at a rate comparable to their peers.</p> <p>Scope: LEA Wide</p>	<p>To address the overall math needs of the district, as well as the needs of student groups, Math Specialists use intentional and explicit evidence-based strategies to increase the quality and/or quantity of mathematics instruction for students, including targeted student groups and unduplicated pupils. As a result of site based professional development sessions and weekly site based collaboration meetings, math teachers employ research-based strategies, shift their instructional practices to allow for more student meaning making, increase student to student collaborative discussions and contextualized problem solving, and engage students in rich mathematical tasks during instruction to build conceptual understanding in addition to procedural fluency. These math specialists also teach math intervention classes and participate in the mentoring and progress monitoring of EL and RFEP students. Evidence strongly suggests that a well-designed instructional coaching program improves teacher practice and student outcomes. Instructional coaching programs that incorporate the essential features of high-quality professional development are more likely to improve teacher practice. <i>(Improving Teaching Practices with Instructional Coaching)</i></p> <p>Math Specialists provide support for all students. Tier I support is needed to strengthen first instruction for mathematics in secondary schools. Additionally, support is needed to plan and implement targeted interventions for Tier II and Tier III students, which includes many unduplicated student groups. By implementing this action, the District expects to decrease the disparities between student groups, while also increasing Math proficiency.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>2-B: CA Dashboard- Mathematics Distance from Standard</p> <p>2-C: CA Dashboard - Mathematics Distance from Standard - Schools with red status</p> <p>2-D: CA Dashboard - Mathematics Distance from Standard - Student groups with red status</p> <p>2-H: Demonstration of college preparedness on Grade 11 EAP/CAASPP Math (Percent Combined for Met/Conditionally Ready and Exceeded/Ready)</p>
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<p>Goal 2, Action 3</p> <p>Math/Science Instructional Coaches</p>	<p>CA Dashboard- Math Distance from Standard (DFS):</p> <p>All Students: -14.0 (Green)</p> <p>Socioeconomically Disadvantaged: -44.7 (Orange)</p> <p>English Learner: -65.2 (Orange)</p> <p>Students with Disabilities: -104.1 (Red)</p> <p>Foster Youth: -106.6 (Red)</p> <p>Homeless Youth: -77.8 (Orange)</p> <p>California Alternate Assessment (CAA) - Math Percent of students meeting or exceeding standards All Students: 3.73% Socioeconomically Disadvantaged: 3.57% English Learner: * Students with Disabilities: 3.73% Foster Youth: * Homeless Youth: *</p> <p>California Science Test (CAST) Percent of students meeting or exceeding standards All Students: 43.48% Socioeconomically Disadvantaged: 29.85% English Learner: 4.63% Students with Disabilities: 13.81% Foster Youth: 18.75% Homeless Youth: 25.00%</p> <p>Rationale: Math and science assessment scores demonstrate the need for more support, both for all students and for unduplicated student groups. While all students are on average not meeting grade level standards, the scores are particularly troubling for unduplicated students (SED, EL, FY, HOM) and students with disabilities. The achievement gap is most significant for foster youth and students with disabilities for math, and for English Learners and students with disabilities for science. These gaps demonstrate the need for more intentional instruction and differentiation for students with higher needs in these instructional areas.</p> <p>Scope: LEA Wide</p>	<p>To address the overall math needs of the district, as well as the needs of student groups, Math and Science Instructional coaches provide district wide professional development within specific content areas: K-12. These coaches ensure a guaranteed and viable curriculum in both math and science by strengthening instructional practices, developing teachers' knowledge and implementation of the content standards, and monitoring state and local data to identify needs. Data gathered is systematically shared with sites/departments/grade level to support intervention and cycles of inquiry.</p> <p>Math and science instructional coaches provide support for first instruction to help improve district wide scores. Additionally, they assist teachers with writing curriculum and unit plans to differentiate instruction for all learners. They also support teachers in analyzing data to identify learning gaps and intervene where necessary. They also help train teachers in intervention support for at risk students, including unduplicated students.</p> <p>Research has consistently shown that high-quality, evidence-based Math instruction can lead to significant improvements in student outcomes. By providing Math/Science Instructional Coaches, the District can ensure all teachers have the foundational research based instructional practices to deliver instruction. By implementing this action, the District expects to decrease the disparities between student groups, while also increasing Math proficiency.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>2-A: Implementation of Academic Content Standards Self-Reflection Tool</p> <p>2-B: CA Dashboard- Mathematics Distance from Standard</p> <p>2-C: CA Dashboard - Mathematics Distance from Standard - Schools with red status</p> <p>2-D: CA Dashboard - Mathematics Distance from Standard - Student groups with red status</p> <p>2-E: California Alternate Assessment (CAA) - Math Percent of students meeting or exceeding standards</p> <p>2-F: California Science Test (CAST) Percent of students meeting or exceeding standards</p> <p>2-G: California Alternate Assessment (CAA) - Science Percent of students meeting or exceeding standards</p> <p>2-H: Demonstration of college preparedness on Grade 11 EAP/CAASPP Math (Percent Combined for Met/Conditionally Ready and Exceeded/Ready)</p>
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<p>Goal 2, Action 4</p> <p>Math Progress Monitoring</p>	<p>CA Dashboard- Math Distance from Standard (DFS):</p> <p>All Students: -14.0 (Green)</p> <p>Socioeconomically Disadvantaged: -44.7 (Orange)</p> <p>English Learner: -65.2 (Orange)</p> <p>Students with Disabilities: -104.1 (Red)</p> <p>Foster Youth: -106.6 (Red)</p> <p>Homeless Youth: -77.8 (Orange)</p> <p>California Alternate Assessment (CAA) - Math</p> <p>Percent of students meeting or exceeding standards</p> <p>All Students: 3.73%</p> <p>Socioeconomically Disadvantaged: 3.57%</p> <p>English Learner: *</p> <p>Students with Disabilities: 3.73%</p> <p>Foster Youth: *</p> <p>Homeless Youth: *</p> <p>Rationale: Early, targeted intervention is needed for students performing below grade level expectations in mathematics. Historically, mathematics has been an area of need for our district. The need is greatest for our unduplicated student groups (SED, EL, FY, HOM) and students with disabilities. In order to target interventions appropriately and support all teachers in effectively differentiating instruction, math specialists must take time to analyze formative and summative assessment data. This enables effective instruction and early intervention for at risk students.</p> <p>Scope: LEA Wide</p>	<p>To address the overall math needs of unduplicated student groups, one period of math progress monitoring for each middle school is built into the masters schedules. This progress monitoring period allows for a credentialed math teacher to gather and review math performance data for unduplicated students at each site. This data is then used to provide intervention cycles and in classroom support to struggling students in the area of math.</p> <p>Research shows that using data to monitor student progress can help teachers make informed decisions that improve student learning and outcomes. Progress monitoring involves frequently collecting and analyzing data to assess student performance, identify strengths and weaknesses, and evaluate the effectiveness of instruction. This information can help teachers adapt their instruction to meet students' needs, set and meet academic goals, and identify ineffective strategies.</p> <p>By analyzing early intervention data for struggling students, math specialists are able to determine the needs in school wide learning as well as unduplicated student groups. With this planning time, math specialists can analyze data by class, student group, and skill level. This allows the planning of focused interventions and helps them target coaching and support for the teaching team to support all student groups.</p> <p>By implementing this action, the District expects to decrease the disparities between student groups, while also increasing Math proficiency.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>2-B: CA Dashboard- Mathematics Distance from Standard</p> <p>2-C: CA Dashboard - Mathematics Distance from Standard - Schools with red status</p> <p>2-D: CA Dashboard - Mathematics Distance from Standard - Student groups with red status</p>
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<p>Goal 3, Action 2</p> <p>Intervention Support Specialists</p>	<p>CA Dashboard- ELA Distance from Standard (DFS): All Students: 24.1 (Green) Socioeconomically Disadvantaged: -6.9 (Orange) English Learner: -39.5 (Orange) Students with Disabilities: -68.0 (Orange) Foster Youth: -73.0 (Red) Homeless Youth: -28.3 (Orange)</p> <p>CA Dashboard-Math Distance from Standard (DFS): All Students: -14.0 (Green) Socioeconomically Disadvantaged: -44.7 (Orange) English Learner: -65.2 (Orange) Students with Disabilities: -104.1 (Red) Foster Youth: -106.6 (Red) Homeless Youth: -77.8 (Orange)</p> <p>Rationale: District wide data demonstrates the need for targeted interventions for at risk students in all academic areas. Significant achievement gaps exist for all unduplicated student groups (SED, EL, FY, HOM) and students with disabilities. Support is needed to consistently analyze data throughout the year to target appropriate interventions for at risk students in all academic areas.</p> <p>Scope: School Wide</p>	<p>To address the needs of at-risk students across academic content areas, Specialists provide English language arts and mathematics intervention for struggling high school students in need and monitor student progress in grades, assessments, attendance, and behavior. They coordinate peer tutoring, intervention periods, and credit recovery and also participate in Leadership and Student Study teams.</p> <p>High school teachers have a large number of students and courses to plan and teach every day. While they differentiate and support all students in class, more support is needed to appropriately analyze data in an on-going and cohesive manner and target appropriate interventions for at-risk students, including unduplicated students. Intervention support specialists provide this support by disaggregating relevant data and planning appropriate interventions for students at risk. This helps to support all students and eliminate any achievement gaps.</p> <p>Research shows that using data to monitor student progress can help teachers make informed decisions that improve student learning and outcomes. Progress monitoring involves frequently collecting and analyzing data to assess student performance, identify strengths and weaknesses, and evaluate the effectiveness of instruction. This information can help teachers adapt their instruction to meet students' needs, set and meet academic goals, and identify ineffective strategies.</p> <p>By implementing this action, the District expects to decrease the disparities between student groups, while also increasing ELA and Math proficiency, and in turn maintain high graduation rates.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>3-B: Percentage of pupils who have been enrolled in, and successfully completed A-G requirements - CALPADS</p> <p>3-F: Demonstration of college preparedness on Grade 11 EAP/CAASPP ELA (Percent Combined for Met/Conditionally Ready and Exceeded/Ready)</p> <p>3-G: Demonstration of college preparedness on Grade 11 EAP/CAASPP Math (Percent Combined for Met/Conditionally Ready and Exceeded/Ready)</p> <p>3-H: High School Graduation Rate (Four-Year Adjusted Cohort)</p> <p>3-I: CA Dashboard - Graduation Rate - Schools with red status</p> <p>3-J: CA Dashboard - Graduation Rate - Student groups with red status</p>
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<p>Goal 3, Action 3</p> <p>AVID</p>	<p>CA Dashboard Indicator of high school graduation rate:</p> <p>All Students: 93.9% (Green)</p> <p>Multiple Races: 95.8% (Blue)</p> <p>Socioeconomically Disadvantaged: 90.1% (Orange)</p> <p>English Learner: 87.0% (Green)</p> <p>Students with Disabilities: 79.9% (Orange)</p> <p>Foster Youth: *</p> <p>Homeless Youth: 87.8% (Green)</p> <p>CA Dashboard Indicator of high school A-G completion rate:</p> <p>All Students: 67.05%</p> <p>Socioeconomically Disadvantaged: 53.13%</p> <p>English Learner: 30.00%</p> <p>Students with Disabilities: 20.25%</p> <p>Foster Youth: *</p> <p>Homeless Youth: 40.54%</p> <p>Rationale: A gap exists in the district between the percentage of students graduating high school, which has historically been very high, and the percentage of students graduating college ready per UC/CSU requirements. This gap is most significant for unduplicated student groups (SED, EL, FY, HOM) and students with disabilities. This indicates that we are not providing adequate opportunities for all student groups to graduate with the necessary coursework to have all postsecondary options available to them. AVID helps target unduplicated students to teach them study skills and build postsecondary awareness to help them both graduate high school and have options afterwards.</p> <p>Scope: LEA Wide</p>	<p>This action allows the District to address the needs of unduplicated students, as it relates to graduation and A-G Completion Rates. Through the Advancement Via Individual Determination (AVID) program, teachers use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. AVID teachers teach skills and behaviors for academic success, provide intensive support with tutorials and strong student/teacher relationships, create a positive peer group for students, and develop a sense of hope for personal achievement gained through hard work and determination. This action also includes AVID Certification, Teacher Training, and salary of AVID Tutors. AVID teachers attend Summer Institute training and other professional development offerings to maintain highly qualified AVID course teachers. AVID tutors, an integral part of the AVID Program, establish and maintain rapport with students, tutor students in small study groups or individually, assist them in all subject areas based on the class and text notes they had collected in their AVID binders, and facilitate student learning in a challenging, yet supportive, tutoring environment. AVID educators use proven practices in order to prepare students for success in high school, college, and a career.</p> <p>AVID exists to provide opportunities and support for all students to access rigorous coursework and opportunities for all students, with an emphasis on students in need of additional support. In this way, unduplicated student groups are particularly impacted positively by this program. Through participation in AVID, unduplicated students are able to participate more fully in all curriculum and more fully prepare for postsecondary opportunities.</p> <p>Research shows when compared to students who only enrolled in AVID while in high school, students who enrolled in AVID in both middle school and high school had significantly higher GPAs, were more likely to complete four-year college entrance requirements, and were more likely to take an AP course. (AVID.org)</p> <p>By implementing this action, the District expects to decrease the disparities between student groups, while also increasing the college and career indicator, and in turn maintain high graduation rates.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>3-B: Percentage of pupils who have been enrolled in, and successfully completed A-G requirements - CALPADS</p> <p>3-E: Demonstration of college preparedness on Grade 11 EAP/CAASPP ELA (Percent Combined for Met/Conditionally Ready and Exceeded/Ready)</p> <p>3-F: Demonstration of college preparedness on Grade 11 EAP/CAASPP ELA (Percent Combined for Met/Conditionally Ready and Exceeded/Ready)</p> <p>3-G: Demonstration of college preparedness on Grade 11 EAP/CAASPP Math (Percent Combined for Met/Conditionally Ready and Exceeded/Ready)</p> <p>3-H: High School Graduation Rate (Four-Year Adjusted Cohort)</p> <p>3-I: CA Dashboard - Graduation Rate - Schools with red status</p> <p>3-J: CA Dashboard - Graduation Rate - Student groups with red status</p>
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<p>Goal 3, Action 4</p> <p>CTE FTE Salaries</p>	<p>CA Dashboard Indicator on the percentage of students who have successfully completed CTE course requirements:</p> <p>All Students: 11.9% Socioeconomically Disadvantaged: 10.4% English Learner: 5.8% Students with Disabilities: 9.4% Foster Youth: * Homeless Youth: 0%</p> <p>Rationale: CTE provides opportunities for students to finish high school with work experience and preparation for careers or postsecondary education. CTE completion rates have increased in recent years, but there do remain gaps between different student groups. Homeless youth, English Learners, and students with disabilities complete CTE pathways at lower rates than the general population.</p> <p>Scope: LEA Wide</p>	<p>This action allows TVUSD to continue the Career Technical Education program offerings district-wide with pathways from feeder middle schools to high schools. With a range of pathway options, principally directed to unduplicated pupils, students gain career and technical experience from a wide range of areas, engage in broad course access, and can graduate as college/career ready.</p> <p>It is important to continue to provide CTE opportunities for all students in order to prepare them for careers or educational opportunities after high school. CTE salaries are for teachers who are able to deliver excellent instruction for all students. Through providing multiple pathways and classes for students, we can continue to reach all students, including unduplicated students, with excellent educational experiences and preparation for postsecondary opportunities.</p> <p>Findings from the synthesis of 28 studies include: CTE has statistically significant positive impacts on several high school outcomes, such as students' academic achievement, high school completion, employability skills, and college readiness. There is no discernible impact on student discipline or attendance. (American Institutes for Research)</p> <p>By implementing this action, the District expects to increase CTE enrollment and decrease the disparities between student groups. The District also expects to increase the college and career indicator, and in turn maintain high graduation rates.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>3-A:Implementation of Academic Content Standards Self-Reflection Too</p> <p>3-B: Percentage of pupils who have been enrolled in, and successfully completed A-G requirements - CALPADS</p> <p>3-C:Percentage of pupils who have been enrolled in, and successfully completed CTE course requirements- CALPADS</p> <p>3-D:Percentage of pupils who have been enrolled in, and successfully completed A-G and CTE course requirements - CALPADS</p> <p>3-F: Demonstration of college preparedness on Grade 11 EAP/CAASPP ELA (Percent Combined for Met/Conditionally Ready and Exceeded/Ready)</p> <p>3-G: Demonstration of college preparedness on Grade 11 EAP/CAASPP Math (Percent Combined for Met/Conditionally Ready and Exceeded/Ready)</p> <p>3-K: CA Dashboard- College and Career</p>
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<p>Goal 4, Action 1</p> <p>Professional Development</p>	<p>CA Dashboard- ELA Distance from Standard (DFS): All Students: 24.1 (Green) Socioeconomically Disadvantaged: -6.9 (Orange) English Learner: -39.5 (Orange) Students with Disabilities: -68.0 (Orange) Foster Youth: -73.0 (Red) Homeless Youth: -28.3 (Orange)</p> <p>CA Dashboard- Math Distance from Standard (DFS): All Students: -14.0 (Green) Socioeconomically Disadvantaged: -44.7 (Orange) English Learner: -65.2 (Orange) Students with Disabilities: -104.1 (Red) Foster Youth: -106.6 (Red) Homeless Youth: -77.8 (Orange)</p> <p>California Science Test (CAST) Percent of students meeting or exceeding standards</p> <p>All Students: 43.48% Socioeconomically Disadvantaged: 29.85% English Learner: 4.63% Students with Disabilities: 13.81% Foster Youth: 18.75% Homeless Youth: 25.00%</p> <p>Rationale: All available academic data demonstrates achievement gaps for unduplicated student groups (SED, EL, FY, HOM) and students with disabilities. While some students are able to achieve at high levels on grade level standards, many students, especially in vulnerable student populations, are not achieving at high levels. Teacher skills and efficacy are needed to improve outcomes for all students, including at risk student groups.</p> <p>Scope: LEA Wide</p>	<p>In an effort to increase teacher instructional skills and collective efficacy, salaries for staff to refine instructional practices across all content areas to increase student achievement. Professional development time targets evidence-based instructional practices with critical importance given to under-performing student groups (red indicators), including those served in language acquisition programs (EL) and support for students with disabilities, in order to eliminate achievement gaps.</p> <p>Professional development will focus on Tier I first instruction to help all students achieve at high levels, as well as teaching appropriate strategies for analyzing data and targeting interventions. Additional support is needed for at-risk student groups, and professional development will provide the opportunity for all teachers to learn how to support all students. This will also give teachers the opportunity to collaborate and share successful practices for supporting all students.</p> <p>Research shows that teacher professional development can have a positive impact on student achievement. Teachers who receive high-quality professional development can improve their students' academic scores on standardized tests and other assessments by as much as 21 percentile points. (Institute for Educational Sciences)</p> <p>Through the implementation of this action, the District will decrease the number of student groups in red on the Dashboard by providing research based professional development and equipping site leadership and teachers to identify and respond to the diverse needs of students with a system of support.</p> <p>This action is provided LEA wide to ensure all at-risk and UDP students are receiving the latest research based teaching strategies and instructional practices.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>4-A: Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.</p> <p>4-B: Percent of pupils having access to standard-aligned instructional materials as measured by annual Williams Act compliance report</p> <p>4-D: Implementation of Academic Content Standards Self-Reflection Tool</p> <p>4-E: CA Dashboard - English Language Arts Distance from Standard - Schools with red status</p> <p>4-F: CA Dashboard - English Language Arts Distance from Standard - Student groups with red status</p> <p>4-G: CA Dashboard - Mathematics Distance from Standard - Schools with red status</p> <p>4-H: CA Dashboard - Mathematics Distance from Standard - Student groups with red status</p> <p>4-I: Percent of English learners making progress toward English proficiency (ELPI)</p> <p>4-J: CA Dashboard - ELPI - Schools with red status</p> <p>4-K: EL Reclassification Rate - Local Data</p> <p>4-L: CA Dashboard - Graduation Rate - Schools with red status</p> <p>4-M: CA Dashboard - Graduation Rate - Student groups with red status</p> <p>4-N: Suspension Rate (Dashboard)</p> <p>4-O: CA Dashboard - Suspension Rate - Schools with red status</p> <p>4-P: CA Dashboard - Suspension Rate - Student groups with red status</p>
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<p>Goal 4, Action 2</p> <p>Technology, Materials, and Supplies</p>	<p>CA Dashboard-ELA Distance from Standard (DFS): All Students: 24.1 (Green) Socioeconomically Disadvantaged: -6.9 (Orange) English Learner: -39.5 (Orange) Students with Disabilities: -68.0 (Orange) Foster Youth: -73.0 (Red) Homeless Youth: -28.3 (Orange)</p> <p>CA Dashboard- Math Distance from Standard (DFS): All Students: -14.0 (Green) Socioeconomically Disadvantaged: -44.7 (Orange) English Learner: -65.2 (Orange) Students with Disabilities: -104.1 (Red) Foster Youth: -106.6 (Red) Homeless Youth: -77.8 (Orange)</p> <p>California Science Test (CAST) Percent of students meeting or exceeding standards All Students: 43.48% Socioeconomically Disadvantaged: 29.85% English Learner: 4.63% Students with Disabilities: 13.81% Foster Youth: 18.75% Homeless Youth: 25.00%</p> <p>Rationale: District data indicates the need for effective differentiation to reach all students and close achievement gaps. Unduplicated students (SED, EL, FY, HOM) and students with disabilities are performing below their peers on all academic indicators, indicating the need for targeted support and intervention.</p> <p>Scope: LEA Wide</p>	<p>This action increases the amount of technology used in the classroom, a refining of instructional practices, and greater student access to online intervention programs, which contributes to closing the achievement gap. Additional materials and supplies support the implementation of LCAP funded programs that serve unduplicated pupil populations.</p> <p>Technological resources allow teachers the opportunity to analyze data and differentiate interventions in real time. They also allow students multiple avenues of accessing curriculum and achieving at high levels on rigorous grade level standards. Through increased access to technology, all student groups are able to grow and achieve at high levels.</p> <p>Through the implementation of this action, the District will decrease the number of student groups in red on the Dashboard by providing research based professional development and equipping teachers with the necessary materials and supplies to support unduplicated student groups.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>4-D:Implementation of Academic Content Standards Self-Reflection Tool</p> <p>4-E:CA Dashboard - English Language Arts Distance from Standard - Schools with red status</p> <p>4-F:CA Dashboard - English Language Arts Distance from Standard - Student groups with red status</p> <p>4-G:CA Dashboard - Mathematics Distance from Standard - Schools with red status</p> <p>4-H:CA Dashboard - Mathematics Distance from Standard - Student groups with red status</p> <p>4-I:Percent of English learners making progress toward English proficiency (ELPI)</p> <p>4-J:CA Dashboard - ELPI - Schools with red status</p> <p>4-K:EL Reclassification Rate - Local Data</p> <p>4-L:CA Dashboard - Graduation Rate - Schools with red status</p> <p>4-M:CA Dashboard - Graduation Rate - Student groups with red status</p> <p>4-N:Suspension Rate (Dashboard)</p> <p>4-O:CA Dashboard - Suspension Rate - Schools with red status</p> <p>4-P: CA Dashboard - Suspension Rate - Student groups with red status</p>
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<p>Goal 4 Action 3</p> <p>Administrative Support</p>	<p>CA Dashboard-ELA Distance from Standard (DFS): All Students: 24.1 (Green) Socioeconomically Disadvantaged: -6.9 (Orange) English Learner: -39.5 (Orange) Students with Disabilities: -68.0 (Orange) Foster Youth: -73.0 (Red) Homeless Youth: -28.3 (Orange)</p> <p>CA Dashboard- Math Distance from Standard (DFS): All Students: -14.0 (Green) Socioeconomically Disadvantaged: -44.7 (Orange) English Learner: -65.2 (Orange) Students with Disabilities: -104.1 (Red) Foster Youth: -106.6 (Red) Homeless Youth: -77.8 (Orange)</p> <p>California Science Test (CAST)</p> <p>Percent of students meeting or exceeding standards</p> <p>All Students: 43.48% Socioeconomically Disadvantaged: 29.85% English Learner: 4.63% Students with Disabilities: 13.81% Foster Youth: 18.75% Homeless Youth: 25.00%</p> <p>Chronic absenteeism (Dashboard)</p> <p>All Students: 21.4% (Yellow) Multiple Races: 18.7% (Yellow) Socioeconomically Disadvantaged: 29.2% (Yellow) English Learner: 23.2% (Yellow) Students with Disabilities: 28.6% (Yellow) Foster Youth: 30.9% (Orange) Homeless Youth: 43.5% (Red)</p> <p>High School Graduation Rate (Four-Year Adjusted Cohort)</p> <p>All Students: 93.9% (Green) Socioeconomically Disadvantaged: 90.1% (Orange) English Learner: 87.0% (Green) Students with Disabilities: 79.9% (Orange) Foster Youth: * Homeless Youth: 87.8% (Green)</p> <p>Rationale: Additional support is needed in all measured areas to support all students and close achievement gaps of unduplicated student groups (SED, EL, FY, HOM). While some indicators have improved for some student groups, achievement gaps exist in every measured area. Additionally, different schools have different areas of need for support and different gaps for student groups. Support is needed for all student groups and for site leaders to effectively target all student groups.</p> <p>Scope: LEA Wide</p>	<p>These administrators plan, develop, and monitor LCAP data, and oversight and support of specialists and related programs. Administrators also provide mentorship to site level administrators through professional development and coaching. They support administrators with LCAP educational partner meetings (CAP), maintain LCAP accountability documentation, and communicate with LCAP educational partners.</p> <p>In addition to compliance and oversight, just as teachers are skilled at responding to the needs of various students, district administrators are skilled at differentiating support for school leaders based on the needs of their students. District administrators provide support in all academic, behavioral, and attendance areas for sites as needed. District administrators also provide support in addressing achievement gaps on individual school sites to ensure opportunities and success for all students, placing an emphasis on closing the achievement gaps of unduplicated student groups. By providing timely, personalized training, coaches can spark collaboration, reimagining, and rethinking of leadership practices. They can help to ensure equitable instructional opportunities for all students. And they can explore strategies for building a strong pipeline of future principals. (Education Week, 2023)</p> <p>Through the implementation of this action, the District will decrease the number of student groups in red on the Dashboard by providing research based professional development and equipping site leadership to identify and respond to the diverse needs of students with a system of support.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>4-D: Implementation of Academic Content Standards Self-Reflection Tool</p> <p>4-E: CA Dashboard - English Language Arts Distance from Standard - Schools with red status</p> <p>4-F: CA Dashboard - English Language Arts Distance from Standard - Student groups with red status</p> <p>4-G: CA Dashboard - Mathematics Distance from Standard - Schools with red status</p> <p>4-H: CA Dashboard - Mathematics Distance from Standard - Student groups with red status</p> <p>4-I: Percent of English learners making progress toward English proficiency (ELPI)</p> <p>4-J: CA Dashboard - ELPI - Schools with red status</p> <p>4-K: EL Reclassification Rate - Local Data</p> <p>4-L: CA Dashboard - Graduation Rate - Schools with red status</p> <p>4-M: CA Dashboard - Graduation Rate - Student groups with red status</p> <p>4-N: Suspension Rate (Dashboard)</p> <p>4-O: CA Dashboard - Suspension Rate - Schools with red status</p> <p>4-P: CA Dashboard - Suspension Rate - Student groups with red status</p>
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<p>Goal 4, Action 4</p> <p>POSA and TOSA of Special Populations</p>	<p>CA Dashboard- ELA Distance from Standard (DFS): All Students: 24.1 (Green) Socioeconomically Disadvantaged: -6.9 (Orange) English Learner: -39.5 (Orange) Students with Disabilities: -68.0 (Orange) Foster Youth: -73.0 (Red) Homeless Youth: -28.3 (Orange)</p> <p>CA Dashboard- Math Distance from Standard (DFS): All Students: -14.0 (Green) Socioeconomically Disadvantaged: -44.7 (Orange) English Learner: -65.2 (Orange) Students with Disabilities: -104.1 (Red) Foster Youth: -106.6 (Red) Homeless Youth: -77.8 (Orange)</p> <p>Rationale: Achievement gaps exist for unduplicated pupils (SED, EL, FY, HOM) and students with disabilities at the district level and at many school sites. Coaching and intervention support have helped to improve performance for some student groups, but some student groups have shown little progress in academic proficiency. Students with disabilities, English Learners, and foster youth consistently underperform in both ELA and Mathematics, indicating the need for more support to address these gaps. Increasing teacher instructional skills and delivery of first instruction as well as rigor increase the likelihood of positive student performance and narrowing of the achievement gaps.</p> <p>Scope: LEA Wide</p>	<p>In an effort to increase teacher instructional skills and collective efficacy, the District looks to leaders to spearhead and deliver effective professional development across all school sites. Professional development time targets evidence-based instructional practices with critical importance given to under-performing student groups (red indicators), including those served in language acquisition programs (EL) and support for students with disabilities, in order to eliminate achievement gaps. Staff will monitor state and local student data to support site inquiry cycles, problem of practices, and collective efficacy.</p> <p>Research shows that teacher professional development can have a positive impact on student achievement. Teachers who receive high-quality professional development can improve their students' academic scores on standardized tests and other assessments by as much as 21 percentile points. (Institute for Educational Sciences)</p> <p>Leadership at the district level to provide professional development, coordinate interventions, and strategies for differentiating instruction will help to ensure all students can access the curriculum appropriately. These leaders can build strategic plans to support all schools in supporting all learners. Additionally, they will provide support for schools in implementing their individualized strategic plans to address the needs of their most vulnerable learners. In this way, the achievement gap will be lessened for all at risk students.</p> <p>By providing timely, personalized training, coaches can spark collaboration, reimagining, and rethinking of leadership practices. They can help to ensure equitable instructional opportunities for all students. And they can explore strategies for building a strong pipeline of future principals. (Education Week, 2023)</p> <p>Through the implementation of this action, the District will decrease the number of student groups in red on the Dashboard by providing research based professional development and equipping site leadership and teachers to identify and respond to the diverse needs of students with a system of support.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>4-D:Implementation of Academic Content Standards Self-Reflection Tool</p> <p>4-E:CA Dashboard - English Language Arts Distance from Standard - Schools with red status</p> <p>4-F:CA Dashboard - English Language Arts Distance from Standard - Student groups with red status</p> <p>4-G:CA Dashboard - Mathematics Distance from Standard - Schools with red status</p> <p>4-H:CA Dashboard - Mathematics Distance from Standard - Student groups with red status</p> <p>4-I:Percent of English learners making progress toward English proficiency (ELPI)</p> <p>4-J:CA Dashboard - ELPI - Schools with red status</p> <p>4-K:EL Reclassification Rate - Local Data</p> <p>4-L:CA Dashboard - Graduation Rate - Schools with red status</p> <p>4-M:CA Dashboard - Graduation Rate - Student groups with red status</p> <p>4-N:Suspension Rate (Dashboard)</p> <p>4-O:CA Dashboard - Suspension Rate - Schools with red statuS</p> <p>4-P: CA Dashboard - Suspension Rate - Student groups with red status</p>
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<p>Goal 4, Action 5</p> <p>UDP Site Allocation</p>	<p>CA Dashboard- English Language Arts DFS- District</p> <p>Foster Youth: -73.0 (Red)</p> <p>CA Dashboard - English Language Arts DFS - Schools with red status</p> <p>Rancho Vista High School - All Students -170.0 distance from standard (Red)</p> <p>Susan H Nelson School - All Students -76.0 distance from standard (Red)</p> <p>CA Dashboard - English Language Arts DFS - Student groups with red status</p> <p>Bella Vista Middle - Students with Disabilities -94.7 distance from standard (Red)</p> <p>Great Oak High - English Learners -78.3 distance from standard (Red)</p> <p>Great Oak High - Students with Disabilities -111.4 distance from standard (Red)</p> <p>Margarita Middle - English Learners -92.3 distance from standard (Red)</p> <p>Margarita Middle - Students with Disabilities -96.3 distance from standard (Red)</p> <p>Susan H Nelson School - White -95.2 Distance from Standard (Red)</p> <p>Temecula Middle - Students with Disabilities -72.3 Distance from standard (Red)</p> <p>Temecula Valley High - English Learners -113.8 distance from standard (Red)</p> <p>Temecula Valley High - Students with Disabilities -90.3 distance from standard (Red)</p> <p>Vail Elementary - Students with Disabilities -80.3 distance from standard (Red)</p> <p>Vail Ranch Middle - Students with Disabilities -96.7 distance from standard (Red)</p> <p>Vintage Hills Elementary - Students with Disabilities -81.1 distance from standard (Red)</p> <p>CA Dashboard - ELPI - Schools with red status</p> <p>Ysabel Barnett Elementary: 41.9% (Red)</p> <p>CA Dashboard- Mathematics Distance from Standard</p> <p>Students with Disabilities: -104.1 (Red) Foster Youth: -106.6 (Red)</p> <p>CA Dashboard - Mathematics Distance from Standard - Schools with red status</p> <p>Susan H Nelson School -202.7 distance from standard (Red)</p>	<p>To address the needs of each individual school site and the strategic plans of the site, each school site receives \$50 per Unduplicated Pupil (UDP) student. This allocation is to specifically address the individual site needs for lowest performing student groups. School sites prioritize funds in accordance with their Goals and Action Plans as determined by CA Dashboard data analysis and input from educational partners (staff, students, and parents/community members) at individual Community Advisory Partner (CAP) meetings. Sites engage in a comprehensive needs assessment with educational partners, gather input, and prioritize the use of funds at each site. Sites utilize funding for tools to address learning loss; to provide extra social-emotional and academic support for UDP students during the school day as well as before and after school; through the purchase of additional technology and software/web-based intervention, etc. District level staff monitor and coordinate the use of these funds to ensure that funding is serving the identified needs of UDP students and is in support of, and not in competition with, other district level initiatives.</p> <p>Research indicates that an increase in per-pupil spending experienced for 3 consecutive years led to a full grade-level improvement in both math and reading achievement, relative to what the average student achieved prior to the funding increases. (Learning Policy Institute)</p> <p>School leaders are required to implement strategies with their LCAP UDP funding to address student groups in red or orange on the CA Dashboard Indicator dashboard. Leaders work with district leadership to develop strategic and targeted plans to address the needs of their underperforming student groups. School leaders will also monitor data throughout the school year to analyze the effectiveness of implemented strategies and modify as needed to meet the needs of underperforming student groups.</p> <p>By providing timely, personalized training, coaches can spark collaboration, reimagining, and rethinking of leadership practices. They can help to ensure equitable instructional opportunities for all students. (Education Week, 2023)</p> <p>Through the implementation of this action, the District will decrease the number of student groups in red on the Dashboard by providing research based professional development and equipping site leadership and teachers to identify and respond to the diverse needs of students with a system of support.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>4-D:Implementation of Academic Content Standards Self-Reflection Tool</p> <p>4-E:CA Dashboard - English Language Arts Distance from Standard - Schools with red status</p> <p>4-F:CA Dashboard - English Language Arts Distance from Standard - Student groups with red status</p> <p>4-G:CA Dashboard - Mathematics Distance from Standard - Schools with red status</p> <p>4-H:CA Dashboard - Mathematics Distance from Standard - Student groups with red status</p> <p>4-I:Percent of English learners making progress toward English proficiency (ELPI)</p> <p>4-J:CA Dashboard - ELPI - Schools with red status</p> <p>4-K:EL Reclassification Rate - Local Data</p> <p>4-L:CA Dashboard - Graduation Rate - Schools with red status</p> <p>4-M:CA Dashboard - Graduation Rate - Student groups with red status</p> <p>4-N:Suspension Rate (Dashboard)</p> <p>4-O:CA Dashboard - Suspension Rate - Schools with red statuS</p> <p>4-P: CA Dashboard - Suspension Rate - Student groups with red status</p>
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CA Dashboard - Mathematics Distance from Standard - Student groups with red status

Bella Vista Middle - Students with Disabilities
-131.9 distance from standard (Red)

Erle Stanley Gardner Middle - Students with Disabilities
-106.9 distance from standard (Red)

Great Oak High - English Learners
-115.5 distance from standard (Red)

Great Oak High - Students with Disabilities
-178.0 distance from standard (Red)

Margarita Middle - English Learners
-133.5 distance from standard (Red)

Margarita Middle - Students with Disabilities
-139.2 distance from standard (Red)

Susan H Nelson School - White
-210.3 distance from standard (Red)

Temecula Middle - Students with Disabilities
-122.0 distance from standard (Red)

Temecula Valley High - English Learners
-192.9 distance from standard (Red)

Temecula Valley High - Students with Disabilities
-185.2 distance from standard (Red)

Vail Ranch Middle - Students with Disabilities
-144.7 distance from standard (Red)

Vintage Hills Elementary - Students with Disabilities
-98.5 distance from standard (Red)

CA Dashboard - Graduation Rate - Schools with red status

Rancho Vista High - 63.2% (Red)

CA Dashboard - Graduation Rate - Student groups with red status

Rancho Vista High - Socioeconomically Disadvantaged - 59.4% (Red)

Rancho Vista High - Students with Disabilities - 61.8% (Red)

Rancho Vista High - Hispanic - 59.5% (Red)

Rancho Vista High - White - 60.8% (Red)

Suspension Rate (Dashboard)

American Indian/Alaska Native: 7.7% (Red)

Foster Youth: 15.0% (Red)

Homeless Youth: 7.5% (Red)

CA Dashboard - Suspension Rate - Student groups with red status

Chaparral High - Students with Disabilities - 7.3% (Red)

Erle Stanley Gardner Middle - Students with Disabilities - 13.3% (Red)

Great Oak High - American Indian - 10.4% (Red)

Margarita Middle - English Learners - 16.3% (Red)

Nicolas Valley Elementary - African American - 6.1% (Red)

Rancho Vista High - Multiple Races - 18.2% (Red)

Temecula Middle - Students with Disabilities - 10.8% (Red)

Temecula Valley High - Students with Disabilities - 8.8% (Red)

Temecula Valley High - African American - 10.1% (Red)

Vail Ranch Middle - Socioeconomically Disadvantaged - 15.1% (Red)
Vail Ranch Middle - Students with Disabilities - 14.2% (Red)
Vail Ranch Middle - White - 8.5% (Red)

Chronic absenteeism (Dashboard)

Homeless Youth: 43.5% (Red)

CA Dashboard - Chronic Absenteeism - Schools with red status

Temecula Middle - 22.3% (Red)

CA Dashboard - Chronic Absenteeism - Student groups with red status

Abby Reinke Elementary - English Learners - 31.7% (Red)
Abby Reinke Elementary - Students with Disabilities - 29.7% (Red)
Bella Vista Middle - English Learners - 22.4% (Red)
Bella Vista Middle - Students with Disabilities - 40.9% (Red)
Crowne Hill Elementary - English Learners - 33.3% (Red)
Crowne Hill Elementary - Hispanic - 28.6% (Red)
James L Day Middle - African American - 27.9% (Red)
Margarita Middle - Socioeconomically Disadvantaged - 38.4% (Red)
Margarita Middle - English Learners - 43.3% (Red)
Margarita Middle - Hispanic - 34.7% (Red)
Margarita Middle - Multiple Races - 28.4% (Red)
Rancho Elementary - Socioeconomically Disadvantaged - 23.9% (Red)
Rancho Elementary - Multiple Races - 25.5% (Red)
Red Hawk Elementary - English Learners - 30.0% (Red)
Temecula Elementary - Multiple Races - 26.9% (Red)

Rationale: Many student groups are underperforming in different areas at different school sites. However, these groups and metrics are not consistent from school to school. Every school has different needs and opportunity gaps shown in the data year to year. The data

Scope: LEA Wide

<p>Goal 5, Action 2</p> <p>SAPF's, Social Workers, and LCSW's</p>	<p>Based on data provided by Panorama's student survey:</p> <p>Spring 2024 Grades 3-5</p> <p><u>Emotion Regulation:</u></p> <p>All Students: 68% American Indian/Alaska Native: 69% Asian: 69% Black/African American: 63% Filipino: * Hispanic: 69% Pacific Islander: 64% White: 68% Multiple Races: 70% Socioeconomically Disadvantaged: 67% English Learner: 66% Students with Disabilities: 66% Foster Youth: 63% Homeless Youth: *</p> <p><u>Self-Efficacy:</u></p> <p>All Students: 73% American Indian/Alaska Native: 63% Asian: 76% Black/African American: 68% Filipino: * Hispanic: 70% Pacific Islander: 72% White: 74% Multiple Races: 74% Socioeconomically Disadvantaged: 69% English Learner: 66% Students with Disabilities: 69% Foster Youth: 68% Homeless Youth: *</p> <p><u>Self-Management:</u></p> <p>All Students: 78% American Indian/Alaska Native: 75% Asian: 79% Black/African American: 72% Filipino: * Hispanic: 77% Pacific Islander: 77% White: 80% Multiple Races: 79% Socioeconomically Disadvantaged: 76% English Learner: 68% Students with Disabilities: 72% Foster Youth: 77% Homeless Youth: *</p>	<p>To address the needs of unduplicated students and students who are at risk behaviorally, SAPF's, Social Workers, & LCSW's provide mentoring, social skills instruction, student group social emotional skills meetings, and individual student support meetings. They assist in the Student Success Team (SST) process and development of Behavior Support Plans (BSP) as needed. Social workers/counselors help lead professional development on social emotional learning. They create targeted skill development (behavior standards), check in/check out systems, and behavior contracts (teacher/student). Additionally, they participate in the Crisis Intervention Team, high school Suicide Prevention Program, and district SEL team.</p> <p>Social workers provide support for unduplicated students, as well as students who are at-risk socially, emotionally, or behaviorally. Students are supported in developing social emotional skills and coping strategies. In addition to Tier I support for all students and lessons for teachers to develop social emotional competencies, social workers plan and target interventions for at-risk students who need additional support. Social workers monitor data regularly to ensure support and systems are working for students, and unduplicated student groups are supported equitably.</p> <p>Research shows by providing counseling, support, and intervention strategies, school social workers help students build the necessary skills and resilience to overcome challenges, leading to improved academic outcomes and increased school attendance.</p> <p>The District will decrease chronic absenteeism and increase student connectedness to school by providing a system of support to respond to the diverse social emotional needs of our students. This goal will support the District's Technical Assistance work: supporting Foster and Homeless Youth whose performance indicators were red in the areas of chronic absenteeism and suspension rates.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>5-J:Suspension Rate (Dashboard)</p> <p>5-K:CA Dashboard - Suspension Rate - Schools with red status</p> <p>5-L:CA Dashboard - Suspension Rate - Student groups with red status</p> <p>5-M:Expulsion Rate (DataQuest)</p> <p>5-N:Panorama survey - students, parents, and teachers on the sense of safety and school connectedness</p> <p>5-O:Panorama survey - students SEL</p>
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Spring 2024 Grades 6-12**Emotion Regulation:**

All Students: 69%
American Indian/Alaska Native: 64%
Asian: 69%
Black/African American: 68%
Filipino: *
Hispanic: 69%
Pacific Islander: 71%
White: 69%
Multiple Races: 70%
Socioeconomically Disadvantaged: 67%
English Learner: 64%
Students with Disabilities: 67%
Foster Youth: 72%
Homeless Youth: *

Self-Efficacy:

All Students: 55%
American Indian/Alaska Native: 46%
Asian: 59%
Black/African American: 53%
Filipino: *
Hispanic: 52%
Pacific Islander: 49%
White: 57%
Multiple Races: 56%
Socioeconomically Disadvantaged: 52%
English Learner: 51%
Students with Disabilities: 52%
Foster Youth: 53%
Homeless Youth: *

Self-Management:

All Students: 77%
American Indian/Alaska Native: 69%
Asian: 79%
Black/African American: 74%
Filipino: *
Hispanic: 76%
Pacific Islander: 76%
White: 76%
Multiple Races: 78%
Socioeconomically Disadvantaged: 75%
English Learner: 68%
Students with Disabilities: 75%
Foster Youth: 59%
Homeless Youth: *

	<p>Rationale: The majority of students in the district self-report strengths in social emotional competencies on the Panorama survey. However, 20-45% of students report no strength in various social emotional skills when the survey is administered. Unduplicated student groups (SED, EL, FY, HOM) rated themselves lower than students overall. Additional social emotional support is needed for unduplicated student groups to build these skills and ensure emotional wellness.</p> <p>Scope: LEA Wide</p>		
<p>Goal 5, Action 3</p> <p>Tier II Behavior Assistants</p>	<p>CA Dashboard Indicator-suspension rate:</p> <p>All Students: 2.8% (Orange)</p> <p>Multiple Races: 3.0% (Orange)</p> <p>Socioeconomically Disadvantaged: 4.3% (Orange)</p> <p>English Learner: 3.8% (Orange)</p> <p>Students with Disabilities: 6.0% (Orange)</p> <p>Foster Youth: 15.0% (Red)</p> <p>Homeless Youth: 7.5% (Red)</p> <p>Rationale: Behavioral data has been inconsistent over the past couple of years. The 22-23 year saw an increase of student behaviors across all student groups, due to the full return to campus. Administrators, teachers, staff, and parents have voiced the need for students to reteach and relearn appropriate school behaviors. Foster youth and homeless youth are demonstrating an especially high prevalence of suspendable behaviors. However, all students are in need of additional behavioral support, as evidenced by increasing suspension rates and local low level referral data.</p> <p>Scope: LEA Wide</p>	<p>To address the needs of unduplicated students, Behavior Assistants provide mentoring for Foster Youth, Homeless students, and Tier II behavior students. They manage check in/ check out systems. Behavior Assistants provide classroom support for Tier II behavior students and manage "Friendship Rooms" throughout the day, including recess and lunch hours. They support students through: student interactions, behavior monitoring, and follow up lessons for Universal Expectations and Behavior Standards. Behavior Assistants support administration teams with management of data and work collaboratively with Social Workers, Counselors, and other SEL team members.</p> <p>Behavior assistants provide additional support for all students to avoid problematic behaviors and avoid suspensions and expulsions. They teach positive behaviors and intervene for low level incidents to help students avoid more significant behaviors. This benefits all students and students especially at risk of problematic behaviors.</p> <p>Research shows that by providing behavioral support, and intervention strategies, school social workers and support staff help students build the necessary skills and resilience to overcome challenges, leading to improved academic outcomes and increased school attendance.</p> <p>The District will decrease chronic absenteeism and increase student connectedness to school by providing a system of support to respond to the diverse social emotional needs of our students. This goal will support the District's Technical Assistance work: supporting Foster and Homeless Youth whose performance indicators were red in the areas of chronic absenteeism and suspension rates.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>5-N:Panorama survey - students, parents, and teachers on the sense of safety and school connectedness</p> <p>5-O:Panorama survey - students SEL</p>

<p>Goal 5, Action 4</p> <p>HS PBIS/OCR Support</p>	<p>Based on data provided by CA Dashboard Indicator on suspension rate:</p> <p>All Students: 2.8% (Orange)</p> <p>Multiple Races: 3.0% (Orange)</p> <p>Socioeconomically Disadvantaged: 4.3% (Orange)</p> <p>English Learner: 3.8% (Orange)</p> <p>Students with Disabilities: 6.0% (Orange)</p> <p>Foster Youth: 15.0% (Red)</p> <p>Homeless Youth: 7.5% (Red)</p> <p>Rationale: Behavioral data has been inconsistent over the past couple of years. The 22-23 year saw an increase of student behaviors across all student groups, due to the full return to campus. Administrators, teachers, staff, and parents have voiced the need for students to reteach and relearn appropriate school behaviors. Foster youth and homeless youth are demonstrating an especially high prevalence of suspendable behaviors. However, all students are in need of additional behavioral support, as evidenced by increasing suspension rates and local low level referral data.</p> <p>Scope: LEA Wide</p>	<p>To address the needs of unduplicated students, PBIS/OCR Specialists work with target behavior students on addressing the social emotional needs in order to improve academic achievement, attendance, behavior, and graduation rates. TOSAs run intervention/counseling groups, provide support for suspended students, and work with classroom teachers to meet the social emotional learning needs of students.</p> <p>Behavior specialists provide additional support for all students to avoid problematic behaviors and avoid suspensions and expulsions. They teach positive behaviors and intervene for low level incidents to help students avoid more significant behaviors. This benefits all students and students especially at risk of problematic behaviors.</p> <p>Analyses of research data show that out-of-school suspensions in the 9th grade year are also significantly and negatively correlated to later high school graduation as well as post-secondary enrollment and persistence. (Institute of Education Sciences)</p> <p>The District will decrease chronic absenteeism and increase student connectedness to school by providing a system of support to respond to the diverse social emotional needs of our students. This goal will support the District's Technical Assistance work: supporting Foster and Homeless Youth whose performance indicators were red in the areas of chronic absenteeism and suspension rates.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>5-J:Suspension Rate (Dashboard)</p> <p>5-K:CA Dashboard - Suspension Rate - Schools with red status</p> <p>5-L:CA Dashboard - Suspension Rate - Student groups with red status</p> <p>5-M:Expulsion Rate (DataQuest)</p>
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<p>Goal 5, Action 5</p> <p>Student Welfare Support Services</p>	<p>Based on data provided by Panorama's student survey:</p> <p>Spring 2024 Grades 3-5</p> <p><u>Emotion Regulation:</u></p> <p>All Students: 68% American Indian/Alaska Native: 69% Asian: 69% Black/African American: 63% Filipino: * Hispanic: 69% Pacific Islander: 64% White: 68% Multiple Races: 70% Socioeconomically Disadvantaged: 67% English Learner: 66% Students with Disabilities: 66% Foster Youth: 63% Homeless Youth: *</p> <p><u>Self-Efficacy:</u></p> <p>All Students: 73% American Indian/Alaska Native: 63% Asian: 76% Black/African American: 68% Filipino: * Hispanic: 70% Pacific Islander: 72% White: 74% Multiple Races: 74% Socioeconomically Disadvantaged: 69% English Learner: 66% Students with Disabilities: 69% Foster Youth: 68% Homeless Youth: *</p> <p><u>Self-Management:</u></p> <p>All Students: 78% American Indian/Alaska Native: 75% Asian: 79% Black/African American: 72% Filipino: * Hispanic: 77% Pacific Islander: 77% White: 80% Multiple Races: 79% Socioeconomically Disadvantaged: 76% English Learner: 68% Students with Disabilities: 72% Foster Youth: 77% Homeless Youth: *</p> <p>Spring 2024 Grades 6-12</p> <p><u>Emotion Regulation:</u></p>	<p>To address the needs of unduplicated students and all students with at-risk behavior, Student Welfare Support Services provides students with access to free counseling sessions outside of the school day to meet the student's individual SEL needs. Sessions will be provided by licensed professionals who will collaborate with site and district personnel as well as families to help students with a positive structure of support in addressing SEL needs at school and home.</p> <p>Student Welfare and Success exists to support sites in implementing social emotional supports and support the whole student, including behaviorally and emotionally. This will also help support student academic success. Support will be used to address the social emotional needs of unduplicated students and students at-risk behaviorally or struggling from trauma. This service works in conjunction with our foster and homeless youth support to provide families with comprehensive support to address individual student needs.</p> <p>Research suggests, In addition to enjoying a healthier student body that is more engaged in school life, young people who receive appropriate mental health supports have improved academic achievement, are more likely to graduate, and are more likely to attend and successfully complete college. (www.education.nh.gov)</p> <p>The District will decrease chronic absenteeism and increase student connectedness to school by providing a system of support to respond to the diverse social emotional needs of our students. This action addresses the needs of specific student groups and TK-12 schools with red dashboard indicators in Suspension Rate and Chronic Absenteeism as listed in the Plan Summary on page 6 and 7.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>5-O: Panorama survey - students SEL</p>
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<p> All Students: 69% American Indian/Alaska Native: 64% Asian: 69% Black/African American: 68% Filipino: * Hispanic: 69% Pacific Islander: 71% White: 69% Multiple Races: 70% Socioeconomically Disadvantaged: 67% English Learner: 64% Students with Disabilities: 67% Foster Youth: 72% Homeless Youth: * <u>Self-Efficacy:</u> All Students: 55% American Indian/Alaska Native: 46% Asian: 59% Black/African American: 53% Filipino: * Hispanic: 52% Pacific Islander: 49% White: 57% Multiple Races: 56% Socioeconomically Disadvantaged: 52% English Learner: 51% Students with Disabilities: 52% Foster Youth: 53% Homeless Youth: * <u>Self-Management:</u> All Students: 77% American Indian/Alaska Native: 69% Asian: 79% Black/African American: 74% Filipino: * Hispanic: 76% Pacific Islander: 76% White: 76% Multiple Races: 78% Socioeconomically Disadvantaged: 75% English Learner: 68% Students with Disabilities: 75% Foster Youth: 59% Homeless Youth: * </p>		
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Rationale: The majority of students in the district self-report strengths in social emotional competencies on the Panorama survey. However, 20-45% of students report no strength in various social emotional skills when the survey is administered. Unduplicated student groups rated themselves lower than students overall. Additional social emotional support is needed for unduplicated student groups to build these skills and ensure emotional wellness. Research shows students who are emotionally regulated ultimately perform higher academically and can handle stressful situations when faced with difficulties or unforeseen circumstances.

Scope: LEA Wide

<p>Goal 6, Action 3</p> <p>Software Programs</p>	<p>Efforts to seek parent input in decision-making: Full Implementation and Sustainability</p> <p>Efforts to encourage parental participation in programs for unduplicated pupils and individuals with exceptional needs: Full Implementation</p> <p>Panorama survey - students, parents, and teachers on the sense of safety and school connectedness</p> <p>Spring 2024 Grades 3-5</p> <p><u>Sense of Belonging:</u></p> <p>All Students: 79% American Indian/Alaska Native: 79% Asian: 81% Black/African American: 76% Filipino: * Hispanic: 81% Pacific Islander: 80% White: 77% Multiple Races: 79% Socioeconomically Disadvantaged: 78% English Learner: 82% Students with Disabilities: 79% Foster Youth: 85% Homeless Youth: *</p> <p><u>School Climate:</u></p> <p>All Students: 72% American Indian/Alaska Native: 78% Asian: 74% Black/African American: 67% Filipino: * Hispanic: 73% Pacific Islander: 87% White: 70% Multiple Races: 71% Socioeconomically Disadvantaged: 71% English Learner: 74% Students with Disabilities: 71% Foster Youth: 75% Homeless Youth: *</p> <p><u>School Safety:</u></p> <p>All Students: 80% American Indian/Alaska Native: 76% Asian: 83% Black/African American: 76% Filipino: * Hispanic: 79% Pacific Islander: 72% White: 82% Multiple Races: 81% Socioeconomically Disadvantaged: 78%</p>	<p>The K-12 Insight platform allows the district to effectively and efficiently communicate with educational partners and allows educational partners to have a direct line of communication to district office and site staff. This service is particularly helpful for unduplicated families as it allows families to access all sites and departments from one platform. This service allows educational partners to report incidence of bullying and concerns and allows for reports to be submitted anonymously. This service allows educational partners to request information and provide input.</p> <p>Panorama is the platform TVUSD uses to conduct student, staff, and parent surveys. Surveys are conducted once a year for staff and parents, while students are surveyed twice: fall and spring. Results are used by teachers, counselors, administrators to support students and measure climate and culture at the sites. This platform is particularly helpful in targeting unduplicated students who might need more social emotional support, and might not have the self advocacy skill to ask for help. The software also houses all state and local data for teachers to use for inquiry cycles, interventions, and parent meetings, such as IEPs, SSTs, 504s, and conferences. These practices ensure all student groups, including unduplicated student groups, are receiving the support they need to be successful. In this way, interventions can be targeted for at-risk students, including unduplicated pupils and students with disabilities.</p> <p>A meta-analysis of 117 studies found that when families are invited to participate and partner with schools in their children's education, students' mental health and social-emotional outcomes improve. (Positive Family and Community Relationships, Berkeley.edu,)</p> <p>This action addresses the needs of specific student groups, including unduplicated student groups and families. With the goal that TVUSD will increase educational partner engagement and reach out to educational partners.</p>	<p>This action will be measured by the metrics identified in the action description.</p>
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<p>English Learner: 74%</p> <p>Students with Disabilities: 77%</p> <p>Foster Youth: 71%</p> <p>Homeless Youth: *</p> <p>Spring 2024 Grades 6-12</p> <p><u>Sense of Belonging:</u></p> <p>All Students: 39%</p> <p>American Indian/Alaska Native: 29%</p> <p>Asian: 40%</p> <p>Black/African American: 38%</p> <p>Filipino: *</p> <p>Hispanic: 39%</p> <p>Pacific Islander: 42%</p> <p>White: 39%</p> <p>Multiple Races: 38%</p> <p>Socioeconomically Disadvantaged: 38%</p> <p>English Learner: 43%</p> <p>Students with Disabilities: 38%</p> <p>Foster Youth: 55%</p> <p>Homeless Youth: *</p> <p><u>School Climate:</u></p> <p>All Students: 62%</p> <p>American Indian/Alaska Native: 57%</p> <p>Asian: 64%</p> <p>Black/African American: 63%</p> <p>Filipino: *</p> <p>Hispanic: 62%</p> <p>Pacific Islander: 70%</p> <p>White: 60%</p> <p>Multiple Races: 62%</p> <p>Socioeconomically Disadvantaged: 62%</p> <p>English Learner: 68%</p> <p>Students with Disabilities: 62%</p> <p>Foster Youth: 69%</p> <p>Homeless Youth: *</p> <p><u>School Safety:</u></p> <p>All Students: 73%</p> <p>American Indian/Alaska Native: 76%</p> <p>Asian: 75%</p> <p>Black/African American: 72%</p> <p>Filipino: *</p> <p>Hispanic: 73%</p> <p>Pacific Islander: 73%</p> <p>White: 72%</p> <p>Multiple Races: 73%</p> <p>Socioeconomically Disadvantaged: 73%</p> <p>English Learner: 76%</p> <p>Students with Disabilities: 73%</p> <p>Foster Youth: 82%</p> <p>Homeless Youth: *</p>		
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<p>Fall 2023 Teachers/Staff</p> <p>Belonging: 77%/76% (teachers/staff) School Climate: 73%/74% (teachers/staff)</p> <p>Fall 2023 Families</p> <p>Family Engagement: 30% School Climate: 75% School Safety: 82% School Fit: 70%</p> <p>Rationale: District survey data has demonstrated a consistent need for growth in family engagement. This area of need is especially pronounced at the secondary level. The district is in need of support to ensure that all families are reached and engaged to empower them to support their students in academic success. This service ensures the District has multiple ways to communicate with families, receive feedback, and hear from students on a variety of important issues, including mental health. The platforms allow staff and teachers to monitor data of students to ensure unduplicated student groups are thriving. The tools can also be used to communicate with families and assess progress. The platforms allow for educational partner voice through reporting and survey, which ensure all families have a way to engage in the educational process and have concerns addressed.</p> <p>Scope: LEA Wide</p>		
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Insert or delete rows, as necessary.

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
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<p>Goal 1, Action 3</p> <p>English Language Arts Specialists</p>	<p>CA Dashboard- ELA Distance from Standard (DFS): All Students: 24.1 (Green) Socioeconomically Disadvantaged: -6.9 (Orange) English Learner: -39.5 (Orange) Students with Disabilities: -68.0 (Orange) Foster Youth: -73.0 (Red) Homeless Youth: -28.3 (Orange)</p> <p>Percent of English learners making progress toward English proficiency (ELPI) All Students: 51.0% (Yellow)</p> <p>EL Reclassification Rate - Local Data 17.0%</p> <p>Rationale: English Learners are in need of additional support to achieve at high levels. Growth is needed in ELA, math, ELPAC and reclassification. This need is especially pronounced at the secondary level, where many English Learners become, or are at risk of becoming, LTELs. LTELs are in need of additional support to ensure they can reclassify and access all available curriculum to succeed in high school and beyond.</p>	<p>These specialists provide services for English Learners. They use differentiation strategies, scaffolds, and instructional routines to improve academic achievement in literacy of all core subjects. ELA Specialists lead staff development on implementation of the ELA/ELD standards in all subject areas (Integrated ELD), provide CCSS literacy staff development, and coach staff to model and implement literacy scaffolding and differentiation strategies for unduplicated student groups to support students in the structured English immersion program. They analyze and monitor achievement data of EL/RFEP students in all core classes along with other members of the EL/RFEP progress monitoring teams.</p> <p>ELA specialists support ELs and LTELs by providing first instruction in English Language Development, collaborating with general education teachers, and analyzing data to ensure all students are progressing appropriately. They target interventions based on the language needs of students to ensure that all students can achieve at high levels and access the curriculum.</p>	<p>This action will be measured by the metrics identified in the action description.</p>
<p>Goal 1, Action 4</p> <p>Education Assistants</p>	<p>CA Dashboard- ELA Distance from Standard (DFS): All Students: 24.1 (Green) Socioeconomically Disadvantaged: -6.9 (Orange) English Learner: -39.5 (Orange) Students with Disabilities: -68.0 (Orange) Foster Youth: -73.0 (Red) Homeless Youth: -28.3 (Orange)</p> <p>Percent of English learners making progress toward English proficiency (ELPI) All Students: 51.0% (Yellow)</p> <p>EL Reclassification Rate - Local Data 17.0%</p> <p>Rationale: English Learners are in need of additional support to achieve at high levels. Growth is needed in ELA, math, ELPAC and reclassification. This need is especially pronounced at the secondary level, where many English Learners become, or are at risk of becoming, LTELs. LTELs are in need of additional support to ensure they can reclassify and access all available curriculum to succeed in high school and beyond.</p>	<p>Education Assistants Education Assistants provide services for Level 1 and 2 English Learner ELPAC students, especially Newcomers. They provide literacy support in all core subjects through the push-in model. Education Assistants also support students through small group reteaching, assistance on individual assignments, small group setting for assessments, in class clarification of teachers' instructions and assignment requirements, translation technology assistance to access core content, scaffolded study materials for students, and monitoring and reporting of student achievement. Additional assistance is provided for all core subjects to students as needed during intervention periods. EAs implement the gradual release of support to foster independence and students advocating for themselves through improved English speaking and listening skills.</p> <p>Education Assistants, in collaboration with ELA specialists, provided targeted and small group intervention for at-risk ELs and LTELs. They serve this portion of unduplicated students to ensure they can progress towards English language proficiency and grade level mastery.</p>	<p>This action will be measured by the metrics identified in the action description.</p>

<p>Goal 1, Action 6</p> <p>EL Coordinator</p>	<p>CA Dashboard- ELA Distance from Standard (DFS): All Students: 24.1 (Green) Socioeconomically Disadvantaged: -6.9 (Orange) English Learner: -39.5 (Orange) Students with Disabilities: -68.0 (Orange) Foster Youth: -73.0 (Red) Homeless Youth: -28.3 (Orange)</p> <p>Percent of English learners making progress toward English proficiency (ELPI) All Students: 51.0% (Yellow)</p> <p>EL Reclassification Rate -Local Data 17.0%</p> <p>Rationale: English Learners are in need of additional support to achieve at high levels. Growth is needed in ELA, math, ELPAC and reclassification. This need is especially pronounced at the secondary level, where many English Learners become, or are at risk of becoming, LTELs. LTELs are in need of additional support to ensure they can reclassify and access all available curriculum to succeed in high school and beyond.</p>	<p>EL Coordinator oversees the Districts' Structured English Immersion classes. Structured English Immersion (SEI) is a language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English.</p> <p>The Coordinator ensures a guaranteed and viable SEI program and curriculum across all sites for the district's LTELs: professional development for teachers and education assistants, classroom revisits, progress monitoring of state and local data, reclassification paperwork, as well as being the parent liaison of our LTEL parents. The EL Coordinator works closely with families to ensure their needs are also being met within the TVUSD system: parent nights, family engagement, translation services.</p> <p>The EL Coordinator oversees the ELA specialists to ensure appropriate interventions are in place to support ELs and LTELs in accessing grade level curriculum. They also ensure that eligible students are evaluated for RFEP eligibility and are guaranteed an education in the least restrictive environment through being RFEPed as soon as possible and practical. This helps avoid classification or continuation as LTELs.</p>	<p>This action will be measured by the metrics identified in the action description.</p>
<p>Goal 3, Action 1</p> <p>Counseling Specialists</p>	<p>CA Dashboard- ELA Distance from Standard (DFS): All Students: 24.1 (Green) Socioeconomically Disadvantaged: -6.9 (Orange) English Learner: -39.5 (Orange) Students with Disabilities: -68.0 (Orange) Foster Youth: -73.0 (Red) Homeless Youth: -28.3 (Orange)</p> <p>Rationale: There are consistent and persistent achievement gaps for all unduplicated student groups in all metrics. While some student groups have demonstrated some growth, achievement gaps persist and demonstrate the need for additional support and interventions.</p>	<p>These counselors serve as the case carrier for all UDP students (English Learners, Foster Youth, and Low Income) at their site. They establish relationships with our targeted and unduplicated student groups and address root causes for students who are academically at-risk. Counselors support the monitoring of attendance, behavior, and academic performance. These counselors increase timely awareness of struggling students through routine progress monitoring meetings (including EL/RFEP monitoring as well as all UDP student monitoring). Additionally, the counselors facilitate specific student supports to address both academic and social-emotional needs.</p> <p>Counseling specialists identify and address disparities for unduplicated student groups in all measured metrics. They also ensure that unduplicated students have equal access to all available educational opportunities and courses to allow them success in high school and in postsecondary opportunities. In this way, these personnel close the achievement gap for unduplicated students in all metrics.</p>	<p>This action will be measured by the metrics identified in the action description.</p>

<p>Goal 5, Action 1</p> <p>Homeless/ Foster Support</p>	<p>CA Dashboard- English Language Arts Distance from Standard - District</p> <p>Foster Youth: -73.0 (Red)</p> <p>Homeless Youth: -28.3 (Orange)</p> <p>CA Dashboard- Mathematics Distance from Standard</p> <p>Foster Youth: -106.6 (Red)</p> <p>Homeless Youth: -77.8 (Orange)</p> <p>High School Graduation Rate (Four-Year Adjusted Cohort)</p> <p>Foster Youth: *</p> <p>Homeless Youth: 87.8% (Green)</p> <p>Suspension Rate (Dashboard)</p> <p>Foster Youth: 15.0% (Red)</p> <p>Homeless Youth: 7.5% (Red)</p> <p>Chronic absenteeism (Dashboard)</p> <p>Foster Youth: 30.9% (Orange)</p> <p>Homeless Youth: 43.5% (Red)</p> <p>Rationale: Homeless and foster youth are some of the most underperforming groups in the district in certain metrics. Chronic absenteeism and suspension rates are areas of particular concern for these student groups. These areas also contribute to underperformance in academic metrics and graduation rates.</p>	<p>Homeless and Foster Youth Support Staff work in the Student Welfare and Success Department (SWS) and as the district Homeless and Foster Youth Liaison/ LCAP Clerk. These staff members serve as support to ensure Homeless and Foster Youth students receive resources and community services. Additionally, all families with students identified as Foster Youth or Homeless work directly with the Liaison/Clerk during registrations at the Centralized Enrollment Center (CEC). Empathy interviews are implemented in order to provide the support needed immediately. The Clerk then communicates with school site administrators, teachers, and counselors and ensures coordination of support services.</p> <p>By providing these resources, district staff help to minimize absenteeism and behavioral events for these students. When they have the resources and support they need, these students are given the opportunity to succeed in their educational opportunities and to move beyond their unfortunate circumstances. When absenteeism and suspensions are minimized, students have a greater opportunity to access curriculum and to achieve at high academic levels.</p>	<p>This action will be measured by the metrics identified in the action description.</p>
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<p>Goal 6, Action 1</p> <p>District Translator/ Interpreter</p>	<p>Efforts to seek parent input in decision-making: Full Implementation and Sustainability</p> <p>Efforts to encourage parental participation in programs for unduplicated pupils and individuals with exceptional needs: Full Implementation</p> <p>Panorama survey - students, parents, and teachers on the sense of safety and school connectedness</p> <p>Spring 2024 Grades 3-5</p> <p><u>Sense of Belonging:</u></p> <p>All Students: 79% American Indian/Alaska Native: 79% Asian: 81% Black/African American: 76% Filipino: * Hispanic: 81% Pacific Islander: 80% White: 77% Multiple Races: 79% Socioeconomically Disadvantaged: 78% English Learner: 82% Students with Disabilities: 79% Foster Youth: 85% Homeless Youth: *</p> <p><u>School Climate:</u></p> <p>All Students: 72% American Indian/Alaska Native: 78% Asian: 74% Black/African American: 67% Filipino: * Hispanic: 73% Pacific Islander: 87% White: 70% Multiple Races: 71% Socioeconomically Disadvantaged: 71% English Learner: 74% Students with Disabilities: 71% Foster Youth: 75% Homeless Youth: *</p> <p><u>School Safety:</u></p> <p>All Students: 80% American Indian/Alaska Native: 76% Asian: 83% Black/African American: 76% Filipino: * Hispanic: 79% Pacific Islander: 72% White: 82% Multiple Races: 81% Socioeconomically Disadvantaged: 78%</p>	<p>The District Translators provide translation services at the Centralized Enrollment Center and Parent Welcome Center and interpret meetings across the district and at all school sites as needed including: parent meetings, counseling, CAP, ELAC, DELAC, graduations, conferences, 504, SST, parent phone calls, etc. Additionally, translations for district documents and school sites are prepared including: Board Policies and Administrative Regulations, Parent Presentations, agendas, minutes, handouts, SPSAs, flyers, websites, LCAP, LCAP Federal Addendum, LCAP Budget Overview for Parents, LCAP Annual Update, stakeholder input and surveys, ELAC and DELAC minutes, EL Master Plan, report cards, weekly bulletins, etc.</p> <p>Translation services ensure that all families, partially families of EL students, can engage with district information and services. Through translating communications and meetings, many EL families are engaged who may otherwise not be able to effectively connect with school activities and events. Through this connection, families can partner in their student's education, increasing their chances of academic success.</p> <p>One of the primary benefits of translation in education is the dismantling of language barriers. In schools with diverse linguistic backgrounds, translation solutions ensure that all students and families, regardless of their native language, have equal access to educational content. Research shows a strong relationship between parent engagement and educational outcomes, including school attendance and higher grades and classroom test scores. (Parent Engagement in Schools - American Psychological Association)</p> <p>This action addresses the needs of specific student groups, including EL students and families. With the goal that TVUSD will increase educational partner engagement and reach out to educational partners.</p>	<p>This action will be measured by the metrics identified in the action description.</p>
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<p>English Learner: 74%</p> <p>Students with Disabilities: 77%</p> <p>Foster Youth: 71%</p> <p>Homeless Youth: *</p> <p>Spring 2024 Grades 6-12</p> <p><u>Sense of Belonging:</u></p> <p>All Students: 39%</p> <p>American Indian/Alaska Native: 29%</p> <p>Asian: 40%</p> <p>Black/African American: 38%</p> <p>Filipino: *</p> <p>Hispanic: 39%</p> <p>Pacific Islander: 42%</p> <p>White: 39%</p> <p>Multiple Races: 38%</p> <p>Socioeconomically Disadvantaged: 38%</p> <p>English Learner: 43%</p> <p>Students with Disabilities: 38%</p> <p>Foster Youth: 55%</p> <p>Homeless Youth: *</p> <p><u>School Climate:</u></p> <p>All Students: 62%</p> <p>American Indian/Alaska Native: 57%</p> <p>Asian: 64%</p> <p>Black/African American: 63%</p> <p>Filipino: *</p> <p>Hispanic: 62%</p> <p>Pacific Islander: 70%</p> <p>White: 60%</p> <p>Multiple Races: 62%</p> <p>Socioeconomically Disadvantaged: 62%</p> <p>English Learner: 68%</p> <p>Students with Disabilities: 62%</p> <p>Foster Youth: 69%</p> <p>Homeless Youth: *</p> <p><u>School Safety:</u></p> <p>All Students: 73%</p> <p>American Indian/Alaska Native: 76%</p> <p>Asian: 75%</p> <p>Black/African American: 72%</p> <p>Filipino: *</p> <p>Hispanic: 73%</p> <p>Pacific Islander: 73%</p> <p>White: 72%</p> <p>Multiple Races: 73%</p> <p>Socioeconomically Disadvantaged: 73%</p> <p>English Learner: 76%</p> <p>Students with Disabilities: 73%</p> <p>Foster Youth: 82%</p> <p>Homeless Youth: *</p>		
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<p>Fall 2023 Teachers/Staff</p> <p>Belonging: 77%/76% (teachers/staff) School Climate: 73%/74% (teachers/staff)</p> <p>Fall 2023 Families</p> <p>Family Engagement: 30% School Climate: 75% School Safety: 82% School Fit: 70%</p> <p>Rationale: District survey data has demonstrated a consistent need for growth in family engagement. This area of need is especially pronounced at the secondary level. The district is in need of support to ensure that all families are reached and engaged to empower them to support their students in academic success. This service targets the District's EL families who need translation services to access school communication and partner with teachers. This service appears to be working as student data for EL students in School Climate, Safety, And Belonging is higher than the all student average. Research shows that family engagement leads to greater student success both academically and socially emotionally.</p>		
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<p>Goal 6, Action 2</p> <p>Bilingual Clerk</p>	<p>Efforts to seek parent input in decision-making: Full Implementation and Sustainability</p> <p>Efforts to encourage parental participation in programs for unduplicated pupils and individuals with exceptional needs: Full Implementation</p> <p>Panorama survey - students, parents, and teachers on the sense of safety and school connectedness</p> <p>Spring 2024 Grades 3-5</p> <p><u>Sense of Belonging:</u></p> <p>All Students: 79% American Indian/Alaska Native: 79% Asian: 81% Black/African American: 76% Filipino: * Hispanic: 81% Pacific Islander: 80% White: 77% Multiple Races: 79% Socioeconomically Disadvantaged: 78% English Learner: 82% Students with Disabilities: 79% Foster Youth: 85% Homeless Youth: *</p> <p><u>School Climate:</u></p> <p>All Students: 72% American Indian/Alaska Native: 78% Asian: 74% Black/African American: 67% Filipino: * Hispanic: 73% Pacific Islander: 87% White: 70% Multiple Races: 71% Socioeconomically Disadvantaged: 71% English Learner: 74% Students with Disabilities: 71% Foster Youth: 75% Homeless Youth: *</p> <p><u>School Safety:</u></p> <p>All Students: 80% American Indian/Alaska Native: 76% Asian: 83% Black/African American: 76% Filipino: * Hispanic: 79% Pacific Islander: 72% White: 82% Multiple Races: 81% Socioeconomically Disadvantaged: 78%</p>	<p>The Bilingual Clerk closely monitors the records for all EL, RFEP, and IFEP students and ensures that data is correctly entered into the district's student information system and CALPADS to ensure that ELD services are provided. They translate documents and interpret for educational partner meetings across the district, including ELAC, DELAC, and CAP. Additionally, translation services are provided at the Centralized Enrollment Center/ Parent Welcome Center.</p> <p>Translation services ensure that all families, partially families of EL students, can engage with district information and services. Through translating communications and meetings, many EL families are engaged who may otherwise not be able to effectively connect with school activities and events. Through this connection, families can partner in their student's education, increasing their chances of academic success.</p> <p>One of the primary benefits of translation in education is the dismantling of language barriers. In schools with diverse linguistic backgrounds, translation solutions ensure that all students and families, regardless of their native language, have equal access to educational content. Research shows a strong relationship between parent engagement and educational outcomes, including school attendance and higher grades and classroom test scores. (Parent Engagement in Schools - American Psychological Association)</p> <p>This action addresses the needs of specific student groups, including EL students and families. With the goal that TVUSD will increase educational partner engagement and reach out to educational partners.</p>	<p>This action will be measured by the metrics identified in the action description.</p>
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<p>English Learner: 74%</p> <p>Students with Disabilities: 77%</p> <p>Foster Youth: 71%</p> <p>Homeless Youth: *</p> <p>Spring 2024 Grades 6-12</p> <p><u>Sense of Belonging:</u></p> <p>All Students: 39%</p> <p>American Indian/Alaska Native: 29%</p> <p>Asian: 40%</p> <p>Black/African American: 38%</p> <p>Filipino: *</p> <p>Hispanic: 39%</p> <p>Pacific Islander: 42%</p> <p>White: 39%</p> <p>Multiple Races: 38%</p> <p>Socioeconomically Disadvantaged: 38%</p> <p>English Learner: 43%</p> <p>Students with Disabilities: 38%</p> <p>Foster Youth: 55%</p> <p>Homeless Youth: *</p> <p><u>School Climate:</u></p> <p>All Students: 62%</p> <p>American Indian/Alaska Native: 57%</p> <p>Asian: 64%</p> <p>Black/African American: 63%</p> <p>Filipino: *</p> <p>Hispanic: 62%</p> <p>Pacific Islander: 70%</p> <p>White: 60%</p> <p>Multiple Races: 62%</p> <p>Socioeconomically Disadvantaged: 62%</p> <p>English Learner: 68%</p> <p>Students with Disabilities: 62%</p> <p>Foster Youth: 69%</p> <p>Homeless Youth: *</p> <p><u>School Safety:</u></p> <p>All Students: 73%</p> <p>American Indian/Alaska Native: 76%</p> <p>Asian: 75%</p> <p>Black/African American: 72%</p> <p>Filipino: *</p> <p>Hispanic: 73%</p> <p>Pacific Islander: 73%</p> <p>White: 72%</p> <p>Multiple Races: 73%</p> <p>Socioeconomically Disadvantaged: 73%</p> <p>English Learner: 76%</p> <p>Students with Disabilities: 73%</p> <p>Foster Youth: 82%</p> <p>Homeless Youth: *</p>		
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<p>Fall 2023 Teachers/Staff</p> <p>Belonging: 77%/76% (teachers/staff) School Climate: 73%/74% (teachers/staff)</p> <p>Fall 2023 Families</p> <p>Family Engagement: 30% School Climate: 75% School Safety: 82% School Fit: 70%</p> <p>Rationale: District survey data has demonstrated a consistent need for growth in family engagement. This area of need is especially pronounced at the secondary level. The district is in need of support to ensure that all families are reached and engaged to empower them to support their students in academic success. This service targets the District's EL families who need translation services to access school communication and partner with teachers. This service appears to be working as student data for EL students in School Climate, Safety, And Belonging is higher than the all student average. Research shows that family engagement leads to greater student success both academically and socially emotionally.</p>		
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Insert or delete rows, as necessary.

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.

Not applicable.

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.

TVUSD does not receive concentration grant funding and therefore did not receive additional concentration grant add-on funding.

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	Not applicable	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Not applicable

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-2025	\$280,699,562	\$20,210,368	7.200%	0.37%	7.570%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$22,368,273	\$150,000	\$-	\$-	\$22,518,273.00	\$21,687,863	\$830,410

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	K-5 Intervention Literacy Specialists	English Learners, Foster Youth, Low Income	Yes	Schoolwide	All	Specific Schools: ARES, AES, CHES, FVES, JES, NVES, PES, PVES, RES, RHES, LES, SA, TES, TLES, TTES, VES, VHES, BES	Ongoing	\$2,866,541	\$-	\$2,866,541	\$-	\$-	\$-	\$2,866,541	0.000%
1	2	ELA Instructional Coaches	English Learners, Foster Youth, Low Income	Yes	LEA-wide	All	All Sites	Ongoing	\$593,117	\$-	\$593,117	\$-	\$-	\$-	\$593,117	0.000%
1	3	English Language Arts Specialists	English Learners	Yes	Limited	English Learners	Specific Schools: BVMS, DMS, GMS, MMS, TMS, VRMS	Ongoing	\$220,424	\$-	\$220,424	\$-	\$-	\$-	\$220,424	0.000%
1	4	Education Assistants	English Learners	Yes	Limited	English Learners	Specific Schools: BVMS, DMS, GMS, MMS, TMS, VRMS	Ongoing	\$263,862	\$-	\$263,862	\$-	\$-	\$-	\$263,862	0.000%
1	5	Library/Homework Center Assistant	English Learners, Foster Youth, Low Income	Yes	LEA-wide	All	All Sites	Ongoing	\$9,199	\$-	\$9,199	\$-	\$-	\$-	\$9,199	0.000%
1	6	EL Coordinator	English Learners	Yes	Limited	English Learners	All Sites	Ongoing	\$211,333	\$-	\$211,333	\$-		\$-	\$211,333	0.000%
1	7	Supplemental Support Specialists	Students with Disabilities	No	Limited	N/A	All Sites	Ongoing	\$436,044	\$-	\$436,044	\$-		\$-	\$436,044	0.000%
2	1	Elementary Intervention Specialists	English Learners, Foster Youth, Low Income	Yes	Schoolwide	All	Specific Schools: ARES, AES, CHES, FVES, JES, NVES, PES, PVES, RES, RHES, LES, SA, TES, TLES, TTES, VES, VHES, BES	Ongoing	\$1,435,710	\$-	\$1,435,710	\$-	\$-	\$-	\$1,435,710	0.000%
2	2	Supplemental Math Specialists	English Learners, Foster Youth, Low Income	Yes	Schoolwide	All	Specific Schools: CHS, GOHS, TVHS, BVMS, DMS, GMS, MMS, TMS, VRMS	Ongoing	\$836,327	\$-	\$836,327	\$-	\$-	\$-	\$836,327	0.000%
2	3	Math/Science Instructional Coaches	English Learners, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	\$580,957	\$-	\$580,957	\$-	\$-	\$-	\$580,957	0.000%
2	4	Math Progress Monitoring	English Learners, Foster Youth, Low Income	Yes	Schoolwide	All	Specific Schools: BVMS, DMS, GMS, MMS, TMS, VRMS	Ongoing	\$164,204	\$-	\$164,204	\$-	\$-	\$-	\$164,204	0.000%
3	1	Counseling Specialists	English Learners, Foster Youth, Low Income	Yes	Limited	All	Specific Schools: CHS, GOHS, TVHS, BVMS, DMS, GMS, MMS, TMS, VRMS	Ongoing	\$1,653,651	\$-	\$1,653,651	\$-	\$-	\$-	\$1,653,651	0.000%
3	2	Intervention Support Specialists	English Learners, Foster Youth, Low Income	Yes	Schoolwide	All	Specific Schools: CHS, GOHS, RVHS, TVHS	Ongoing	\$740,147	\$-	\$740,147	\$-	\$-	\$-	\$740,147	0.000%
3	3	AVID	English Learners, Foster Youth, Low Income	Yes	Schoolwide	All	Specific Schools: CHS, GOHS,TVHS	Ongoing	\$1,500,153	\$65,675	\$1,565,828	\$-	\$-	\$-	\$1,565,828	0.000%
3	4	CTE FTE Salaries	English Learners, Foster Youth, Low Income	Yes	Schoolwide	All	Specific Schools: CHS, GOHS, TVHS, RVHS BVMS, DMS, GMS, MMS, TMS, VRMS	Ongoing	\$3,597,044	\$-	\$3,597,044	\$-	\$-	\$-	\$3,597,044	0.000%
3	5	Credit Recovery	English Learners, Foster Youth, Low Income	No	Schoolwide	All	Specific Schools: CHS, GOHS, TVHS	Ongoing	\$150,000	\$-	\$-	\$150,000	\$-	\$-	\$150,000	0.000%
4	1	Professional Development	English Learners, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	\$621,006	\$24,643	\$645,649	\$-	\$-	\$-	\$645,649	0.000%
4	2	Technology, Materials, & Supplies	English Learners, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	\$-	\$43,273	\$43,273	\$-	\$-	\$-	\$43,273	0.000%
4	3	Administrative Support	English Learners, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	\$85,802	\$-	\$85,802	\$-	\$-	\$-	\$85,802	0.000%
4	4	POSA & TOSA of Special Populations	English Learners, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	\$307,910	\$-	\$307,910	\$-	\$-	\$-	\$307,910	0.000%
4	5	UDP Site Allocation	English Learners, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	\$260,450	\$260,451	\$520,901	\$-	\$-	\$-	\$520,901	0.000%
5	1	Homeless/Foster Support	Foster Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	\$129,953	\$-	\$129,953	\$-	\$-	\$-	\$129,953	0.000%
5	2	SAPF's, Social Workers, & LCSW's	English Learners, Foster Youth, Low Income	Yes	Schoolwide	All	All Schools	Ongoing	\$3,433,337	\$-	\$3,433,337	\$-	\$-	\$-	\$3,433,337	0.000%

5	3	Tier II Behavior Assistants	English Learners, Foster Youth, Low Income	Yes	Schoolwide	All	Specific Schools: ARES, AES, CHES, FVES, JES, NVES, PES, PVES, RES, RHES, LES, SA, TES, TLES, TTES, VES, VHES, BES, HIIA	Ongoing	\$ 804,651	\$ -	\$ 804,651	\$ -	\$ -	\$ -	\$ 804,651	0.000%
5	4	HS PBIS/OCR Support	English Learners, Foster Youth, Low Income	Yes	Schoolwide	All	Specific Schools: CHS, GOHS, RVHS, TVHS	Ongoing	\$ 518,043	\$ -	\$ 518,043	\$ -	\$ -	\$ -	\$ 518,043	0.000%
5	5	Student Welfare Support Services	English Learners, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 127,872	\$ 127,872	\$ -	\$ -	\$ -	\$ 127,872	0.000%
6	1	District Translator/Interpreter	English Learners	Yes	Limited	All	All Schools	Ongoing	\$ 186,795	\$ -	\$ 186,795	\$ -	\$ -	\$ -	\$ 186,795	0.000%
6	2	Bilingual Clerk	English Learners	Yes	Limited	All	All Schools	Ongoing	\$ 81,203	\$ -	\$ 81,203	\$ -	\$ -	\$ -	\$ 81,203	0.000%
6	3	Software Programs	English Learners, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 308,496	\$ 308,496	\$ -	\$ -	\$ -	\$ 308,496	0.000%

2024-2025 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
\$ 280,699,562	\$ 20,210,368	7.200%	0.370%	7.570%	\$ 21,932,229	0.000%	7.813%	Total:	\$ 21,932,229
								LEA-wide Total:	\$ 3,223,176
								Limited Total:	\$ 2,747,221
								Schoolwide Total:	\$ 15,961,832

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	K-5 Intervention Literacy Specialists	Yes	Schoolwide	All	Specific Schools: ARES, AES, CHES, FVES, JES, NVES, PES, PVES, RES, RHES, LES, SA, TES, TLES, TTES, VES, VHES, BES	\$ 2,866,541	0.000%
1	2	ELA Instructional Coaches	Yes	LEA-wide	All	All Sites	\$ 593,117	0.000%
1	3	English Language Arts Specialists	Yes	Limited	English Learners	Specific Schools: BVMS, DMS, GMS, MMS, TMS, VRMS	\$ 220,424	0.000%
1	4	Education Assistants	Yes	Limited	English Learners	Specific Schools: BVMS, DMS, GMS, MMS, TMS, VRMS	\$ 263,862	0.000%
1	5	Library/Homework Center Assistant	Yes	LEA-wide	All	All Sites	\$ 9,199	0.000%
1	6	EL Coordinator	Yes	Limited	English Learners	All Sites	\$ 211,333	0.000%
2	1	Elementary Intervention Specialists	Yes	Schoolwide	All	Specific Schools: ARES, AES, CHES, FVES, JES, NVES, PES, PVES, RES, RHES, LES, SA, TES, TLES, TTES, VES, VHES, BES	\$ 1,435,710	0.000%
2	2	Supplemental Math Specialists	Yes	Schoolwide	All	Specific Schools: CHS, GOHS, TVHS, BVMS, DMS, GMS, MMS, TMS, VRMS	\$ 836,327	0.000%
2	3	Math/Science Instructional Coaches	Yes	LEA-wide	All	All Schools	\$ 580,957	0.000%
2	4	Math Progress Monitoring	Yes	Schoolwide	All	Specific Schools: BVMS, DMS, GMS, MMS, TMS, VRMS	\$ 164,204	0.000%
3	1	Counseling Specialists	Yes	Limited	All	Specific Schools: CHS, GOHS, TVHS, BVMS, DMS, GMS, MMS, TMS, VRMS	\$ 1,653,651	0.000%
3	2	Intervention Support Specialists	Yes	Schoolwide	All	Specific Schools: CHS, GOHS, RVHS, TVHS	\$ 740,147	0.000%
3	3	AVID	Yes	Schoolwide	All	Specific Schools: CHS, GOHS, TVHS	\$ 1,565,828	0.000%
3	4	CTE FTE Salaries	Yes	Schoolwide	All	Specific Schools: CHS, GOHS, TVHS, RVHS, BVMS, DMS, GMS, MMS, TMS, VRMS	\$ 3,597,044	0.000%
4	1	Professional Development	Yes	LEA-wide	All	All Schools	\$ 645,649	0.000%
4	2	Technology, Materials, & Supplies	Yes	LEA-wide	All	All Schools	\$ 43,273	0.000%
4	3	Administrative Support	Yes	LEA-wide	All	All Schools	\$ 85,802	0.000%
4	4	POSA & TOSA of Special Populations	Yes	LEA-wide	All	All Schools	\$ 307,910	0.000%
4	5	UDP Site Allocation	Yes	LEA-wide	All	All Schools	\$ 520,901	0.000%
5	1	Homeless/Foster Support	Yes	Limited	Foster Youth	All Schools	\$ 129,953	0.000%
5	2	SAPF's, Social Workers, & LCSW's	Yes	Schoolwide	All	All Schools	\$ 3,433,337	0.000%
5	3	Tier II Behavior Assistants	Yes	Schoolwide	All	Specific Schools: ARES, AES, CHES, FVES, JES, NVES, PES, PVES, RES, RHES, LES, SA, TES, TLES, TTES, VES, VHES, BES, HIIA	\$ 804,651	0.000%
5	4	HS PBIS/OCR Support	Yes	Schoolwide	All	Specific Schools: CHS, GOHS, RVHS, TVHS	\$ 518,043	0.000%
5	5	Student Welfare Support Services	Yes	LEA-wide	All	All Schools	\$ 127,872	0.000%
6	1	District Translator/Interpreter	Yes	Limited	All	All Schools	\$ 186,795	0.000%
6	2	Bilingual Clerk	Yes	Limited	All	All Schools	\$ 81,203	0.000%

6	3	Software Programs	Yes	LEA-wide	All	All Schools	\$	308,496	0.000%
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2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 21,183,907.00	\$ 20,694,933.00

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	District Professional Development	No	\$ 2,200,000	\$ 1,844,070
1	2	Technology, Materials, and Supplies	Yes	\$ 151,250	\$ 38,275
1	3	Administrative Support of LCAP Staff and Programs	Yes	\$ 78,390	\$ 83,399
1	4	CTE Full Time Equivalency	Yes	\$ 3,440,316	\$ 3,613,563
1	5	Math Specialists	Yes	\$ 804,420	\$ 806,378
1	6	Advancement Via Individual Determination (AVID)	Yes	\$ 1,548,468	\$ 1,366,994
1	7	English Language Art Specialists	Yes	\$ 179,796	\$ 190,122
1	8	VAPA Teachers and Assistants	Yes	\$ 1,179,234	\$ 973,576
2	1	Lunch Program Support	No	\$ -	\$0.00
2	2	Library/Homework Center Assistant	Yes	\$ 8,526	\$0.00
2	3	UDP Site Allocations	Yes	\$ 540,831	\$ 390,896
2	4	Homeless and Foster Youth Support	Yes	\$ 99,051	\$ 102,350
2	5	Counselors/Social Workers	Yes	\$ 3,175,411	\$ 2,748,779
2	6	Counseling Specialists	Yes	\$ 1,570,248	\$ 1,652,340
2	7	PBIS/OCR Support Specialist	Yes	\$ 489,476	\$ 509,016
2	8	Intervention Support Specialists	Yes	\$ 631,631	\$ 1,463,871
2	9	Credit Recovery	Yes	\$ 120,000	\$0.00
2	10	Educational Assistants	Yes	\$ 347,294	\$ 247,259
2	11	Extended/Adjusted Day	Yes	\$ 236,511	\$ 164,190
2	12	K-3 Literacy Specialists	Yes	\$ 2,648,659	\$ 2,813,715

2	13	Tier II Behavior Assistants	Yes	\$	744,989	\$	765,269
2	14	TVHS Bus Route	Yes	\$	55,000	\$	55,821
2	15	Supplemental Support Specialists	No	\$	514,809	\$	451,073
3	1	Bilingual Clerk/Accountability Technician	Yes	\$	176,977	\$	177,779
3	2	District Translators	Yes	\$	176,620	\$	182,198
3	3	K-12 Insight (Let's Talk)	Yes	\$	66,000	\$	54,000

2023-2024 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 18,795,148	\$ 18,469,098	\$ 18,399,790	\$ 69,308	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	2	Technology, Materials, and Supplies	Yes	\$ 151,250	\$ 38,275.00	0.00%	0.00%
1	3	Administrative Support of LCAP Staff and Programs	Yes	\$ 78,390	\$ 83,399.00	0.00%	0.00%
1	4	CTE Full Time Equivalency	Yes	\$ 3,440,316	\$ 3,613,563.00	0.00%	0.00%
1	5	Math Specialists	Yes	\$ 804,420	\$ 806,378.00	0.00%	0.00%
1	6	Advancement Via Individual Determination (AVID)	Yes	\$ 1,548,468	\$ 1,366,994.00	0.00%	0.00%
1	7	English Language Art Specialists	Yes	\$ 179,796	\$ 190,122.00	0.00%	0.00%
1	8	VAPA Teachers and Assistants	Yes	\$ 1,179,234	\$ 973,576.00	0.00%	0.00%
2	2	Library/Homework Center Assistant	Yes	\$ 8,526	\$ 0.00	0.00%	
2	3	UDP Site Allocations	Yes	\$ 540,831	\$ 390,896.00	0.00%	0.00%
2	4	Homeless and Foster Youth Support	Yes	\$ 99,051	\$ 102,350.00	0.00%	0.00%
2	5	Counselors/Social Workers	Yes	\$ 3,175,411	\$ 2,748,779.00	0.00%	0.00%
2	6	Counseling Specialists	Yes	\$ 1,570,248	\$ 1,652,340.00	0.00%	0.00%
2	7	PBIS/OCR Support Specialist	Yes	\$ 489,476	\$ 509,016.00	0.00%	0.00%
2	8	Intervention Support Specialists	Yes	\$ 631,631	\$ 1,463,871.00	0.00%	0.00%
2	9	Credit Recovery	Yes	\$ 120,000	\$ 0.00	0.00%	
2	10	Educational Assistants	Yes	\$ 347,294	\$ 247,259.00	0.00%	0.00%
2	11	Extended/Adjusted Day	Yes	\$ 236,511	\$ 164,190.00	0.00%	0.00%
2	12	K-3 Literacy Specialists	Yes	\$ 2,648,659	\$ 2,813,715.00	0.00%	0.00%
2	13	Tier II Behavior Assistants	Yes	\$ 744,989	\$ 765,269.00	0.00%	0.00%
2	14	TVHS Bus Route	Yes	\$ 55,000	\$ 55,821.00	0.00%	0.00%
3	1	Bilingual Clerk/Accountability Technician	Yes	\$ 176,977	\$ 177,779.00	0.00%	0.00%
3	2	District Translators	Yes	\$ 176,620	\$ 182,198.00	0.00%	0.00%
3	3	K-12 Insight (Let's Talk)	Yes	\$ 66,000	\$ 54,000.00	0.00%	0.00%

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)
\$ 285,034,083	\$ 18,795,148	0.23%	6.82%	\$ 18,399,790	0.00%	6.46%	\$ 1,050,936.39	0.37%

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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.
- 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.

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 of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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).