LCFF Budget Overview for Parents

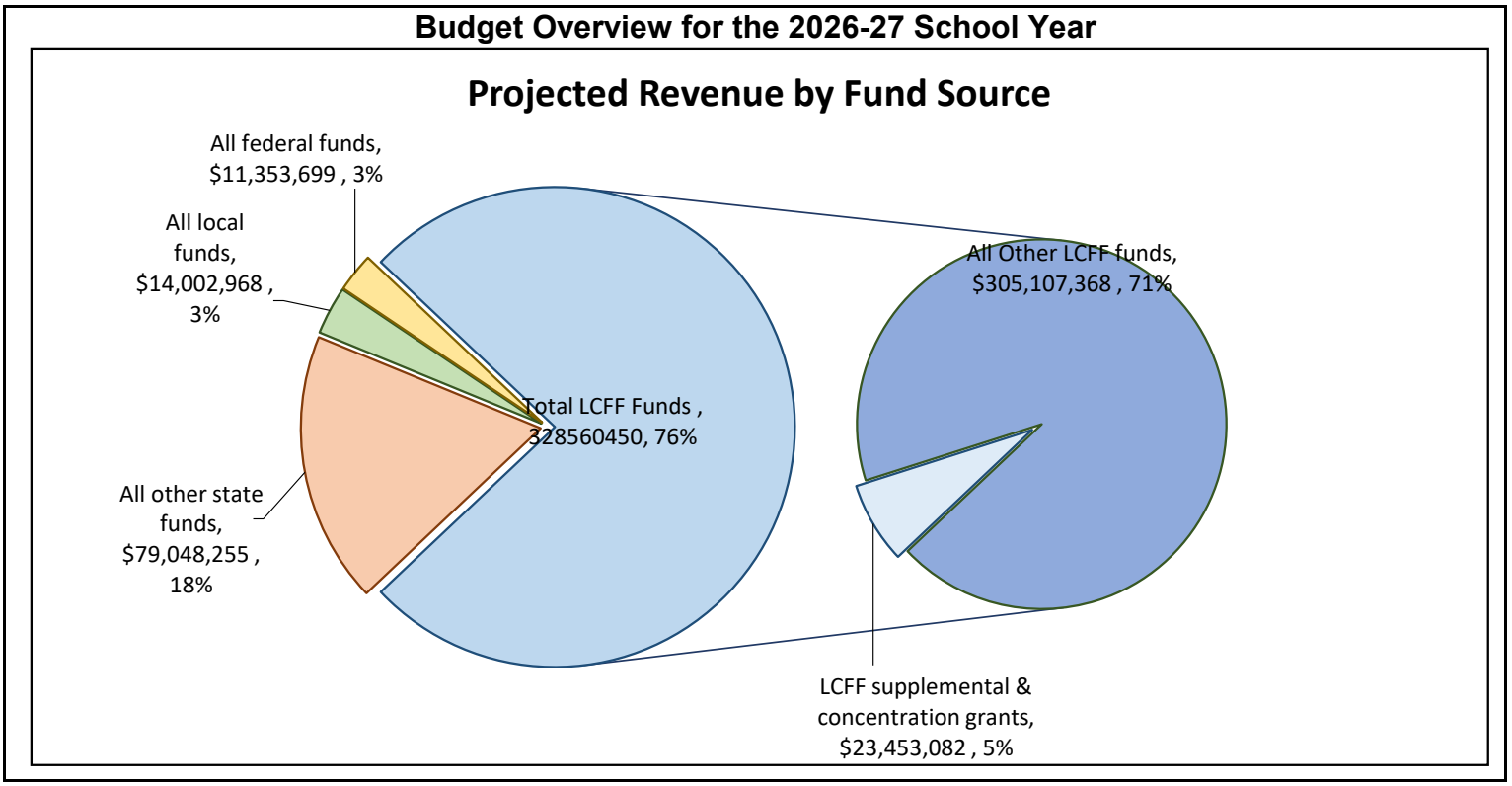
Local Educational Agency (LEA) Name: Temecula Valley Unified School District

CDS Code: 33 75192 0000000

School Year: 2026-27

LEA contact information: Dr. Kimberly Velez, kvelez@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).

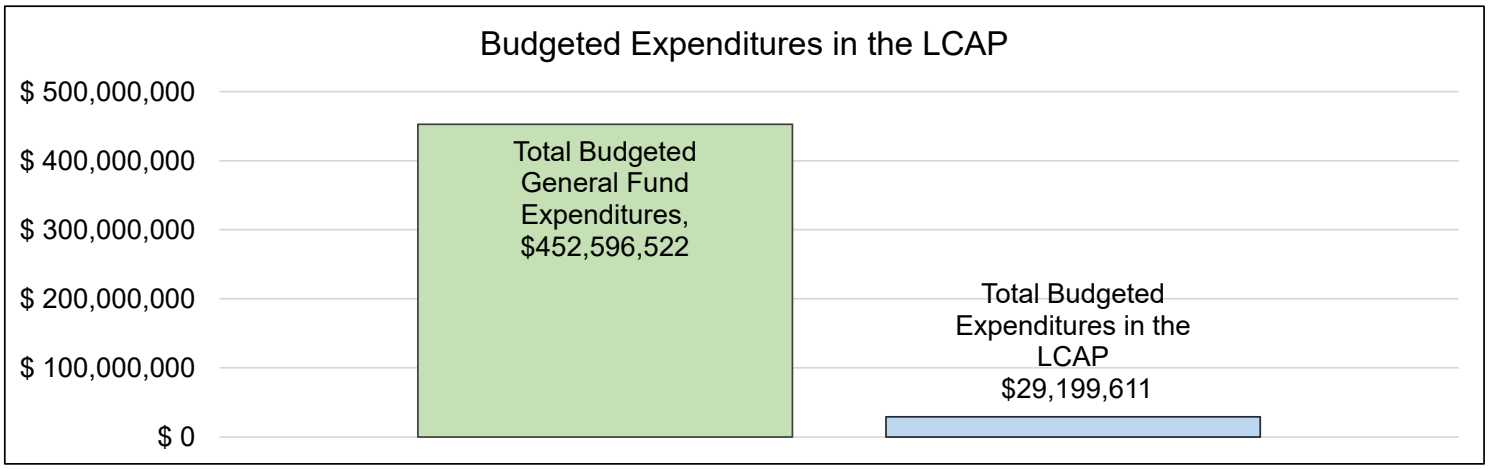


This chart shows the total general purpose revenue Temecula Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Temecula Valley Unified School District is $432,965,372.00, of which $328,560,450.00 is Local Control Funding Formula (LCFF), $79,048,255.00 is other state funds, $14,002,968.00 is local funds, and $11,353,699.00 is federal funds. Of the $328,560,450.00 in LCFF Funds, $23,453,082.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



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

The text description of the above chart is as follows: Temecula Valley Unified School District plans to spend $452,596,522.00 for the 2026-27 school year. Of that amount, $29,199,611.00 is tied to actions/services in the LCAP and $423,396,911.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

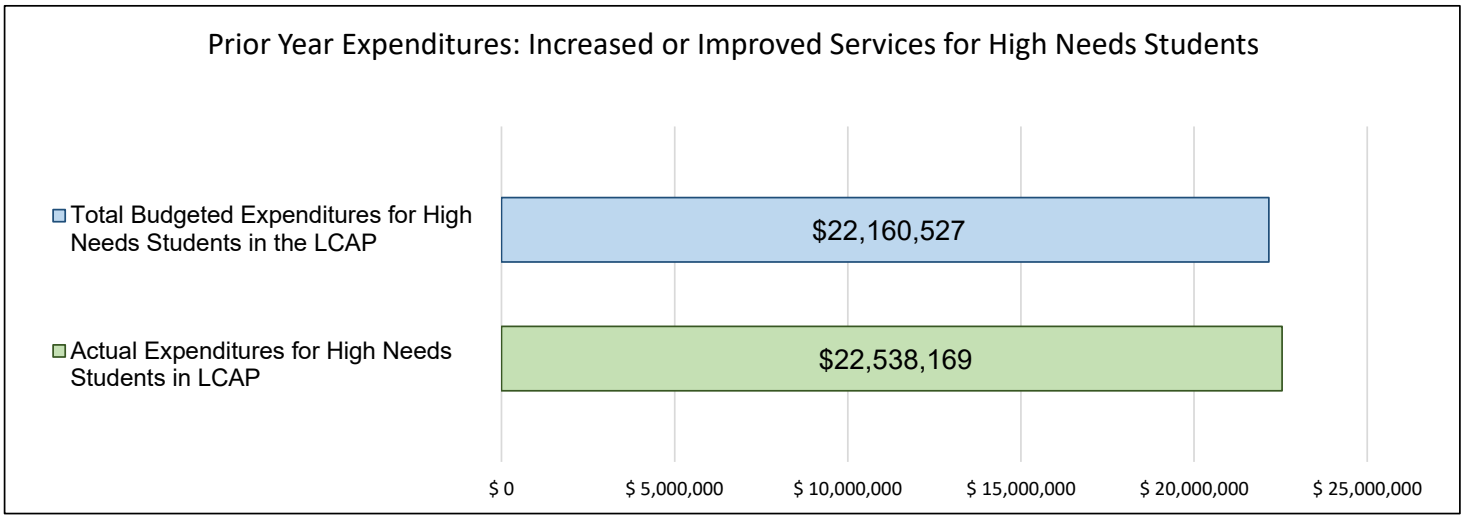
General Fund Budget Expenditures for the school year which are not included in the Local Control and Accountability Plan include (but not limited to): salaries, curriculum, materials, facilities, operational costs, and other basic services.

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

In 2026-27, Temecula Valley Unified School District is projecting it will receive $23,453,082.00 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 $23,453,082.00 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 2025-26



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 2025-26, Temecula Valley Unified School District 's LCAP budgeted $22,160,527.00 for planned actions to increase or improve services for high needs students. Temecula Valley Unified School District actually spent $22,538,169.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Temecula Valley Unified School District	Dr. Kimberly Velez, Superintendent	kvelez@tvusd.us (951) 560-7904

Plan Summary 2026-2027

General Information

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

The 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 (29):

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

Title I Schools for the 2026-2027 school year (14):

French Valley Elementary	Nicolas Valley Elementary	Pauba Valley Elementary	Paloma Elementary
Red Hawk Elementary	Susan LaVorgna Elementary	Temecula Elementary	Vail Elementary
Vintage Hills Elementary	Ysabel Barnett Elementary	Bella Vista Middle	Erle Stanley Gardner Middle
James Day Middle	Margarita Middle		

Student Population:

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 38.3% of its student community.

English Learners- 5.1% (2025 Dashboard) Foster Youth- 0.3% (2025 Dashboard)
Socioeconomically Disadvantaged- 36.2% (2025 Dashboard) Long-term English Learners- 0.8% (24-25 DataQuest)

Ethnic and Racial Distribution (Dataquest 24-25):

African American- 3.5%	American Indian/Alaska Native: 0.6%	Asian- 6.5%
Filipino- 4.6%	Hispanic/Latino- 38.3%	Pacific Islander- <1%
White- 35.9%	Two or More Races- 9.9%	Not Reported- <1%

TVUSD uses the above information to guide LCAP development and ensure District priorities are aligned to student needs. The District's size, geographic span, and diverse student population require intentional planning to provide equitable access to high-quality instruction, programs, and support across all school sites. In particular, the needs of unduplicated students—including English learners, foster youth, and socioeconomically disadvantaged students—along with student groups performing within the lowest California School Dashboard performance levels, inform the District's identification of priority areas, allocation of resources, and implementation of targeted strategies. Through ongoing analysis of student performance data, stakeholder input, and program effectiveness, TVUSD uses the LCAP to drive continuous improvement and improve outcomes for all students, with an emphasis on equity and closing achievement gaps.

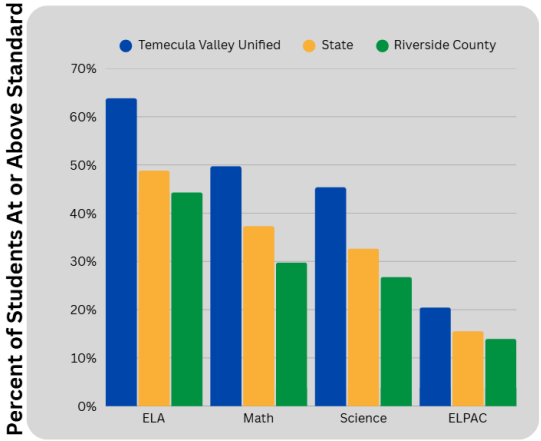
TVUSD continues to serve students through a well-rounded and rigorous course of study aligned with the California State Standards and Frameworks. TVUSD is committed to serving students with highly qualified teachers credentialed and trained through ongoing professional development. The District's curriculum 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

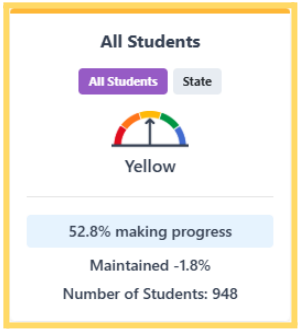
A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.



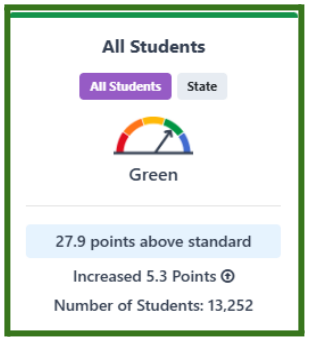
The students of TVUSD have historically performed well on state mandated assessments: California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC). TVUSD students out perform both state and county proficiency averages in the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

ELA (CAASPP):	TVUSD- 63.82%	State- 48.82%	County- 44.32%
Math (CAASPP):	TVUSD- 49.72%	State- 37.30%	County- 29.78%
Science (CAST):	TVUSD- 45.37%	State- 32.66%	County- 26.78%
Summative ELPAC:	TVUSD- 20.46%	State- 15.53%	County- 13.94%

English Learner Progress (EPLI): While the CAASPP scores above allow TVUSD to see how our data compares to others throughout the state and county, the 2025 Dashboard provides a reflective look at the District's data, comparing TVUSD data from 2024 to 2025. As indicated on the 2025 California Dashboard, 52.8% of English Learners were making progress towards English language proficiency (green Dashboard indicator). While TVUSD received a “maintain” status for the EPLI indicator, there was a slight decrease of 1.8%. On the 2023 Dashboard Ysabel Barnett Elementary was the only school that fell into red overall as reported on the Dashboard for English Learner progress. The school’s progress rate did increase by 17.1% on the 2025 Dashboard, but no indicator color was assigned as less than 30 EL student were enrolled/assessed in the 24-25 school year. On the 2025 Dashboard two schools reported red in the area of English Learner Progress: Pauba Valley Elementary and Temecula Luiseno Elementary.



English Language Arts (ELA): The students in TVUSD performed 27.9 points above standard in English Language Arts (green Dashboard indicator). This was a 5.3 point increase. 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 and continuing in subsequent years. 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.



As indicated on the District’s Dashboard, Foster Youth received a red indicator in ELA on the 2023 Dashboard. On the 2024 Dashboard Foster Youth saw a 39.9 point increase, taking the indicator color to yellow. On the 2025 Dashboard, Foster Youth showed a 29.5-point decrease in ELA and received an orange indicator. On the 2024 Dashboard, both Long-Term English Learners and Students with Disabilities received red indicators in ELA. On the 2025 Dashboard, Long-Term English Learners improved by 13.8 points and received an orange indicator, while Students with Disabilities improved by 10.1 points and received a yellow indicator.

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

As reported by the 2025 Dashboard, of the 14 red indicators listed above 11 have seen an increase in distance from standard. 9 changed to orange or yellow, 3 remained red, and 2 reported no color due to less than 30 students in the particular student group taking the assessment (see Metrics 1-C, 1-D, 1-E).

On the 2024 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:

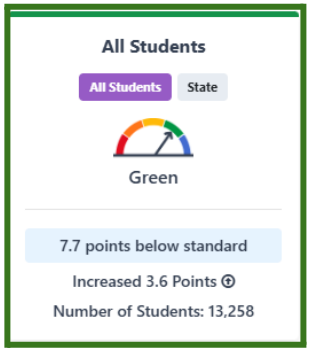
Ysabel Barnett Elementary: Students with Disabilities (2025 Dashboard moved to yellow)
French Valley Elementary: Students with Disabilities (2025 Dashboard moved to yellow)
Susan LaVorgna Elementary: Students with Disabilities (2025 Dashboard moved to orange)

Pauba Valley Elementary: Students with Disabilities (2025 Dashboard moved to orange)
Vail Elementary: Students with Disabilities (2025 Dashboard moved to orange)
James L. Day Middle: Students with Disabilities (2025 Dashboard moved to orange)
Erle Stanley Gardner Middle: Students with Disabilities (2025 Dashboard remained red)
Margarita Middle: Students with Disabilities (2025 Dashboard remained red)
Temecula Middle: Students with Disabilities and English Learners (2025 Dashboard moved to yellow, both SWD and EL)
Chaparral High: Students with Disabilities (2025 Dashboard remained red)
Temecula Valley High: Students with Disabilities (2025 Dashboard moved to orange)

On the 2025 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:

Crowne Hill Elementary: Students with Disabilities
Vintage Hills Elementary: Students with Disabilities
Margarita Middle: Students with Disabilities
Temecula Valley High School: English Learners
Temecula Elementary: Students with Disabilities
Erle Stanley Gardner Middle: Students with Disabilities
Chaparral High: 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).



Mathematics: TVUSD students overall, performed 7.7 points below standard in Mathematics (green Dashboard indicator). This was a 3.6 point increase from the 2024 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 26-27 school year.

TVUSD's Foster Youth and Students with Disabilities student groups fell within the red on the 2023 Dashboard. Based on the 2025 Dashboard Foster students had a 42.8 point decrease (red) almost negating the 50.3 point increase they earned on the 2024 Dashboard.While Students with Disabilities had a 3.9 point increase on the 2025 Dashboard, adding to the 3.5 point increase in 2024 receiving an orange math indicator color. On the 2025 Dashboard Foster Youth reported red for the district in the area of math.

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
Erle Stanley Gardner Middle: Students with Disabilities
Temecula Middle: Students with Disabilities
Great Oak High: English Learners and Students with Disabilities
Bella Vista Middle: Students with Disabilities
Margarita Middle: English Learner and Students with Disabilities
Vail Ranch Middle: Students with Disabilities
Susan H. Nelson: Overall and White

Temecula Valley High: English Learner and Students with Disabilities

As reported by the 2024 Dashboard, of the 13 red indicators listed above 7 have seen positive color change to orange or yellow, 4 remained red, and 2 reported no color due to less than 30 students in the particular student group taking the assessment (see Metrics 2-B, 2-C, 2-D).

On the 2024 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:

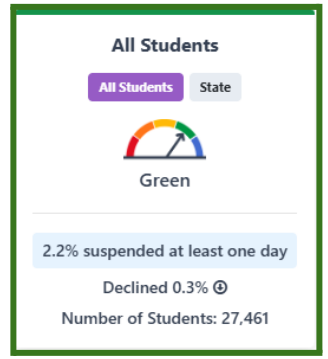
Susan LaVorgna Elementary: Students with Disabilities (2025 Dashboard remained red)
Pauba Valley Elementary: Students with Disabilities (2025 Dashboard moved to yellow)
Vail Elementary: Students with Disabilities (2025 Dashboard moved to orange)
Erle Stanley Gardner Middle: Students with Disabilities (2025 Dashboard remained red)
Margarita Middle: Students with Disabilities and Long Term English Learners (2025 Dashboard remained red for SWD, no color reported for LTEL)
Chaparral High: Students with Disabilities (2025 Dashboard moved to orange)
Great Oak High: Students with Disabilities (2025 Dashboard moved to orange)
Temecula Valley High: Students with Disabilities (2025 Dashboard moved to orange)

On the 2025 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:

Crowne Hill Elementary: Students with Disabilities
Vintage Hills Elementary: Students with Disabilities
Erle Stanley Gardner Middle: Students with Disabilities
Vail Ranch Middle: Students with Disabilities
Susan LaVorgna Elementary: Students with Disabilities
Bella Vista Middle: Students with Disabilities
Margarita Middle: Students with Disabilities
Temecula Valley High: English Learners

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 declined by 0.3% to 2.2% overall on the 2025 Dashboard (green Dashboard indicator) meaning 2.2% 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 continued 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 2023 Dashboard, Foster Youth, Homeless, and American Indian student groups fell into the red on the Dashboard. Based on the 2025 Dashboard Foster students had a 3.3% decrease in their suspension rate, moving to orange. While Homeless Youth

had a 3.2% decline and received a green indicator color. American Indian student group 0.9% increase receiving an orange suspension rate indicator color. TVUSD as a district had no student groups that received a red indicator for suspension rates on the 2025 Dashboard.

On the 2023 Dashboard, sites with student groups in red for suspension rates:

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

As reported by the 2024 Dashboard, of the 12 red indicators listed above 9 have seen positive color change to green,yellow, or orange, 2 remained red, and 1 reported no color due to less than 30 students in the particular student group taking the assessment (see Metrics 5-J, 5-K, 5-L on Pages 66,67).

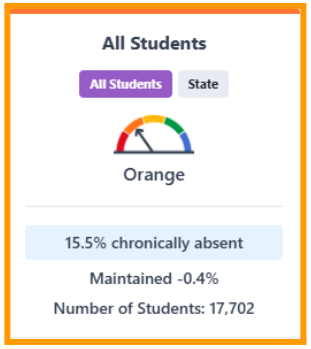
On the 2024 Dashboard, sites with student groups in red for suspension rates:

Nicolas Valley Elementary: African American (2025 Dashboard no color reported, declined by 1.7%)
James L. Day Middle: Long Term English Learners (2025 Dashboard moved to green)
Great Oak High: American Indian (2025 Dashboard moved to yellow)
Rancho Vista High: Overall, English Learners, Socioeconomic Disadvantaged, Students with Disabilities, Hispanic (Overall moved to green, EL moved to yellow, SED moved to green, SWDs moved to yellow, HIS moved to green)

On the 2025 Dashboard, sites with student groups in red for suspension rates:

Ysabel Barnett Elementary: Socioeconomic Disadvantaged
Tony Tobin Elementary: Hispanic
Erle Stanley Gardner Middle: English Learner
Vail Ranch Middle: Students with Disabilities
Great Oak High: English Learner

Chronic Absenteeism: Chronic absenteeism decreased by 0.4% to 15.5% overall on the 2025 Dashboard (orange 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. As reported on the 2024 Dashboard, Homeless Youth chronic absenteeism fell by 3.5% and received a yellow indicator color. While Foster youth and Pacific Islander students both had an increase in chronic absenteeism and reported red overall for the District. On the 2025 Dashboard several student groups reported red on the TVUSD Dashboard: Foster Youth, Homeless Youth, Socioeconomically Disadvantaged, Student with Disabilities, African American, American Indian/Alaskan Native, and Pacific Islander.

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

As reported by the 2024 Dashboard, of the 19 red indicators listed above18 have seen positive color change to green,yellow, or orange,while 1 remained red (see Metrics 5-B, 5-C, 5-D).

On the 2024 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:

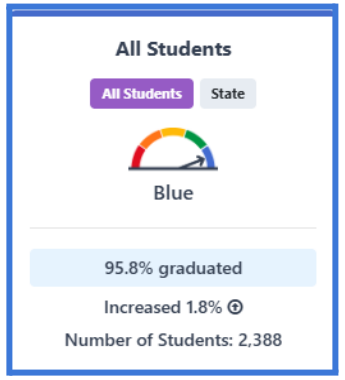
Ysabel Barnett Elementary: English Learners (2025 Dashboard moved to green)
Crowne Hill Elementary: Students with Disabilities (2025 Dashboard remained red)
Helen Hunt Jackson Elementary: English Learners, Socioeconomic Disadvantaged, Students with Disabilities, and Hispanic (2025 Dashboard:EL remained red, SED moved to orange, SWD moved to orange, and HIS moved to yellow)
Temecula Elementary: African American (2025 Dashboard moved to yellow)
Vail Elementary: Multiple Races (2025 Dashboard moved to orange)
Margarita Middle: Multiple Races (2025 Dashboard moved to orange)
Temecula Middle: English Learners and Students with Disabilities (2025 Dashboard: EL moved to orange and SWD remained red)

On the 2025 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:

Alamos Elementary: Hispanic
Crowne Hill Elementary: Socioeconomically Disadvantaged, Students with Disabilities, Multiple Races
Helen Hunt Jackson Elementary: English Learners
Nicolas Valley Elementary: Students with Disabilities
Paloma Elementary: Socioeconomically Disadvantaged
Pauba Valley Elementary: Overall, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Multiple Races
Red Hawk Elementary: Students with Disabilities
Susan LaVorgna Elementary: English Learners, Socioeconomically Disadvantaged, Students with Disabilities
Temecula Elementary: Students with Disabilities, Hispanic, Multiple Races
Temecula Luiseno Elementary: Socioeconomically Disadvantaged, Students with Disabilities
Vail Elementary: Overall, Socioeconomically Disadvantaged, Hispanic
Ysabel Barnett Elementary: Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Bella Vista Middle: Overall, Socioeconomically Disadvantaged, Hispanic
Erle Stanley Gardner Middle: Overall, English Learner, Socioeconomically Disadvantaged, Hispanic
James Day Middle: Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic
Margarita Middle: Overall, Students with Disabilities, White

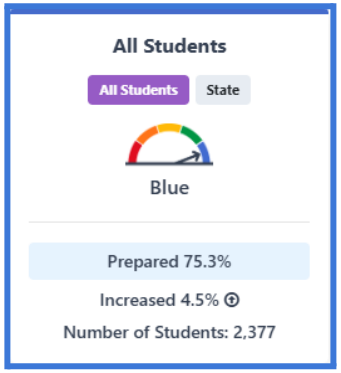
Temecula Middle: Socioeconomically Disadvantaged, Students with Disabilities
Vail Ranch Middle: Socioeconomically Disadvantaged, Students with Disabilities

Graduation Rate: TVUSD graduated 95.8% of seniors for the 2024/2025 school year (blueDashboard indicator). This was a slight increase from the 2024 data, 1.8%. As indicated on the 2023 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 77.8%, an increase of 14.7% from the 2023 Dashboard (yellow Dashboard indicator color overall), and Students with Disabilities increased to green increasing 11.9%, while Hispanic students increased to yellow (up 6.6%). Socioeconomic Disadvantaged increased to yellow, growing 5.3% and White students increased to green, growing 24.4%. 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 future school years. 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: 75.3% of seniors were "prepared" as measured by the College/Career Indicator (blue Dashboard indicator). This was an increase from the 2024 data, 4.5%.



As indicated on the 2023 Dashboard, Rancho Vista High fell into the "Very Low" indicator overall for the College/Career Indicator with 4.8% of students at Rancho Vista are College and Career "Prepared". Unfortunately, this indicator remained red overall for the 2024 Dashboard at 4.4%, a decrease of 0.4%. On the 2025 Dashboard, Ranch Vista reported an overall indicator color of orange, increasing by 5.5%. 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. 2023 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

2024 sites with student groups in red indicator for CCI are:
Rancho Vista High: Socioeconomic Disadvantaged, Students with Disabilities, Hispanic, and White
As reported by the 2024 Dashboard, of the 6 red indicators listed above 2 have seen positive color change to yellow, while 4 remained red.

2025 sites with student groups in red indicator for CCI are:
Rancho Vista High: Socioeconomic Disadvantaged

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).

Learning Recovery Emergency Block Grant (LREBG)
TVUSD received $15,320,514 of LREBG funding. As of the 25-26 school year, the District has $7,253,787 of LREBG funding remaining. That funding will be allocated for the following actions running through the 2026-2027 school year. The District is projected to get an additional $1,708,274 In LREGB funding in 2026-2027 and is allocating the funds toward Goal 4, Action 7 in alignment with the District needs assessment.

LREBG funded actions:

- Goal 2, Action 5: Math Co-teaching
- Goal 3, Action 7: UC Scout
- Goal 3, Action 8: High School Counselors
- Goal 4, Action 6: Intervention Administrators
- Goal 4, Action 7: Non-student Professional Development Days

Rationale and Alignment to Allowable Uses: The following actions are funded in whole or in part by LREBG and were selected based on demonstrated student need, as identified in the district's comprehensive needs assessment. These actions align with the allowable uses of LREBG funding, including accelerating learning, expanding learning supports, and supporting student mental health and well-being.

Goal 2, Action 5: Math Co-Teaching- This action funds co-teaching models in math classrooms, pairing general education teachers with special education teachers to provide targeted support for struggling students. This aligns with the allowable use of LREBG funds to support learning recovery and acceleration. Assessment data indicated math achievement gaps at multiple grade levels, particularly among students with disabilities. Research from Murawski & Swanson (2001) indicates that co-teaching significantly improves outcomes for students with disabilities when both teachers share instructional responsibility. The Council for Exceptional Children (2018) also identifies co-teaching as a high-leverage practice that enhances access to grade-level curriculum, supports differentiated instruction, and fosters collaboration among educators.

Goal 3, Action 7: UC Scout- UC Scout provides online, A–G approved courses that support credit recovery and college readiness. This action is aligned with allowable uses focused on expanding access to learning opportunities, especially for students impacted by disrupted learning. The need was identified through graduation rate data and the number of students off-track for A–G completion. Research from the Aurora Institute (formerly iNACOL, 2016) emphasizes that well-designed online learning programs increase student engagement, flexibility, and equitable access to rigorous coursework—particularly for historically underserved students. Additionally, the California Department of Education encourages the use of online A–G courses as a means of improving college readiness and supporting learning continuity.

Goal 3, Action 8: High School Counselors- Additional high school counselors provide academic, college/career, and mental health support for students. This action supports both learning acceleration and the social-emotional well-being of students, in line with LREBG allowable uses. Student and parent input, along with survey data and counselor-to-student ratios, indicated the need for additional counseling services. Research by the American School Counselor Association (ASCA) demonstrates that lower counselor-to-student ratios are linked to higher graduation rates, improved academic outcomes, and reduced disciplinary incidents (Lapan, Gysbers & Petroski, 2001).

Goal 4, Action 6: Intervention Administrators- Site-based intervention administrators coordinate Tier 2 and Tier 3 academic and behavioral supports. This action is aligned to the LREBG goal of facilitating effective learning recovery systems. The district's MTSS data and stakeholder feedback highlighted the need for dedicated leadership in intervention planning and implementation. Research from the Education Trust (2015) highlights that sustained improvement in outcomes for historically underperforming students is strongly correlated with leadership that prioritizes equity and intervention. Having a

designated administrator focused on these student groups helps institutionalize a culture of continuous improvement centered on improving student outcomes.

Goal 4, Action 7: Non-Student Professional Development Days- Non-student professional development days provide dedicated time for administrators and instructional leaders to train and support staff in implementing research-based instructional strategies aligned with each school site's strategic plan and the needs of identified student groups. These professional learning opportunities focus on strengthening instructional practices, analyzing student data, and implementing targeted supports for students who are underperforming. This action aligns with the allowable uses of LREBG funds by supporting learning recovery and acceleration through improved instructional quality and targeted intervention strategies. Research from the Learning Policy Institute (2017) indicates that sustained, job-embedded professional development improves teacher effectiveness and leads to stronger student learning outcomes. By providing structured time for professional learning, the district is able to build staff capacity to address unfinished learning and better support the academic success of all students.

Reflections: Technical Assistance

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

Student Group	Pupil Achievment						School Climate		Pupil Engagement				Broad Course			
	ELPI		ELA (Acad)		Math (Acad)		Susp Rate		Chronic Abs		Grad Rate		CCI		Science (Info)	
	Data	Color	Data	Color	Data	Color	Data	Color	Data	Color	Data	Color	Data	Color	Data	Color
Foster Youth 2023 2024 2025 DA Y1 Y1 Y1			(L) -62.6 dfs ▼▼ -29.5 dfs n 38		(VL) -99.1 dfs ▼▼ -42.8 dfs n 38		(VH) 13.6% ▼ -3.3% n 147		(VH) 37.2% ▲ 3.9% n 94		(M) 81.8% n 11		(L) 18.2% • 0% n 11		(L) 43.7 sp ▲▲ 5.7 sp n 23	
Homeless Youth 2023 2024 2025 DA Y1 Y2			(L) -46.3 dfs ▼ -5.9 dfs n 74		(L) -94 dfs ▼▼ -19 dfs n 74		(M) 3.8% ▼▼ -3.2% n 185		(VH) 41.5% ▲ 1.5% n 118		(M) 84.6% ▲ 11.9% n 52		(M) 51% ▲ 10.3% n 49		(M) 48.6 sp • 0.2 sp n 31	

On the 2023 Dashboard TVUSD qualified for Technical Assistance for both Foster and Homeless Youth. 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%).

Based on 2024 Dashboard data, Homeless Youth no longer qualify for Technical Assistance. TVUSD continues to qualify for Technical Assistance for Foster Youth: Suspension Rate (16.9 %) and Chronic Absenteeism (33.3%).

Based on 2025 Dashboard data, TVUSD continues to qualify for Technical Assistance for Foster Youth: Math (99.1 points below standard, decrease of 42.8 points) and Chronic Absenteeism (37.2%, increase of 3.9%).

For the past several years, TVUSD has made a concerted effort to focus on our Foster Youth and Homeless Youth student groups. While Homeless youth is no longer eligible for Differentiation Assistance the District will continue to monitor the student group. 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 2023. 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. The assistant 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 three 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.

Beginning in the 24-25 school year, TVUSD and Riverside County Office of Education (RCOE) partnered to provide 22 Foster Youth (high school and middle school students) an iPad and services to Khanmigo Academy. Khanmigo is Khan Academy's AI-powered teaching assistant, designed to assist teachers with tasks such as lesson planning and student progress assessment. Students can access tutoring support at home through their iPad in all subject areas. Foster students often move frequently within the county and this support stays with them even when they move homes. Each student has a point of contact at their school site who regularly checks in with them to set learning goals, monitor the goals, and provide incentives for students when those goals are achieved.

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.

There are no schools within TVUSD that are eligible for CSI in the 26-27 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.

There are no schools within TVUSD that are eligible for CSI in the 26-27 school year.

Monitoring and Evaluating Effectiveness

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

There are no schools within TVUSD that are eligible for CSI in the 26-27 school year.

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/monthly 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	February 16, 2026: A district wide LCAP goals, actions, and service was sent to all educational partners and remained open for five weeks. The 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.
Administrators (District and Site)	June 2025: Individual meetings took place with all 29 schools site administrators. Meetings were conducted in person with district directors, executive cabinet, and the superintendent. Site administrators had to present the site's data, identify underperforming student groups on their campus, and build a strategic plan for improving student outcomes throughout the course of the 25-26 school year. Plans included site leadership team, feedback for educational partners, and focus work on running ongoing cycles of inquiry. January 2026: Individual meetings took place with all 29 schools site administrators. Meetings were conducted in person with the Superintendent and Assistant Superintendent of ESS. Site administrators had to present the mid-year check in related to the implementation of the site's strategic plans for improving the performance of underperforming student groups. Administrators highlighted mid year formative data, successes and challenges, and focused on the steps of implementation at their site. February 2026: Site leaders presented their mid-year strategic plans to other site leaders and department leadership. Ideas on best practices and strategic use of UDP site allocations were shared.

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)	August to September 2025: 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 strategic plans and goals targeting the lowest performing student groups. The committee also ensured LCAP site allocation expenditures were aligned with the needs of student groups and data presented in the site's strategic plan. January 2026: 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 site level Dashboard performance data, and a review of the site's mid-year check of their strategic plan.The site's comprehensive safety plans review also reviewed by educational partners. Committees had the opportunity to discuss current performance levels, data, actions/services, and provide feedback to as a committee to be used in implementation of a site strategic plan and inquiry cycles. March 2026: 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 level 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. Committee input and feedback was gathered through a central feedback form. All site specific presentations were made public on site and district websites.
Governing Board & Community Members	February 10, 2026: Mid-year LCAP Report to the Governing Board during regular board meeting. The agenda covered an overview of the purpose of LCAP, current goals, current actions and services, and 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 Committees District English Learner Advisory Committee (DELAC)	January to March 2026: 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.
Certificated Staff, Classified Staff, Bargaining Units (TVEA & CSEA)	February to March 2026: 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. Committee input and feedback was gathered through a central feedback form. March 3, 2026: Met with CSEA representatives to review LCAP goals and actions. Discussed actions related specifically to classified personnel. April 2026: Corresponded with TVEA representatives to review LCAP goals and actions. Discussed actions related specifically to certificated personnel and services provided to students through those actions. TVEA was pleased with no major changes to LCAP for year three of the cycle.

Parent Advisory Committee (PAC)/ District English Learner Advisory Committee (DELAC)	March 11, 2026: 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. The 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.
SELPA Consultation	A draft of the proposed LCAP was presented to SELPA administrator, Assistant Superintendent of Student Support Services, on April 22, 2026.
Governing Board & Community Members	May 29, 2026: Draft of 26-27 LCAP posted publicly on the district website. June 9, 2026: Draft of 26-27 LCAP presented at a regularly scheduled Governing Board Meeting for Public Hearing. June 23, 2026: The 26-27 LCAP 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.

As part of the Local Control and Accountability Plan (LCAP) development process, the district conducted comprehensive surveys and gathered input from a broad range of educational partners, including parents, students, teachers, administrators, classified staff, and advisory committees. Feedback was analyzed alongside California School Dashboard indicators and local data to evaluate the effectiveness of current actions and to identify areas of need. This input directly informed the refinement of goals, actions, metrics, and budgeted expenditures in the adopted LCAP.

Educational partners consistently identified **targeted academic intervention and instructional support** as a top priority. Intervention teachers, literacy specialists, math specialists, and instructional coaches were widely identified as highly impactful in supporting student achievement, particularly for English learners and low-income students. In response, the district maintained and prioritized these positions within Goals 1 and 2, including continued funding and, where feasible, expanded access to intervention and supplemental support services. These actions remain designated as contributing to increased or improved services for unduplicated student groups.

Stakeholders also emphasized the importance of **social-emotional learning and mental health services**. Feedback highlighted the need for continued access to counselors, social workers, and targeted support for foster youth and students experiencing housing instability. As a result, the district prioritized sustaining and refining these services within Goal 3, with adjustments to expenditures to ensure continued access and responsiveness to student needs.

Consistent with prior year feedback, educational partners underscored the need to strengthen **family engagement and communication**, particularly for multilingual families. Survey responses and advisory group input reinforced the value of translation services, bilingual staff, and improved communication systems. In response, the district continued and expanded investments in translation services, community liaisons, and family engagement strategies, ensuring these actions remain aligned to the needs of English learners and low-income families.

Educational partners also continued to advocate for **inclusive practices and support for students with disabilities**. While this student group is not included in the state's definition of unduplicated pupils, the district recognized this feedback as a critical component of equitable service delivery. As a result, the LCAP includes continued emphasis on professional development focused on inclusive instructional practices, collaboration between general and special education staff, and ongoing evaluation of least restrictive environments. These efforts are incorporated into district planning and aligned with LCAP goals supporting equitable access and outcomes.

Feedback regarding **instructional coaching and professional development** was mixed. While many stakeholders recognized the value of coaching and professional learning, others expressed the need for clearer alignment to student outcomes and more measurable impact. In response, the district refined these actions by strengthening expectations for data-driven professional development, improving alignment between coaching support and classroom practice, and incorporating additional metrics to monitor effectiveness. Data will be collected by professional development participants and used to monitor effectiveness and alignment. These refinements reflect the district's ongoing analysis of action effectiveness and commitment to continuous improvement.

Where feedback identified areas of redundancy or lower perceived impact, the district evaluated and, where appropriate, **refined or consolidated actions and adjusted expenditures** to better align resources with the highest-priority needs identified through stakeholder engagement and data analysis.

Overall, the adopted LCAP reflects a clear prioritization of educational partner input within the context of available resources. The district focused on sustaining and strengthening high-impact academic supports, expanding services for unduplicated student groups, and refining actions to ensure measurable outcomes. This process demonstrates the district's commitment to using meaningful engagement to drive strategic planning, resource allocation, and continuous improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	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. This goal will support the District's Technical Assistance work: supporting Foster Youth whose performance indicator was red in the area of ELA. 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).	Broad

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards, Priority 3: Parental Involvement and Family Engagement, 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 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 in turn 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
1-A	Implementation of Academic Content Standards Self-Reflection Tool	**Providing professional learning** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Initial Implementation HSS - Full Implementation **Instructional materials** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS -Full Implementation HSS - Full Implementation	**Providing professional learning** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Initial Implementation HSS - Full Implementation **Instructional materials** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS -Full Implementation HSS - Full Implementation	**Providing professional learning** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Full Implementation HSS - Full Implementation **Instructional materials** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS -Full Implementation HSS - Full Implementation	Maintain "Full implementation" or progress to "Full implementation and sustainability" rating	All ratings remained unchanged with the exception of: **Providing professional learning** NGSS - moved from Initial Implementation to Full Implementation

1-A Cont.	Implementation of Academic Content Standards Self-Reflection Tool	**Identification of programs to improve instruction** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability 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	**Identification of programs to improve instruction** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability 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 . **Providing support for teachers on not-met standards -** Full Implementation	**Identification of programs to improve instruction** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability 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 and Sustainability **Identifying needs of individuals** - Full Implementation **Providing support for teachers on not-met standards -** Full Implementation	Maintain "Full implementation" or progress to "Full implementation and sustainability" rating	All ratings remained unchanged with the exception of: **Identifying PL needs of groups** - Moved from Full Implementation to Full Implementation and Sustainability
1-B	Parent and Family Engagement Survey - Self-Reflection Tool - Efforts to encourage parental participation in programs for students with disabilities	**Efforts to seek parent input in decision making**: Full Implementation **Efforts to encourage parental participation in programs for unduplicated pupils and individuals with exceptional needs:** Full Implementation	**Efforts to seek parent input in decision making**: Full Implementation **Efforts to encourage parental participation in programs for unduplicated pupils and individuals with exceptional needs:** Full Implementation	**Efforts to seek parent input in decision making**: Full Implementation **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	All ratings remained unchanged

1-C	CA Dashboard- English Language Arts Distance from Standard - District	All Students: 24.1 (Green) American Indian/Alaska Native: -28.0 (Yellow) Asian: 64.6 (Blue) Black/African American: -8.8 (Orange) Filipino: 58.1 (Blue) Hispanic: 3.6 (Yellow) Pacific Islander: 11.2 (Green) White: 34.2 (Green) Multiple Races: 34.5 (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)	All Students: 22.6 (Green) American Indian/Alaska Native: -18.7 (Yellow) Asian: 66.9 (Blue) Black/African American: -8 (Orange) Filipino: 53.7 (Green) Hispanic: 1.1 (Yellow) Pacific Islander: 9.1 (Yellow) White: 32.2 (Green) Multiple Races: 34.4 (Green) Socioeconomically Disadvantaged: -4.2 (Yellow) English Learner: -38.4 (Orange) Students with Disabilities: -74 (Red) Foster Youth: -33.1 (Yellow) Homeless Youth: -40.4 (Orange)	All Students: 27.9 (Green) American Indian/Alaska Native: -12.1 (Yellow) Asian: 70.8 (Blue) Black/African American: 3.3 (Green) Filipino: 58.3 (Blue) Hispanic: 8.4 (Green) Pacific Islander: 7.9 (Yellow) White: 36.5 (Green) Multiple Races: 38.2 (Green) Socioeconomically Disadvantaged: 1.3 (Green) English Learner: -21.9 (Yellow) Students with Disabilities: -63.9 (Yellow) Foster Youth: -62.6 (Yellow) Homeless Youth: -46.3 (Orange)	All Students: 35.1 (Green) American Indian/Alaska Native: -18.0 (Yellow) Asian: Maintain/ increase Black/African American: 0.2 (Green) Filipino: Maintain/increase Hispanic: 10.0 (Green) Pacific Islander: 21.2 (Green) White: 45.0 (Blue) Multiple Races: 45.0 (Blue) Socioeconomically Disadvantaged: 2.1 (Green) English Learner: -30.5 (Yellow) Students with Disabilities: -59.0 (Yellow) Foster Youth: -64.0 (Yellow) Homeless Youth: -19.3 (Yellow)	All Students: +3.8 Points American Indian/Alaska Native: +15.9 Points Asian: +6.2 Points Black/African American: +12.1 Points Filipino: +0.2 Points Hispanic: +4.8 Points Pacific Islander: -3.3 Points White: +2.3 Points Multiple Races: +3.7 Points Socioeconomically Disadvantaged: +8.2 Points English Learner: +17.6 Points Students with Disabilities: +4.1 Points Foster Youth: +10.4 Points Homeless Youth: -18 Points
1-D	2023 CA Dashboard - English Language Arts Distance from Standard - Schools with red status* *Date added to metric for specificity	Rancho Vista High School All Students: -170.0 (Red) Susan H Nelson School All Students: -76.0 (Red)	Rancho Vista High School All Students: -164 (Orange) Susan H Nelson School All Students: -53.7 (Orange)	Rancho Vista High School All Students -111.7(Orange) Susan H Nelson School All Students: -38.1 (Yellow)	Rancho Vista High School All Students -161.0(Orange) Susan Nelson School All Students: -67.0 (Orange)	Rancho Vista High School All Students +58.3 points Susan Nelson School All Students +37.9 points

1-E	2023CA Dashboard - English Language Arts Distance from Standard - Student groups with red status* *Date added to metric for specificity	Bella Vista Middle - Students with Disabilities -94.7 (Red) Great Oak High English Learners -78.3 (Red) Great Oak High Students with Disabilities -111.4 (Red) Margarita Middle English Learners -92.3 (Red) Margarita Middle Students with Disabilities -96.3 (Red) Susan H Nelson School White -95.2 (Red) Temecula Middle Students with Disabilities -72.3 (Red) Temecula Valley High English Learners -113.8 (Red) Temecula Valley High Students with Disabilities -90.3 (Red) Vail Elementary Students with Disabilities -80.3 (Red) Vail Ranch Middle Students with Disabilities -96.7 (Red) Vintage Hills Elementary Students with Disabilities -81.1 (Red)	Bella Vista Middle - Students with Disabilities -89.2 (Orange) Great Oak High English Learners -21.2 (No color) Great Oak High Students with Disabilities -75.3 (Orange) Margarita Middle English Learners -75.9 (Orange) Margarita Middle Students with Disabilities -110.2 (Red) Susan H Nelson School White -38.2 (No color) Temecula Middle Students with Disabilities -74 (Red) Temecula Valley High English Learners -84.4 (Orange) Temecula Valley High Students with Disabilities -107.3 (Red) Vail Elementary Students with Disabilities -108.7 (Red) Vail Ranch Middle Students with Disabilities -92.7 (Orange) Vintage Hills Elementary Students with Disabilities -62.8 (Yellow)	Bella Vista Middle - Students with Disabilities -73.1 (Orange) Great Oak High English Learners -8.8 (No color) Great Oak High Students with Disabilities -15.4 (Yellow) Margarita Middle English Learners -56.4 (Yellow) Margarita Middle Students with Disabilities -109.6 (Red) Susan H Nelson School White -89.1 (No Color) Temecula Middle Students with Disabilities -53.3 (Yellow) Temecula Valley High English Learners -97.5 (Red) Temecula Valley High Students with Disabilities -68.8 (Orange) Vail Elementary Students with Disabilities -100.4 (Orange) Vail Ranch Middle Students with Disabilities -87.1 (Orange) Vintage Hills Elementary Students with Disabilities -107.5 (Red)	Bella Vista Middle - Students with Disabilities -85.7 (Orange) Great Oak High English Learners -69.3 (Orange) Great Oak High Students with Disabilities -102.4 (Orange) Margarita Middle English Learners -83.3 (Orange) Margarita Middle Students with Disabilities -87.3 (Orange) Susan H Nelson School White -86.2 (Orange) Temecula Middle Students with Disabilities -63.3 (Yellow) Temecula Valley High English Learners -104.8 (Orange) Temecula Valley High Students with Disabilities -81.3 (Orange) Vail Elementary Students with Disabilities-71.3 (Orange) Vail Ranch Middle Students with Disabilities -87.7 (Orange) Vintage Hills Elementary Students with Disabilities -72.1 (Orange)	Bella Vista Middle - Students with Disabilities +21.6 points Great Oak High English Learners +69.5 points Great Oak High Students with Disabilities +96 points Margarita Middle English Learners +35.9 points Margarita Middle Students with Disabilities -13.3 points Susan H Nelson School White +6.1 points Temecula Middle Students with Disabilities +19 points Temecula Valley High English Learners +16.3 points Temecula Valley High Students with Disabilities +21.5 points Vail Elementary Students with Disabilities -20.1 points Vail Ranch Middle Students with Disabilities +9.6 points Vintage Hills Elementary Students with Disabilities -26.4 points

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: 11.05% American Indian/Alaska Native: * Asian: 0.00% Black/African American: * Filipino: 13.33% Hispanic: 10.00% Pacific Islander: * White: 14.29% Multiple Races: 5.26% Socioeconomically Disadvantaged: 11.70% English Learner: * Students with Disabilities: 11.05% Foster Youth: * Homeless Youth: *	All Students: 7.54% American Indian/Alaska Native: * Asian: 0.00%* Black/African American: * Filipino:8.33% Hispanic:10.53% Pacific Islander: * White:9.38% Multiple Races:0.00% Socioeconomically Disadvantaged:9.26% English Learner: * Students with Disabilities: 7.54% 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: *	All Students: +0.71% American Indian/Alaska Native: * Asian: +0% Black/African American: * Filipino: +8.33% Hispanic: +1.91% Pacific Islander: * White: +3.93% Multiple Races: -13.33% Socioeconomically Disadvantaged: +2.12% English Learner: * Students with Disabilities: +0.71% 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: 69.35% American Indian/Alaska Native: 52.17% Asian: 82.27% Black/African American: 54.16% Filipino: 84.48% Hispanic: 60.03% Pacific Islander: * White: 73.21% Multiple Races: 80.52% Socioeconomically Disadvantaged: 59.09% English Learner: 12.70% Students with Disabilities: 22.39% Foster Youth: * Homeless Youth: 58.33%	All Students: 68.31 % American Indian/Alaska Native: 53.84% Asian: 81.75% Black/African American: 62.50% Filipino: 86.84% Hispanic: 60.74% Pacific Islander: * White: 70.72% Multiple Races: 74.75% Socioeconomically Disadvantaged: 60.66% English Learner: 14.55% Students with Disabilities: 26.77% Foster Youth: * Homeless Youth:*	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%	All Students: -2.78% American Indian/Alaska Native: +3.84% Asian: -2.10% Black/African American: +11.18% Filipino:+1.37% Hispanic: -3.74% Pacific Islander: * White: -3.73% Multiple Races:+0.07% Socioeconomically Disadvantaged: +1.65% English Learner: -0.15% Students with Disabilities: -3.15% Foster Youth: * Homeless Youth: +38.89%

1-H	Percent of English learners making progress toward English proficiency (ELPI)	All Students: 51.0% (Yellow)	All Students: 54.60% (Green)	All Students: 52.8% (Yellow)	All Students: 55.0% (Green)	All Students: +1.8%
1-I	2023 CA Dashboard - ELPI - Schools with red status* *Date added to metric for specificity	Ysabel Barnett Elementary: 41.9% (Red)	Ysabel Barnett Elementary: 45.8% (No color reported, in 2024)	Ysabel Barnett Elementary: 63% (No color reported in 2025)	Ysabel Barnett Elementary: 45.0% (Yellow)	Ysabel Barnett Elementary: +21.1%
1-J	EL Reclassification Rate - Local Data	23-24 17.0%	24-25 15.9%	25-26 7.8%	Maintain or exceed 16.7% (ELs exiting within 6 years)	-9.2%

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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.

There were no substantive differences between planned and implemented actions. During the 2025–2026 school year, TVUSD fully implemented a comprehensive set of actions to support student growth in English Language Arts (ELA) and to improve English language proficiency for English Learners (ELs). These efforts were rooted in the district's continued emphasis on addressing learning gaps and improving equity, particularly for underperforming student groups.

Successes:

Action 1: K-5 Intervention Literacy Specialists- Specialists collaborated closely with general education teachers to address the needs of at-risk readers at the elementary level. They enhanced first instruction by pushing into classrooms to model effective teaching strategies and co-teach alongside the classroom teachers. Additionally, specialists provided targeted small group instruction, focusing on boosting English Language Arts (ELA) proficiency for struggling readers. In the past year, there was a strategic focus on reading comprehension strategies for readers in grades 2-5. The team also continued to support kindergarten through second grade (K-2) teachers in implementing strategic phonics instruction, ensuring that all students mastered foundational reading skills and were set up for long-term success in literacy.

Action 2: ELA Instructional Coaches-ELA Instructional Coaches delivered relevant and impactful professional development to classroom teachers, focusing on key areas such as rigor, student engagement, reading comprehension, and data informed practices. The coaches emphasized strategies for integrating technology meaningfully into instruction, enhancing both rigor and student engagement. By equipping teachers with these tools and techniques, the coaches helped improve instructional practices, ensuring that students received high-quality, interactive lessons that fostered deeper learning and stronger literacy skills.

Action 3 and 4: ELA Specialists and Educational Assistants- The Specialists played a key role in supporting language acquisition in the classroom through Structured English Immersion (SEI), providing professional development to teachers and continuously progress monitoring English Learner (EL) and reclassified students. At the middle school level, Educational Assistants further supported language acquisition by pushing into English Language Arts (ELA) classrooms, offering additional support to EL students. This assistance was strategically aligned with both English Language Development

(ELD) and grade-level ELA standards for students in grades 6-8, ensuring that EL students received targeted, comprehensive support in their language and literacy development.

Action 5: Public Library Homework Center- The Homework Center at the Temecula Public Library is a collaborative initiative between the District and the City of Temecula, designed to provide students with a dedicated space for academic support and homework completion. One of the greatest successes this year was having the center fully staffed and operational for the entire school year. This marks a significant improvement, as the center has been able to consistently offer students a reliable resource for academic assistance, fostering a positive impact on their learning and overall success.

Action 6: EL Coordinator- This year, the EL Coordinator offered a range of professional development opportunities for both elementary and middle school teachers focused on Structured English Immersion (SEI). Educators who attended rated the training highly beneficial, as it provided valuable strategies and insights for supporting English Learners in the classroom. In addition, the Coordinator collaborated closely with the Special Education Department to establish/maintain a system that ensures the District is not over-qualifying English Learners for special education services, promoting more accurate identification and providing appropriate support for all students.

Action 7: Supplemental Support Specialists- The Supplemental Support Specialist team worked closely with Educational Support Services this year to ensure that all special education teachers had access to the same professional development opportunities as their general education counterparts. This collaborative approach guarantees that special education teachers are equipped with the latest instructional strategies and tools, ensuring consistency in teaching practices across the district. By aligning professional development for both special education and general education staff, the District fosters a guaranteed and viable curriculum, ensuring all students receive high-quality, equitable instruction, regardless of their service level.

Challenges:

Actions 2, 6 and 7- Providing professional development on a large scale presents significant staffing challenges, particularly in ensuring there are enough guest teachers available across the district to meet the needs of every school site. In addition to staffing, it is crucial to ensure that the professional development topics are relevant and valuable to classroom teachers, encouraging their participation and engagement. When teachers see the direct benefits of the training in their daily practice, it fosters a culture of continuous improvement and enhances the overall effectiveness of the professional development offered.

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

The material difference between budgeted and actual expenditures is primarily attributed to staffing costs. During the 2025–2026 school year, both classified and certificated staff negotiated salary increases, which resulted in higher-than-anticipated expenditures across multiple actions tied to personnel. Because many of the services aimed at improving outcomes for unduplicated pupils rely heavily on staffing, the increased compensation costs had a direct impact on the overall budget and percentage of improved services. While these adjustments were necessary and reflective of the district's commitment to retaining high-quality staff, they did result in a material change from initial financial projections

The material difference between budgeted and actual expenditures is primarily attributed to staffing costs. During the 2025–2026 school year, the District experienced staffing turnover in a number of roles, which contributed to material differences in a number of actions. The District also used a different funding source for action 2, which resulted in a larger material difference.

Action 1: K-5 Intervention Literacy Specialists- over budget due to salary increases

Action 2: ELA Instructional Coaches- under budget, salaries for 25-26 paid for using alternative funding source, will return to LCAP funding for 26-27

Action 3: ELA Specialists- under budget due to staffing changes

Action 4: Educational Assistants- over budget due to salary increases

Action 5: Public Library Homework Center- under budget due to staffing changes, this action is split funded with the City of Temecula

Action 6: EL Coordinator- over budget due to salary increases

Action 7: Supplemental Support Specialists- under budget due to staffing changes

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

Action 1: Intervention Literacy Specialists- Effective: Literacy Specialists focus on early literacy to provide Tier II supplemental literacy intervention for struggling students, with eleven of thirteen student groups experiencing positive growth on ELA Distance from Standard as compared to baseline data (2023 Dashboard). Overwhelmingly, educational partners at the elementary level valued this action above others, believing 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.

Action 2: ELA Instructional Coaches- Effective: The integration of professional learning aligned with academic content standards also sustained a high level of implementation across content areas, supporting a system-wide commitment to instructional quality. These actions aligned well with improvements seen in the CAA performance overall and in the Grade 11 CAASPP ELA College Readiness rates for Black/African American and Homeless Youth student groups*.*

Action 3, 4 and 6: ELA Specialists, Educational Assistants, and EL Coordinator- Effective:The team provided professional development and structured support for English Learners, including the Structured English Immersion (SEI) program and EL-specific instructional support with ELA and Math, contributed to an overall increase in ELPI from 51% to 52.8%, making progress toward the district's goal of 55%.

Action 5: Public Library Homework Center- The data regarding the effectiveness of the homework support program at the public library is currently inconclusive, making it difficult to determine its impact on student academic outcomes. On average about 55 students use the homework center weekly. This action is a joint venture with the City of Temecula.

Action 7: Supplemental Support Specialists- Effective:The team provided on-going professional development to special education teachers to increase overall ELA proficiency. This action aligned well with improvements seen in the CAA performance for Students with Disabilities with an overall increase of 0.71%.

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.

The District has not made any changes to the planned goals, metrics, or actions for the coming year. TVUSD will continue to refine the implementation and associated practices of each action to better meet the evolving needs of the students for whom these services are principally designed.

Action 6: EL Coordinator: The District will continue this action. In the 26/27 LCAP action 6 will be a contributing action. In prior years, it was a non-contributing action.

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	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. 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. 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.	$2,625,934	YES
2	ELA Instructional Coaches	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. 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. 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.	$680,076	YES
3	English Language Arts Specialists	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. This action addresses the needs of specific student groups and middle schools with red dashboard indicators in ELA as listed in the Plan Summary.	$206,656	YES
4	Education Assistants	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. This action addresses the needs of specific student groups and middle schools with red dashboard indicators in ELA as listed in the Plan Summary.	$271,375	YES

5	Library/Homework Center Assistant	The district will provide ongoing homework and tutoring support to students to increase overall academic proficiency in ELA as measured by 1-C. 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. 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.	$11,017	YES
6	EL Coordinator	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.	$216,719	YES
7	Supplemental Support Specialists	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. 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.	$453,475	NO

Insert or delete rows, as necessary.

Goal

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

43.48% of students “Met or Exceeded Standards” on the 22-23 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 in turn 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

2-A	Implementation of Academic Content Standards Self-Reflection Tool	**Providing professional learning** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Initial Implementation HSS - Full Implementation **Instructional materials** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS -Full Implementation HSS - Full Implementation **Identification of programs to improve instruction** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Full Implementation HSS - Full Implementation	**Providing professional learning** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Initial Implementation HSS - Full Implementation **Instructional materials** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS -Full Implementation HSS - Full Implementation **Identification of programs to improve instruction** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Full Implementation HSS - Full Implementation	**Providing professional learning** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS -Full Implementation HSS - Full Implementation **Instructional materials** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS -Full Implementation HSS - Full Implementation **Identification of programs to improve instruction** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Full Implementation HSS - Full Implementation	Maintain "Full implementation" or progress to "Full implementation and sustainability" rating	All ratings remained unchanged with the exception of: **Providing professional learning** NGSS - Moved from Initial Implementation to Full Implementation

2-A Cont.	Implementation of Academic Content Standards Self-Reflection Tool	**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	**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	**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 and Sustainability **Identifying needs of individuals** - Full Implementation and Sustainability **Providing support for teachers on not-met standards -** Full Implementation	Maintain "Full implementation" or progress to "Full implementation and sustainability" rating	All ratings remained unchanged with the exception of: **Identifying PL needs of groups** - Moved from Full Implementation to Full Implementation and Sustainability

2-B	CA Dashboard- Mathematics Distance from Standard	All Students: -14.0 (Green) American Indian/Alaska Native: -84.0 (Orange) Asian: 52.0 (Blue) Black/African American: -53.4 (Orange) Filipino: 20.8 (Green) Hispanic: -38.6 (Orange) Pacific Islander: -7.0 (Green) White: -3.0 (Green) Multiple Races: -4.2(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)	All Students: -11.3 (Yellow) American Indian/Alaska Native: -85.6 (Orange) Asian: 56.4 (Blue) Black/African American: -47.7 (Orange) Filipino: 16 (Green) Hispanic: -37.5 (Orange) Pacific Islander: -20.2 (Yellow) White: 0.1 (Green) Multiple Races: 0.2 (Green) Socioeconomically Disadvantaged: -37.6 (Yellow) English Learner: -55.4 (Yellow) Students with Disabilities: -100.6 (Orange) Foster Youth: -56.3 (Yellow) Homeless Youth: -75 (Orange)	All Students: -7.7 (Green) American Indian/Alaska Native: -68. (Yellow) Asian: 60.3 (Blue) Black/African American: -48.3 (Orange) Filipino: 22.5 (Green) Hispanic: -34.1 (Yellow) Pacific Islander: -46.2 (Orange) White: 4.6 (Green) Multiple Races: 5.3 (Green) Socioeconomically Disadvantaged: -36 (Orange) English Learner: -47.1 (Yellow) Students with Disabilities: -96.7 (Orange) Foster Youth: -99.1 (Red) Homeless Youth: -94 (Orange)	All Students: -5.0 (Green) American Indian/Alaska Native: -75.0 (Yellow) Asian: Maintain or exceed Black/African American: -44.4 (Yellow) Filipino: 30.8 (Green) Hispanic: -29.6 (Yellow) Pacific Islander: 0 (Green) White: 0 (Green) Multiple Races: 0 (Green) Socioeconomically Disadvantaged: -35.7 (Yellow) English Learner: -56.2 (Yellow) Students with Disabilities: -95.0 (Yellow) Foster Youth: -95.0 (Yellow) Homeless Youth: -68.8 (Yellow)	All Students: +6.3 Points American Indian/Alaska Native: +16 Points Asian: +8.3 Points Black/African American: +5.1 Points Filipino: +1.7 Points Hispanic: +4.5 Points Pacific Islander: -39.2 Points White: +7.6 Points Multiple Races: +9.5 Points Socioeconomically Disadvantaged: +8.7 Points English Learner: +18.1 Points Students with Disabilities: +7.4 Points Foster Youth:+7.5 Points Homeless Youth: +16.2 Points
2-C	2023 CA Dashboard - Mathematics Distance from Standard - Schools with red status* *Date added to metric for specificity	Susan H Nelson School -202.7 (Red)	Susan H Nelson School -157.3 (Orange)	Susan H Nelson School -152.7 (Orange)	Susan H Nelson School -193.7 (Orange)	Susan H Nelson School +50.0 Points

2-D	2023 CA Dashboard - Mathematics Distance from Standard - Student groups with red status* *Date added to metric for specificity	Bella Vista Middle - Students with Disabilities -131.9 (Red)	Bella Vista Middle Students with Disabilities -120 (Orange)	Bella Vista Middle - Students with Disabilities -120.9 (Red)	Bella Vista Middle Students with Disabilities -122.9 (Orange)	Bella Vista Middle Students with Disabilities +11.0 Points
		Erle Stanley Gardner Middle Students with Disabilities -106.9 (Red)	Erle Stanley Gardner Middle Students with Disabilities -109.8 (Red)	Erle Stanley Gardner Middle Students with Disabilities -140.2 (Red)	Erle Stanley Gardner Middle Students with Disabilities -97.9 (Orange)	Erle Stanley Gardner Middle Students with Disabilities -33.3 Points
		Great Oak High English Learners -115.5 (Red)	Great Oak High English Learners -124.5 (No color)	Great Oak High English Learners -89.6 (No color)	Great Oak High English Learners -106.5 (Yellow)	Great Oak High English Learners +25.6 Points
		Great Oak High Students with Disabilities -178.0 (Red)	Great Oak High Students with Disabilities -192.7 (Red)	Great Oak High Students with Disabilities -135.8 (Orange)	Great Oak High Students with Disabilities -169.0 (Orange)	Great Oak High Students with Disabilities +42.2 Points
		Margarita Middle English Learners -133.5 (Red)	Margarita Middle English Learners -120.9 (Orange)	Margarita Middle English Learners -104.4 (Orange)	Margarita Middle English Learners -124.5 (Orange)	Margarita Middle English Learners +29.1 Points
		Margarita Middle Students with Disabilities -139.2 (Red)	Margarita Middle Students with Disabilities -145 (Red)	Margarita Middle Students with Disabilities -153.2 (Red)	Margarita Middle Students with Disabilities -130.2 (Orange)	Margarita Middle Students with Disabilities -14.0 Points
		Susan H Nelson School White -210.3 (Red)	Susan H Nelson School White -126.2 (No color)	Susan H Nelson School White -178.9 (No color)	Susan H Nelson School White -201.3 (Orange)	Susan H Nelson School White +31.4 Points
		Temecula Middle Students with Disabilities -122.0 (Red)	Temecula Middle Students with Disabilities -105.6 (Orange)	Temecula Middle Students with Disabilities -85.1 (Yellow)	Temecula Middle Students with Disabilities -113.0 (Orange)	Temecula Middle Students with Disabilities +36.9 Points
		Temecula Valley High English Learners -192.9 (Red)	Temecula Valley High English Learners -132.2 (Orange)	Temecula Valley High English Learners -177.6 (Red)	Temecula Valley High English Learners -183.9 (Orange)	Temecula Valley High English Learners +15.3 Points
		Temecula Valley High Students with Disabilities -185.2 (Red)	Temecula Valley High Students with Disabilities -186.9 (Red)	Temecula Valley High Students with Disabilities -154.9 (Orange)	Temecula Valley High Students with Disabilities -176.2 (Orange)	Temecula Valley High Students with Disabilities +30.3 Points
		Vail Ranch Middle Students with Disabilities -144.7 (Red)	Vail Ranch Middle Students with Disabilities -114.5 (Orange)	Vail Ranch Middle Students with Disabilities -112.8 (Red)	Vail Ranch Middle Students with Disabilities -135.7 (Orange)	Vail Ranch Middle Students with Disabilities +31.9 Points
		Vintage Hills Elementary Students with Disabilities -98.5 (Red)	Vintage Hills Elementary Students with Disabilities -84.1 (Yellow)	Vintage Hills Elementary Students with Disabilities -117.8 (Red)	Vintage Hills Elementary Students with Disabilities -89.5 (Yellow)	Vintage Hills Elementary Students with Disabilities -19.3 Points

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: 3.66% American Indian/Alaska Native: * Asian: 0.00% Black/African American: * Filipino: 0.00% Hispanic: 2.86% Pacific Islander: * White: 4.76% Multiple Races: 0.00% Socioeconomically Disadvantaged: 5.32% English Learner: * Students with Disabilities: 3.66% Foster Youth: * Homeless Youth: *	All Students: 4.55% American Indian/Alaska Native: * Asian: 0.00%* Black/African American: * Filipino: 8.33% Hispanic: 3.95% Pacific Islander: * White: 4.76% Multiple Races: 10.00% Socioeconomically Disadvantaged: 6.48% English Learner: * Students with Disabilities: 4.55% 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: *	All Students:+9.67% American Indian/Alaska Native: * Asian: +0.0% Black/African American: * Filipino: +1.19% Hispanic: 0.5% Pacific Islander: * White: +2.94% Multiple Races: +3.33% Socioeconomically Disadvantaged: +2.91% English Learner: * Students with Disabilities: 0.82% Foster Youth: * Homeless Youth: *
2-F	California Science Test (CAST) -Percent of students meeting or exceeding standards	All Students: 43.48% American Indian/Alaska Native: 14.89% Asian: 63.92% Black/African American: 25.25% Filipino: 57.72% Hispanic: 34.05% Pacific Islander: 38.46% White: 47.41% Multiple Races: 49.76% Socioeconomically Disadvantaged: 29.85% English Learner: 4.63% Students with Disabilities: 13.81% Foster Youth: 18.75% Homeless Youth: 25.00%	All Students: 43.58% American Indian/Alaska Native: 16.98% Asian: 62.18% Black/African American: 31.60% Filipino: 59.16% Hispanic: 33.85 % Pacific Islander: 30% White: 48.06% Multiple Races: 48.96% Socioeconomically Disadvantaged: 35.05% English Learner: 2.98% Students with Disabilities: 11.33% Foster Youth: * Homeless Youth: 25.00%	All Students: 45.37% American Indian/Alaska Native: 20.59% Asian: 65.98% Black/African American: 36.13% Filipino: 57.82% Hispanic:36.25% Pacific Islander: 33.33% White: 49.04% Multiple Races: 53.25% Socioeconomically Disadvantaged: 35.09% English Learner: 5.24% Students with Disabilities: 12.96% Foster Youth: 7.69% Homeless Youth: 21.21%	All Students: 49.1% American Indian/Alaska Native: 23.4% Asian: 67.5% Black/African American: 32.7% Filipino: 61.9% Hispanic: 40.6% Pacific Islander: 44.6% White: 52.7% Multiple Races: 54.8% Socioeconomically Disadvantaged: 36.9% English Learner: 14.2% Students with Disabilities: 22.4% Foster Youth: 26.9% Homeless Youth: 32.5%	All Students: +1.89% American Indian/Alaska Native: +5.7% Asian: +2.06% Black/African American: +10.88% Filipino: +0.10% Hispanic: +2.2% Pacific Islander: -5.13% White: +1.63% Multiple Races: +3.49% Socioeconomically Disadvantaged: +5.24% English Learner: 0.61% Students with Disabilities: -0.85% Foster Youth: -11.06% Homeless Youth: -3.79%

2-G	California Alternate Assessment (CAA) - Science - Percent of students meeting or exceeding standards	All Students: 16.36% American Indian/Alaska Native: * Asian: * Black/African American: * Filipino: * Hispanic: 12.50% Pacific Islander: * White: 12.50% Multiple Races: * Socioeconomically Disadvantaged: 11.11% English Learner: * Students with Disabilities: 16.36% Foster Youth: * Homeless Youth: *	All Students: 10.81% American Indian/Alaska Native: * Asian: * Black/African American: * Filipino: * Hispanic: 12.50% Pacific Islander: * White: 13.79% Multiple Races: * Socioeconomically Disadvantaged: 16.67% English Learner: * Students with Disabilities: * Foster Youth: * Homeless Youth: *	All Students: 12.33% American Indian/Alaska Native: * Asian: * Black/African American: * Filipino: * Hispanic: 17.86% Pacific Islander: * White: 9.52% Multiple Races: * Socioeconomically Disadvantaged: 18.92% English Learner: * Students with Disabilities: 12.33% Foster Youth: * Homeless Youth: *	All Students: 24.7% American Indian/Alaska Native: * Asian: * Black/African American: * Filipino: * Hispanic: 17.5% Pacific Islander: * White: 21.3% Multiple Races: * Socioeconomically Disadvantaged: 20.0% English Learner: * Students with Disabilities: 24.7% Foster Youth: * Homeless Youth: *	All Students: -4.03% American Indian/Alaska Native: * Asian: * Black/African American: * Filipino: * Hispanic: +5.36% Pacific Islander: * White: +2.98% Multiple Races: * Socioeconomically Disadvantaged: +7.81% English Learner: * Students with Disabilities: +4.03% Foster Youth: * Homeless Youth: *
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: 38.46% American Indian/Alaska Native: 8.70% Asian: 71.12% Black/African American: 29.58% Filipino: 56.14% Hispanic: 26.34% Pacific Islander: * White: 40.76% Multiple Races: 51.93% Socioeconomically Disadvantaged: 27.54% English Learner: 9.09% Students with Disabilities: 4.07% Foster Youth: * Homeless Youth: 8.33%	All Students: 39.10% American Indian/Alaska Native: 15.38% Asian: 66.43% Black/African American: 28.24 % Filipino: 52.63% Hispanic: 31.01% Pacific Islander: * White: 42.18% Multiple Races: 41.75% Socioeconomically Disadvantaged: 32.28% English Learner: 5.46% Students with Disabilities: 10.20% Foster Youth: * Homeless Youth: *	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%	All Students: -1.66% American Indian/Alaska Native: +4.27% Asian: +3.88% Black/African American: +8.24 % Filipino: +6.35 % Hispanic: -0.68% Pacific Islander: * White: -1.43% Multiple Races: -1.65% Socioeconomically Disadvantaged: +4.99% English Learner: -2.76% Students with Disabilities: -0.3% Foster Youth: * Homeless Youth: *

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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.

There were no substantive differences between planned and implemented actions. During the 2025–2026 school year, TVUSD fully implemented a comprehensive set of actions to support student growth in Mathematics. These efforts were rooted in the district's continued emphasis on addressing learning gaps and improving equity, particularly for underperforming student groups.

Successes:

Action 1: Elementary Intervention Specialist- The team of specialists played a crucial role at the elementary level in supporting the mathematical shifts required by the new California Math Framework. Their efforts focused on ensuring that teachers were equipped with the necessary tools and strategies to effectively implement these changes in their classrooms. Specialists provided co-teaching, coaching, and professional development at each elementary school, offering hands-on support to teachers as they navigated the transition. Additionally, the team led a research project aimed at analyzing the effectiveness of a new math curriculum, allowing the District to gather data and insights that could guide future instructional decisions. This collaborative approach not only helped build teacher capacity but also ensured that students received high-quality math instruction aligned with the latest state standards.

Action 2: Supplemental Math Specialist- Supplemental Math Specialists work with students in smaller class sizes, providing research-based math support to help unduplicated student groups succeed. These smaller class settings allow for more individualized attention, ensuring that students receive targeted instruction tailored to their needs. In addition to direct student support, the Math Specialists also offer instructional coaching to teachers, helping them implement the mathematical shifts outlined in the new California Math Framework. This collaborative approach aims to improve overall math proficiency across the District by enhancing both student learning and teacher effectiveness.

Action 3: Math and Science Instructional Coaches- The Math and Science Instructional Coaches worked closely with District leadership and site departments to ensure a guaranteed and viable curriculum for the math and science classes throughout the district. They meet regularly with department level teams and assess the needs of each course. Professional development is provided to teachers to strengthen first instruction in the content area and make the necessary shifts to support both the Mathematical Framework and NGSS standards in Science.

Action 4: Math Progress Monitoring- An additional period was provided at the middle school level to focus on progress monitoring unduplicated student groups in math, allowing teachers to assess students' needs and identify the necessary interventions to improve math proficiency. This dedicated time enabled sites to closely track student performance, analyze data, and develop targeted strategies for addressing learning gaps. Using this period, schools were able to implement site-wide intervention systems, ensuring that all students received the support they needed to succeed in math and make measurable progress toward proficiency.

Action 5: Math Co-Teaching (LREGB)- Co-teaching in middle and high school math brings general education and special education teachers together to plan, deliver, and assess instruction in a shared classroom. This collaborative approach allows for differentiated instruction, targeted supports, and flexible grouping to meet the diverse needs of all students. By combining content expertise with specialized strategies, co-teaching increases access to grade-level standards while supporting students with disabilities in an inclusive setting.

Challenges:

Actions 1- Currently there are 9 specialists for 18 elementary schools. Each one splitting time 50/50. There is a need to support math instruction full time at each school site. Another challenge was the implementation of the research projection, which took place at 16 out of 18 of the elementary schools in the 25.26 school year, which made professional development for the specialist more challenging for the sites who were not participating in the research program. During the 26.27, TVUSD elementary schools will engage in the formal adoption process for the new math curriculum. All elementary sites will participate.

Actions 5- Co-teaching presented challenges such as the need for consistent planning time and clear communication between teachers, which can be difficult to sustain within existing schedules. Differences in teaching styles, roles, and expectations also created tension if not intentionally aligned and supported through ongoing professional development. The district will continue to support teachers with this model through professional development and strategic building of the master schedules at 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.

The material difference between budgeted and actual expenditures is primarily attributed to staffing costs. During the 2025–2026 school year, both classified and certificated staff negotiated salary increases, which resulted in higher-than-anticipated expenditures across multiple actions tied to personnel. Because many of the services aimed at improving outcomes for unduplicated pupils rely heavily on staffing, the increased compensation costs had a direct impact on the overall budget and percentage of improved services. While these adjustments were necessary and reflective of the district's commitment to retaining high-quality staff, they did result in a material change from initial financial projections

The material difference between budgeted and actual expenditures is primarily attributed to staffing costs. During the 2025–2026 school year, the District experienced staffing turnover in a number of roles, which contributed to material differences in a number of actions. The District also used a different funding source for action 3, which resulted in a larger material difference.

Action 1: Elementary Intervention Specialist- over budget due to salary increases

Action 2: Supplemental Math Specialist- under budget due to staffing changes

Action 3: Math and Science Instructional Coaches- under budget, salaries for 25.26 paid for using alternative funding source, will return to LCAP funding for 26.27

Action 4: Math Progress Monitoring- over budget due to salary increases

Action 5: Math Co-Teaching- under budget due to staffing changes. Each year the individual school sites determine the number of course sections needed based on student need. Staff changes occur based on this need and the teachers properly credentialed to teach the sections. This year less sections were needed.

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

Action 1, 2, and 4: Elementary Intervention Specialist, Supplemental Math Specialist, and Math Progress Monitoring- Effective: The District saw a growth of 3.6 DFS on the 2025 Dashboard, while some unduplicated student student also saw increases to their DFS (SED +1.6, EL +8.3). Special education students also saw an increase in DFS increasing by +3.9 points. Based on this data and the feedback from educational partnership valuing these services they are determined to be effective at this time.

Action 3 and 5: Math and Science Instructional Coaches and Math Co-Teaching- Effective: Science data increased by 1.79% last year overall. Science continues to be an area of growth for the district. Unduplicated student groups had varying results (SED +0.04%, EL +2.26%, FOS N/A and HOM -3.79%). Special education students also saw an increase in proficiency of +1.62%.

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.

The District has not made any changes to the planned goals, metrics, target outcomes, or actions for the coming year. TVUSD will continue to refine the implementation and associated practices of each action to better meet the evolving needs of the students for whom these services are principally designed. Specifically, the district is looking at refinement of pacing and unit planning to better implement and support the NGSS. For the upcoming 26-27 school year, elementary will be implementing integrated Units in grade Tk-5 which align English Language Arts, Sciences, and Social Science Standards.

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	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 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. This action addresses the needs of specific student groups and elementary schools with red dashboard indicators in Math as listed in the Plan Summary.	$1,527,552	YES
2	Supplemental Math Specialists	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. 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. 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.	$835,446	YES

3	Math/Science Instructional Coaches	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. 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. 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.	$623,449	YES
4	Math Progress Monitoring	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. 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. 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.	$213,660	YES
5	Math Co-teaching (Learning Recovery Emergency Block Grant)	The District will provide two (high school) to three (middle schools) additional periods for special education teachers to push into general math classrooms and support special education students within the general education setting. The goal is to increase overall math proficiency in special education students as measured by 2-B, 2-D, 2-E, 2-H. 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. Learning Recovery Emergency Block Grant: $557,239	$557,239	NO

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 high school 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 in turn 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

3-A	Implementation of Academic Content Standards Self-Reflection Tool	**Providing professional learning** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS -Initial Implementation HSS - Full Implementation **Instructional materials** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS -Full Implementation HSS - Full Implementation **Identification of programs to improve instruction** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Full Implementation HSS - Full Implementation	**Providing professional learning** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS -Initial Implementation HSS - Full Implementation **Instructional materials** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS -Full Implementation HSS - Full Implementation **Identification of programs to improve instruction** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Full Implementation HSS - Full Implementation	**Providing professional learning** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Full Implementation HSS - Full Implementation **Instructional materials** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS -Full Implementation HSS - Full Implementation **Identification of programs to improve instruction** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Full Implementation HSS - Full Implementation	Maintain "Full implementation" or progress to "Full implementation and sustainability" rating	All ratings remained unchanged with the exception of: **Providing professional learning NGSS** - Moved from Initial Implementation to Full Implementation

3-A Cont.	Implementation of Academic Content Standards Self-Reflection Tool	**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	**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 . **Providing support for teachers on not-met standards -** 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 and Sustainability **Identifying needs of individuals** - Full Implementation **Providing support for teachers on not-met standards -** Full Implementation	Maintain "Full implementation" or progress to "Full implementation and sustainability" rating	All ratings remained unchanged with the exception of: **Identifying PL needs of groups** - Moved from Full Implementation to Full Implementation and Sustainability

3-B	Percentage of pupils who have been enrolled in, and successfully completed A-G requirements - CALPADS	All Students: 67.05% American Indian/Alaska Native: 38.89% Asian: 79.31% Black/African American: 53.41% Filipino: 79.31% Hispanic: 61.34% Pacific Islander: * White: 70.46% Multiple Races: 67.38% Socioeconomically Disadvantaged: 53.13% English Learner: 30.00% Students with Disabilities: 20.25% Foster Youth: * Homeless Youth: 40.54%	All Students: 71.46% American Indian/Alaska Native: 52.63% Asian: 81.88% Black/African American: 49.35% Filipino:72.80% Hispanic: 62.02% Pacific Islander: 75.0% White: 68.55% Multiple Races: 73.58% Socioeconomically Disadvantaged: 54.66% English Learner: 36.67% Students with Disabilities: 22.02% Foster Youth: 11.11% Homeless Youth: 33.33%	All Students:71.32 % American Indian/Alaska Native: 45.45% Asian: 82.31% Black/African American: 62.82% Filipino:82.20 % Hispanic: 64.93% Pacific Islander: * White: 74.57% Multiple Races:75.97 % Socioeconomically Disadvantaged:61.69 % English Learner:43.88 % Students with Disabilities: 37.75% Foster Youth:25.00 % Homeless Youth:56.10 %	All Students: 70.3% American Indian/Alaska Native: 45.0% Asian: 81.4% Black/African American: 58.1% Filipino: 81.4% Hispanic: 65.2% Pacific Islander: * White: 73.4% Multiple Races: 70.6% Socioeconomically Disadvantaged: 57.8% English Learner: 37.0% Students with Disabilities: 28.2% Foster Youth: * Homeless Youth: 46.5%	All Students: +4.27% American Indian/Alaska Native: +6.56% Asian: +3.0% Black/African American: +9.41% Filipino: 2.89% Hispanic: +3.59% Pacific Islander: * White: +4.11% Multiple Races: +8.59% Socioeconomically Disadvantaged: +8.56% English Learner: +13.88% Students with Disabilities: +12.50% Foster Youth: * Homeless Youth: +15.56%
3-C	Percentage of pupils who have been enrolled in, and successfully completed CTE course requirements-CALPADS	All Students: 11.9% American Indian/Alaska Native: * Asian: 11.8% Black/African American: 6.1% Filipino: 14.3% Hispanic: 11.5% Pacific Islander: * White: 12.8% Multiple Races: 11.2% Socioeconomically Disadvantaged: 10.4% English Learner: 5.8% Students with Disabilities: 9.4% Foster Youth: * Homeless Youth: 0%	All Students: 16.0% American Indian/Alaska Native: * Asian: 18.8% Black/African American: 15.6% Filipino: 26.4% Hispanic: 12.8% Pacific Islander: * White: 17.7% Multiple Races: 14.6% Socioeconomically Disadvantaged: 12.7% English Learner: 14.2% Students with Disabilities: 10.4% Foster Youth: * Homeless Youth: 9.3%	All Students: 12.50% American Indian/Alaska Native: * Asian: 8.39% Black/African American: 2.73% Filipino: 5.87% Hispanic: 28.09% Pacific Islander: * White: 41.72% Multiple Races: 12.37% Socioeconomically Disadvantaged:14.60 % English Learner:17.3 % Students with Disabilities: 9.5% Foster Youth: * Homeless Youth:8.7 %	All Students: 13.7% American Indian/Alaska Native: * Asian: 13.6% Black/African American: 8.5% Filipino: 15.9% Hispanic: 13.4% Pacific Islander: * White: 14.5% Multiple Races: 13.1% Socioeconomically Disadvantaged: 12.4% English Learner: 8.2% Students with Disabilities: 11.5% Foster Youth: * Homeless Youth: 3%	All Students: +0.6% American Indian/Alaska Native: * Asian: -3.41% Black/African American: -3.37% Filipino: -8.43% Hispanic: +16.59% Pacific Islander: * White: +28.92% Multiple Races: +1.17% Socioeconomically Disadvantaged: +4.20% English Learner: +11.50% Students with Disabilities: +0.1% Foster Youth: * Homeless Youth: +8.7%

3-D	Percentage of pupils who have been enrolled in, and successfully completed A-G and CTE course requirements - CALPADS	All Students: 9.6% American Indian/Alaska Native: * Asian: 10.9% Black/African American: 6.1% Filipino: 12.1% Hispanic: 8.4% Pacific Islander: * White: 10.8% Multiple Races: 8.5% Socioeconomically Disadvantaged: 7.2% English Learner: 2.3% Students with Disabilities: 1.6% Foster Youth: * Homeless Youth: 0%	All Students: 12.2% American Indian/Alaska Native: * Asian: 15.2% Black/African American: 11.7% Filipino: 22.4% Hispanic: 8.8% Pacific Islander: * White: 13.9% Multiple Races: 11.8% Socioeconomically Disadvantaged: 7.8% English Learner: 8.3% Students with Disabilities: 2.4% Foster Youth: * Homeless Youth: 5.6%	All Students: 13.1% American Indian/Alaska Native: * Asian: 16.3% Black/African American: 11.9% Filipino: 23.6% Hispanic: 8.4% Pacific Islander: * White: 14.2% Multiple Races: 12.6% Socioeconomically Disadvantaged: 9.1% English Learner: 7.9 % Students with Disabilities: 1.8% Foster Youth: * Homeless Youth: 4.9%	All Students: 11.6% American Indian/Alaska Native: * Asian: 12.8% Black/African American: 8.5% Filipino: 13.9% Hispanic: 10.6% Pacific Islander: * White: 12.7% Multiple Races: 10.7% Socioeconomically Disadvantaged: 9.5% English Learner: 5.1% Students with Disabilities: 4.4% Foster Youth: * Homeless Youth: 3%	All Students: +3.5% American Indian/Alaska Native: * Asian: +5.4% Black/African American: +5.8% Filipino: +11.5% Hispanic: +0.0% Pacific Islander: * White: +3.4% Multiple Races: +4.1% Socioeconomically Disadvantaged: +1.9 % English Learner: +5.6% Students with Disabilities: +0.2% Foster Youth: * Homeless Youth: +4.9%
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%	23-24 (College Board) All Students: 74.74% African American: 73.96% American Indian: 68.54% Asian: 82.31% Hispanic: 68.92% Pacific Islander: 74.43% White: 74.71% Two or More Races: 73.1% English Learners: 74.9% Socioeconomically Disadvantaged: 70.40% Students with Disabilities: 52.86%	24-25 (College Board) All Students: 82.74% African American: 74.46% American Indian: 74.46% Asian: 86.67% Hispanic: 77.13% Pacific Islander:72.41% White: 85.91% Two or More Races: 74.2% English Learners: 52.01% Socioeconomically Disadvantaged: 78.23% Students with Disabilities: 70.45%	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%	All Students: 14.04% African American: +13.76% American Indian: +45.86% Asian: +11.17% Hispanic: +15.23% Pacific Islander:+5.71% White: +15.21% Two or More Races: +4.7% English Learners: +3.51% Socioeconomically Disadvantaged: +16.53% Students with Disabilities: 12.25%

3-F	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: 69.35% American Indian/Alaska Native: 52.17% Asian: 82.27% Black/African American: 54.16% Filipino: 84.48% Hispanic: 60.03% Pacific Islander: * White: 73.21% Multiple Races: 80.52% Socioeconomically Disadvantaged: 59.09% English Learner: 12.70% Students with Disabilities: 22.39% Foster Youth: * Homeless Youth: 58.33%	All Students: 68.31 % American Indian/Alaska Native: 53.84% Asian: 81.75% Black/African American: 62.50% Filipino: 86.84% Hispanic: 60.74% Pacific Islander: * White: 70.72% Multiple Races: 74.75% Socioeconomically Disadvantaged: 60.66% English Learner: 14.55% Students with Disabilities: 26.77% Foster Youth: * Homeless Youth:*	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%	All Students: -2.78% American Indian/Alaska Native: +3.84% Asian: -2.10% Black/African American: +11.18% Filipino:+1.37% Hispanic: -3.74% Pacific Islander: * White: -3.73% Multiple Races:+0.07% Socioeconomically Disadvantaged: +1.65% English Learner: -0.15% Students with Disabilities: -3.15% Foster Youth: * Homeless Youth: +38.89%
3-G	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:38.46% American Indian/Alaska Native: 8.70% Asian: 71.12% Black/African American: 29.58% Filipino: 56.14% Hispanic: 26.34% Pacific Islander: * White: 40.76% Multiple Races: 51.93% Socioeconomically Disadvantaged: 27.54% English Learner: 9.09% Students with Disabilities: 4.07% Foster Youth: * Homeless Youth: 8.33%	All Students: 39.10% American Indian/Alaska Native: 15.38% Asian: 66.43% Black/African American: 28.24 % Filipino: 52.63% Hispanic: 31.01% Pacific Islander: * White: 42.18% Multiple Races: 41.75% Socioeconomically Disadvantaged: 32.28% English Learner: 5.46% Students with Disabilities: 10.20% Foster Youth: * Homeless Youth: %	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%	All Students: +1.66% American Indian/Alaska Native: +4.27% Asian: +3.88% Black/African American: +8.24 % Filipino: +6.35 % Hispanic: -0.68% Pacific Islander: * White: -1.43% Multiple Races: -1.65% Socioeconomically Disadvantaged: +4.99% English Learner: -2.76% Students with Disabilities: -0.3% Foster Youth: * Homeless Youth: *

3-H	High School Graduation Rate (Four-Year Adjusted Cohort)	All Students: 93.9% (Green) American Indian/Alaska Native: * Asian: 94.9% (Green) Black/African American: 93.3% (Yellow) Filipino: 96.0% (Blue) Hispanic: 92.5% (Yellow) Pacific Islander: * White: 94.1% (Green) Multiple Races: 95.8% (Blue) Socioeconomically Disadvantaged: 90.1% (Orange) English Learner: 87.0% (Green) Students with Disabilities: 79.9% (Orange) Foster Youth: * Homeless Youth: 87.8% (Green)	All Students: 94% (Green) American Indian/Alaska Native: * Asian: 95% (Blue) Black/African American: 90.9% (Yellow) Filipino: 97.6% (Blue) Hispanic: 94.3% (Green) Pacific Islander: * White: 93.3% (Green) Multiple Races: 93.5% (Yellow) Socioeconomically Disadvantaged: 91.1% (Green) English Learner: 85.5% (Orange) Students with Disabilities: 80.5% (Yellow) Foster Youth: * Homeless Youth: 72.7% (Orange)	All Students: 95.8% (Blue) American Indian/Alaska Native: 81.5% (No color) Asian: 98% (Blue) Black/African American: 94.1 % (Green) Filipino:96.7% (Blue) Hispanic:94.7% (Green) Pacific Islander: * White:96.8% (Blue) Multiple Races: 96.3 % (Blue) Socioeconomically Disadvantaged: 92.7% (Green) English Learner: 85.1% (Yellow) Students with Disabilities: 85.3% (Green) Foster Youth: 81.8% (No Color) Homeless Youth: 84.6% (Green)	All Students:95.0% (Blue) American Indian/Alaska Native: * Asian: 95.0% (Blue) Black/African American: 95.0% (Blue) Filipino: 95.0% (Blue) Hispanic: 95.0% (Blue) Pacific Islander: * White: 95.0% (Blue) Multiple Races: 95.0% (Blue) Socioeconomically Disadvantaged: 95.0% (Blue) English Learner: 90.0% (Green) Students with Disabilities: 82.9% (Green) Foster Youth: * Homeless Youth: 90.5% (Green)	All Students: +1.9% American Indian/Alaska Native: * Asian: +3.1% Black/African American: +0.8% Filipino: +0.7% Hispanic: +2.2% Pacific Islander: * White: 2.7% Multiple Races: +0.5% Socioeconomically Disadvantaged: +2.6% English Learner: -1.9% Students with Disabilities: +5.4% Foster Youth: * Homeless Youth: -3.2%
3-I	2023 CA Dashboard - Graduation Rate - Schools with red status* *Date added to metric for specificity	Rancho Vista High - 63.2% (Red)	Rancho Vista High - 68.6% (Yellow)	Rancho Vista High 77.8% (Yellow)	Rancho Vista High 68.0% (Orange)	Rancho Vista High +14.6 %

3-J	2023 CA Dashboard - Graduation Rate - Student groups with red status* *Date added to metric for specificity	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 65.4% (Red) Rancho Vista High Students with Disabilities 72.5% (Yellow) Rancho Vista High Hispanic 70.5% (Yellow) Rancho Vista High White 60% (Red)	Rancho Vista High Socioeconomically Disadvantaged 77.8% (Yellow) Rancho Vista High Students with Disabilities 84.4% (Green) Rancho Vista High Hispanic 77.2% (Yellow) Rancho Vista High White 84.4% (Green)	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)	Rancho Vista High Socioeconomically Disadvantaged +18.4% Rancho Vista High Students with Disabilities +22.6% Rancho Vista High Hispanic +17.7% Rancho Vista High White +23.6%
3-K	CA Dashboard- College and Career	All Students: 62.2% (High) American Indian/Alaska Native:* Asian: 80.5% (Very High) Black/African American: 52.3% (Medium) Filipino: 73.8% (Very High) Hispanic:54.5% (Medium) Pacific Islander: * White: 65.4% (High) Multiple Races: 66.7% (High) Socioeconomically Disadvantaged: 49.8% (Medium) English Learner: 23.8% (Low) Students with Disabilities: 26% (Low) Foster Youth: * Homeless Youth: 38.5% (Medium)	All Students: 66.9% (Green) American Indian/Alaska Native: 36.8% (No Color) Asian: 86.3% (Blue) Black/African American: 49.4% (Orange) Filipino: 74.4% Blue) Hispanic:61.4% (Green) Pacific Islander: * White: 69% (Green) Multiple Races: 69.5% (High) Socioeconomically Disadvantaged: 56.1% (Medium) English Learner: 42.1% (Green) Students with Disabilities: 31.8% (Yellow) Foster Youth: * Homeless Youth: 37% (Yellow)	All Students: 75.3% (Blue) American Indian/Alaska Native:48.1%(No Color) Asian: 92.7% (Blue) Black/African American: 61.9% (Green) Filipino: 82% (Blue) Hispanic:67.6% (Green) Pacific Islander: * White: 79.2% (Blue) Multiple Races: 82.7% (Blue) Socioeconomically Disadvantaged: 64.2% (Green) English Learner:47.9% (Yellow) Students with Disabilities:37.7% (Green) Foster Youth: 18.2% Homeless Youth: 51% (Green)	All Students: 66% (High) American Indian/Alaska Native:* Asian: 82% (Very High) Black/African American: 57% (Medium) Filipino: 75% (Very High) Hispanic:59% (Medium) Pacific Islander: * White: 70% (High) Multiple Races: 71% (High) Socioeconomically Disadvantaged: 53% (Medium) English Learner: 26% Students with Disabilities: 29% Foster Youth: * Homeless Youth: 41% (Medium)	All Students: +8.4% American Indian/Alaska Native:* Asian: +12.2% Black/African American: +9.6% Filipino: +8.2% Hispanic: +13.1% Pacific Islander: * White: +13.8% Multiple Races: +16.0% Socioeconomically Disadvantaged: +14.4% English Learner: +24.1% Students with Disabilities: +11.7% Foster Youth: * Homeless Youth: +12.5%

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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.

There were no substantive differences between planned and implemented actions. During the 2024–2025 school year, TVUSD fully implemented a comprehensive set of actions to support a broad course for students while supporting graduation rates and increasing College and Career Indicators. These efforts were rooted in the district's continued emphasis on addressing learning gaps and improving equity, particularly for underperforming student groups.

Successes:

Action 1: Counseling Specialist- Each middle and high school in the District is staffed with dedicated Counseling Specialists who play a critical role in supporting unduplicated student groups. These specialists work closely with students to ensure equitable access to a broad course of study, providing individualized academic planning and guidance throughout the scheduling and course selection process. Their efforts are aimed at increasing graduation rates and improving College/Career Indicator (CCI) outcomes by helping students enroll in rigorous, relevant coursework that aligns with their interests and postsecondary goals.In addition to supporting students directly, the presence of Counseling Specialists has significantly reduced the caseloads of general school counselors. This shift has allowed counselors to provide more targeted and timely academic, social-emotional, and college/career counseling services to a broader range of students. As a result, students now experience greater access to personalized support, helping to ensure that all learners are on track for success in high school and beyond.

Action 2: Intervention Support Specialists- Each high school in the District is equipped with an Intervention Support Specialist who is specifically tasked with supporting unduplicated student groups. These specialists play a crucial role in monitoring academic progress through regular data reviews and check-ins, identifying students who may be at risk of falling behind. Using this data, they help develop and implement targeted intervention plans tailored to individual student needs.Intervention Support Specialists work collaboratively with teachers, counselors, administrators, and families to ensure timely academic support is provided, whether through tutoring, credit recovery programs, schedule adjustments, or other academic interventions. Their proactive and systematic approach aims to increase academic proficiency, ensure students remain on track for graduation, and close achievement gaps among historically underserved student populations.By maintaining consistent communication with students and closely tracking their academic performance, Intervention Support Specialists help create a safety net of support that promotes accountability, encourages engagement, and fosters long-term academic success.

Action 3: AVID- Through AVID elective courses, students receive direct instruction in critical areas such as organizational skills, time management, note-taking, study strategies, and goal setting. In addition, the program emphasizes writing, inquiry, collaboration, and reading (WICR) as foundational instructional practices. These supports help students access and succeed in rigorous coursework, including honors and Advanced Placement (AP) classes.By creating a strong academic support system and a culture of high expectations, the AVID program plays a significant role in narrowing achievement gaps, fostering a college-going mindset, and increasing the overall graduation rate among historically underserved student populations.

Action 4: CTE Full-time Equivalency- Career Technical Education (CTE) courses are offered as a valuable option for all students in TVUSD, with the goal of preparing them for both college and careers beyond high school. These courses provide hands-on, real-world learning experiences that equip students with practical skills, industry knowledge, and a deeper understanding of career opportunities aligned with their interests.TVUSD currently offers 12 distinct CTE pathways across 10 recognized industry sectors, reflecting a wide range of student interests and emerging workforce demands. Each pathway is designed to provide a coherent sequence of courses that build both academic and technical skills, often culminating in capstone projects, industry certifications, or work-based learning opportunities such as internships or job shadowing. By participating in CTE, students gain exposure to high-demand careers, develop career-readiness competencies, and strengthen their postsecondary options. The integration of CTE into the middle school and high school experience supports the District's commitment to offering a broad course of study and ensuring all students graduate with the knowledge, skills, and confidence to succeed in their chosen paths.

Action 5: Credit Recovery- The District offered a variety of credit recovery opportunities to support credit-deficient students, with a focus on increasing graduation rates among all student groups and expanding their postsecondary options. These opportunities included flexible, standards-aligned online and in-person courses. By providing multiple pathways for students to earn missing credits, the District ensured that more students remained on track to graduate with their peers and were better prepared for college, career, or other postsecondary pursuits.

Action 6: Exact Path: The District administered the Exact Path diagnostic assessment in English Language Arts (ELA) and Math three times per year to measure student growth and academic outcomes. Students performing below grade level will receive targeted interventions with ongoing progress monitoring to ensure responsive support. These efforts aim to improve student achievement and increase Grade 11 ELA and Math performance on the CAASPP.

Action 7: UC Scout (LREBG): The District provided high school students with online learning opportunities to better support their individual academic needs and offer flexibility in their schedules. These online courses allowed students to tailor their education by taking additional courses that aligned with their interests or academic goals, ensuring access to a broad course of study. By offering this flexibility, the District empowered students to explore a wider range of subjects, support their course selections, and stay on track for graduation, ultimately contributing to improved graduation rates and better preparation for postsecondary success.

Action 8: High School Counselors (LREBG): The District provides each comprehensive high school an additional Counselor to support students by lowering counselor caseloads and ensuring access to a broad course of study and supporting course selections to increase graduation rates.

Challenges:

Actions 3- Staffing turnover and/or leave of absences posed challenges to the continuity of support services, particularly in specialized instructional roles like AVID tutoring after school. The lack of consistent staff in these critical positions disrupted the availability and quality of support for students, especially those relying on targeted interventions to succeed in rigorous courses. This instability created gaps in the continuity of academic support, making it more difficult for students to benefit from the full range of enrichment opportunities designed to enhance their learning experience and ensure their academic success. The District continues to address these staffing challenges to maintain consistent support for all students.

Actions 4- One challenge for TVUSD high schools is the limitations of our current six period day. It is difficult to provide room in students schedules for CTE while still ensuring students are A-G compliant. CTE has also been impacted by the ability to offer more VAPA programs due to Prop 28 funding. TVUSD continues to work hard to offer programs, such as UC Scout to expand learning opportunities for those that want additional scheduling space for elective courses.

Action 5- The District began the year with implementation of the math diagnostic only for high school students. This proved to be a very challenging task. The feedback from teacher and student was overwhelmingly negative about Exact Path. The platform was difficult to use and student students were not easily managed within the platform itself, which made providing intervention based on student data difficult. While 2 of the 4 high schools continued to use Exact Path for the entire year, two high schools transitioned to iReady for the second semester. The district as a whole will be discontinuing the use of Exact path for the 26-27 school year.

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

The material difference between budgeted and actual expenditures is primarily attributed to staffing costs. During the 2025–2026 school year, both classified and certificated staff negotiated salary increases, which resulted in higher-than-anticipated expenditures across multiple actions tied to personnel. Because many of the services aimed at improving outcomes for unduplicated pupils rely heavily on staffing, the increased compensation costs

had a direct impact on the overall budget and percentage of improved services. While these adjustments were necessary and reflective of the district's commitment to retaining high-quality staff, they did result in a material change from initial financial projections.

The material difference between budgeted and actual expenditures is primarily attributed to staffing costs. During the 2025–2026 school year, the District experienced staffing turnover in a number of roles, which contributed to material differences in a number of actions.

Action 1: Counseling Specialist- over budget due to salary increases

Action 2: Intervention Support Specialists- under budget due to staffing changes

Action 3: AVID- under budget due to lack of available tutors

Action 4: CTE Full-time Equivalency- over budget due to salary increases and increases to number of course sections

Action 5: Credit Recovery (LREBG funded 24.25, A-G Block Grant Funded 25.26, LCAP 26.27)- no material difference

Action 6: Exact Path- no material difference

Action 7: UC Scout (LREBG)- under budget due to staffing changes. Every year each high determines the number of UC Scout sections based on student need. This year less sections were needed therefore impacting the number of staff needed to teach the course sections.

Action 8: High School Counselors (LREBG)- under budget due to staffing changes. The District had several open positions at the end of the 24-25 school year, the budget was built under the assumption of hiring counselors who potentially would be placed at the highest end of the pay scale. After hiring was complete the district was under the originally allocated budget. All positions were filled for the 25-26 school year.

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

Action 1, 2, 3, 5, 7 and 8: Counseling Specialist, Intervention Support Specialist, AVID, Credit Recovery, UC Scout, and High School Counselors - Effective: Actions 1, 2,3 and 5 effective as evidenced by overall high graduation rates and continued access to a board course of study. The overall graduation rate for TVUSD was 95.8%. A-G Completion Rates continue to increase district-wide, up 4.27% to 71.32% overall. Students enrolled and passing Advance Placement (AP) exam grew by 8% to 82.74%. TVUSD remains committed to offering a broad and diverse course of study that supports all learners. Enrollment in AVID courses district-wide continues to increase, for the 24-25 school year 15.22% of eligible students were enrolled in AVID, an increase of 2.24% from 23-24. AVID continues to be an effective program at this time.

Action 4: CTE Full-time Equivalency- Effective: In the past year, there has also been an overall increase in the percentage of students who completed a Career Technical Education (CTE) course requirements , increasing to 12.5%, which is a growth of 0.6% from 23-24. CTE continues to be an effective program by offering students a pathway to career readiness other than college.

All of these factors have played a role in the increase of the College and Career Indicators (CCI). The CCI increased for every student group with an overall district CCI increase of 8.4% to 75.3%. TVUSD remains committed to offering a broad and diverse course of study that supports all learners.

Action 6: Exact Path (LCAP Funded): Ineffective: Based on data collected by the three comprehensive high schools (CHS, GOHS, and TVHS), the District did not see the growth in student math outcomes it was hoping to achieve in the MTSS model. The anecdotal feedback from teachers and students was that the platform was not user friendly and data received was not easily actionable for student math intervention. The District will not continue to administer the Exact Path diagnostic assessment in English Language Arts (ELA) and Math three times per year to measure student growth and academic outcomes. Based on feedback from staff the district is discontinuing this action at this time. TVUSD continues to use common formative assessment to assess and monitor student progress.

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.

The District has not made any changes to the planned goals, metrics, or target outcomes for the coming year. TVUSD will continue to refine the implementation and associated practices of each action to better meet the evolving needs of the students for whom these services are principally designed.

Action 5: Credit Recovery : The District will continue this action. In the 26/27 LCAP action 5 will be a contributing action. In prior years, it was a non-contributing action due to be funded out of A-G Completion Improvement Grant.

Action 6: Exact Path (LCAP Funded): The District will not continue to administer the Exact Path diagnostic assessment in English Language Arts (ELA) and Math three times per year to measure student growth and academic outcomes. Based on feedback from staff the district is discontinuing this action at this time. TVUSD continues to use common formative assessment to assess and monitor student progress.

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	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. 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. 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.	$1,992,802	YES
2	Intervention Support Specialists	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. 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. 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.	$765,936	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	$1,504,073	YES
4	CTE FTE Salaries	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. 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. 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.	$3,794,010	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.	$179,980	YES
6	Exact Path (Action Discontinued for 26/27)	The District will administer the Exact Path diagnostic assessment in English Language Arts (ELA) and Math to improve student achievement and increase Grade 11 ELA and Math performance on the CAASPP, as measured by Metrics 3-F and 3-G.	$0	NO
7	UC Scout (Learning Recovery Emergency Block Grant)	The District provides students learning opportunities online to better support individual student learning needs and allow flexibility within their schedule to take additional courses 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. Learning Recovery Emergency Block Grant: $1,697,936	$1,697,936	NO
8	High School Counselors (Learning Recovery Emergency Block Grant)	The District will provide each comprehensive high school an additional Counselor to support students by lowering counselor caseloads and 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. Learning Recovery Emergency Block Grant: $460,234	$460,234	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 allow 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 in turn 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)	**88.8%** (Above Statewide Average)	**89.2%** (Above Statewide Average)	**93%** (Above Statewide Average)	Declined by 0.3%

4-B	Percent of pupils having access to standard-aligned instructional materials as measured by annual Williams Act compliance report	100%	100%	100%	Maintain 100%	Maintained
4-C	Facilities Inspection Tool	23-24 All schools have a FIT score of 90% of higher (good or exemplary status)	24-25 All schools have a FIT score of 90% of higher (good or exemplary status)	25-26 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)	Maintained
4-D	Implementation of Academic Content Standards Self-Reflection Tool	**Providing professional learning** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Initial Implementation HSS - Full Implementation **Instructional materials** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS -Full Implementation HSS - Full Implementation **Identification of programs to improve instruction** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Full Implementation HSS - Full Implementation	**Providing professional learning** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Initial Implementation HSS - Full Implementation **Instructional materials** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS -Full Implementation HSS - Full Implementation **Identification of programs to improve instruction** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Full Implementation HSS - Full Implementation	**Providing professional learning** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Full Implementation HSS - Full Implementation **Instructional materials** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS -Full Implementation HSS - Full Implementation **Identification of programs to improve instruction** ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Full Implementation HSS - Full Implementation	Maintain "Full implementation" or progress to "Full implementation and sustainability" rating	All ratings remained unchanged with the exception of: **Providing professional learning NGSS** - Moved from Initial Implementation to Full Implementation

4-D Cont.	Implementation of Academic Content Standards Self-Reflection Tool	**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	**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 **Providing support for teachers on not-met standards -** 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 and Sustainability **Identifying needs of individuals** - Full Implementation **Providing support for teachers on not-met standards -** Full Implementation	Maintain "Full implementation" or progress to "Full implementation and sustainability" rating	All ratings remained unchanged with the exception of: **Identifying PL needs of groups** - Moved from Full Implementation to Full Implementation and Sustainability
4-E	2023 CA Dashboard - English Language Arts Distance from Standard - Schools with red status* *Date added to metric for specificity	Rancho Vista High School - All Students -170.0 (Red) Susan H Nelson School - All Students -76.0 (Red)	Rancho Vista High School - All Students -164 (Orange) Susan H Nelson School - All Students -53.7 (Orange)	Rancho Vista High School All Students -111.7 (Orange) Susan H Nelson School All Students -38.1 (Yellow)	Rancho Vista High School All Students -161.0 (Orange) Susan Nelson School All Students -67.0 (Orange)	Rancho Vista High School All Students +58.3 Points Susan Nelson School All Students +37.9 Points

4-F	2023 CA Dashboard - English Language Arts Distance from Standard - Student groups with red status* *Date added to metric for specificity	Bella Vista Middle Students with Disabilities -94.7 (Red) Great Oak High English Learners -78.3 (Red) Great Oak High Students with Disabilities -111.4 (Red) Margarita Middle English Learners -92.3 (Red) Margarita Middle Students with Disabilities -96.3 (Red) Susan H Nelson School White -95.2 (Red) Temecula Middle Students with Disabilities -72.3 (Red) Temecula Valley High English Learners -113.8 (Red) Temecula Valley High Students with Disabilities -90.3 (Red) Vail Elementary Students with Disabilities -80.3 (Red) Vail Ranch Middle Students with Disabilities -96.7 (Red) Vintage Hills Elementary Students with Disabilities -81.1 (Red)	Bella Vista Middle Students with Disabilities -89.2 (Orange) Great Oak High - English Learners -21.2 (No color) Great Oak High Students with Disabilities -75.3 (Orange) Margarita Middle English Learners -75.9 (Orange) Margarita Middle Students with Disabilities -110.2 (Red) Susan H Nelson School White -38.2 (No color) Temecula Middle Students with Disabilities -74 (Red) Temecula Valley High English Learners -84.4 (Orange) Temecula Valley High Students with Disabilities -107.3 (Red) Vail Elementary Students with Disabilities -108.7 (Red) Vail Ranch Middle Students with Disabilities -92.7 (Orange) Vintage Hills Elementary Students with Disabilities -62.8 (Yellow)	Bella Vista Middle Students with Disabilities -73.1 (Orange) Great Oak High English Learners -8.8 (No Color) Great Oak High Students with Disabilities -15.4 (Yellow) Margarita Middle English Learners -56.4 (Yellow) Margarita Middle Students with Disabilities -109.6 (Red) Susan H Nelson School White -89.1 (No color) Temecula Middle Students with Disabilities -53.3 (Yellow) Temecula Valley High English Learners -97.5 (Red) Temecula Valley High Students with Disabilities -68.8 (Orange) Vail Elementary Students with Disabilities -100.4 (Orange) Vail Ranch Middle Students with Disabilities -87.1 (Orange) Vintage Hills Elementary Students with Disabilities -107.5(Red)	Bella Vista Middle Students with Disabilities -85.7 (Orange) Great Oak High English Learners -69.3 (Orange) Great Oak High Students with Disabilities -102.4 (Orange) Margarita Middle English Learners -83.3 (Orange) Margarita Middle Students with Disabilities -87.3 (Orange) Susan H Nelson School White -86.2 (Orange) Temecula Middle Students with Disabilities -63.3 (Yellow) Temecula Valley High English Learners -104.8 (Orange) Temecula Valley High Students with Disabilities -81.3 (Orange) Vail Elementary Students with Disabilities -71.3 (Orange) Vail Ranch Middle Students with Disabilities -87.7 (Orange) Vintage Hills Elementary Students with Disabilities -72.1 (Orange)	Bella Vista Middle Students with Disabilities +21.6 Points Great Oak High English Learners +69.5 Points Great Oak High Students with Disabilities +96.0 Points Margarita Middle English Learners +35.9 Points Margarita Middle Students with Disabilities -13.3 Points Susan H Nelson School White +6.1 Points Temecula Middle Students with Disabilities +19.0 Points Temecula Valley High English Learners +16.3 Points Temecula Valley High Students with Disabilities +21.5 Points Vail Elementary Students with Disabilities -20.1 Points Vail Ranch Middle Students with Disabilities +9.6 Points Vintage Hills Elementary Students with Disabilities -26.4 Points

4-G	2023 CA Dashboard - Mathematics Distance from Standard - Schools with red status* *Date added to metric for specificity	Susan H Nelson School -202.7 (Red)	Susan H Nelson School -157.3 (Orange)	Susan H Nelson School -152.7 (Orange)	Susan H Nelson School -193.7 (Orange)	Susan H Nelson School +50.0 Points
4-H	2023 CA Dashboard - Mathematics Distance from Standard - Student groups with red status* *Date added to metric for specificity	Bella Vista Middle Students with Disabilities -131.9 (Red) Erle Stanley Gardner Middle Students with Disabilities -106.9 (Red) Great Oak High English Learners -115.5 (Red) Great Oak High Students with Disabilities -178.0 (Red) Margarita Middle English Learners -133.5 (Red) Margarita Middle Students with Disabilities -139.2 (Red) Susan H Nelson School White -210.3 (Red) Temecula Middle Students with Disabilities -122.0 (Red) Temecula Valley High English Learners -192.9 (Red)	Bella Vista Middle Students with Disabilities -120 (Orange) Erle Stanley Gardner Middle Students with Disabilities -109.8 (Red) Great Oak High English Learners -124.5 (No color) Great Oak High Students with Disabilities -192.7 (Red) Margarita Middle English Learners -120.9 (Orange) Margarita Middle Students with Disabilities -145 (Red) Susan H Nelson School White -126.2 (No color) Temecula Middle Students with Disabilities -105.6 (Orange) Temecula Valley High English Learners -132.2 (Orange)	Bella Vista Middle Students with Disabilities -120.9 (Red) Erle Stanley Gardner Middle Students with Disabilities -140.2 (Red) Great Oak High English Learners -89.6 (No color) Great Oak High - Students with Disabilities -135.8 (Orange) Margarita Middle English Learners -104.4 (Orange) Margarita Middle Students with Disabilities -153.2 (Red) Susan H Nelson School White -178.9 (No color) Temecula Middle Students with Disabilities -85.1 (Yellow) Temecula Valley High English Learners -177.6 (Red)	Bella Vista Middle Students with Disabilities -122.9 (Orange) Erle Stanley Gardner Middle Students with Disabilities -97.9 (Orange) Great Oak High English Learners -106.5 (Yellow) Great Oak High Students with Disabilities -169.0 (Orange) Margarita Middle English Learners -124.5 (Orange) Margarita Middle Students with Disabilities -130.2 (Orange) Susan H Nelson School White -201.3 (Orange) Temecula Middle Students with Disabilities -113.0 (Orange) Temecula Valley High English Learners -183.9 (Orange)	Bella Vista Middle Students with Disabilities +11.0 Points Erle Stanley Gardner Middle Students with Disabilities -33.3 Points Great Oak High English Learners +25.6 Points Great Oak High Students with Disabilities +42.2 Points Margarita Middle English Learners +29.1 Points Margarita Middle Students with Disabilities -14.0 Points Susan H Nelson School White +31.4 Points Temecula Middle Students with Disabilities +36.9 Points Temecula Valley High English Learners +15.3 Points

4-H Cont.	2023 CA Dashboard - Mathematics Distance from Standard - Student groups with red status* *Date added to metric for specificity	Temecula Valley High Students with Disabilities -185.2 (Red) Vail Ranch Middle Students with Disabilities -144.7 (Red) Vintage Hills Elementary Students with Disabilities -98.5 (Red)	Temecula Valley High -Students with Disabilities -186.9 (Red) Vail Ranch Middle Students with Disabilities -114.5 (Orange) Vintage Hills Elementary Students with Disabilities -84.1 (Yellow)	Temecula Valley High -Students with Disabilities -154.9 (Orange) Vail Ranch Middle Students with Disabilities -112.8 (Red) Vintage Hills Elementary Students with Disabilities -117.8 (Red)	Temecula Valley High -Students with Disabilities -176.2 (Orange) Vail Ranch Middle Students with Disabilities -135.7 (Orange) Vintage Hills Elementary Students with Disabilities -89.5 (Yellow)	Temecula Valley High Students with Disabilities +30.3 Points Vail Ranch Middle Students with Disabilities +31.9 Points Vintage Hills Elementary Students with Disabilities -19.3 Points
4-I	Percent of English learners making progress toward English proficiency (ELPI)	All Students: 51.0% (Yellow)	All Students: 54.60% (Green)	All Students: 52.8 (Yellow)	All Students: 55.0% (Green)	+1.8%
4-J	2023 CA Dashboard - ELPI - Schools with red status* *Date added to metric for specificity	Ysabel Barnett Elementary: 41.9% (Red)	Ysabel Barnett Elementary: 45.8% (No color reported)	Ysabel Barnett Elementary: 63% (No color reported)	Ysabel Barnett Elementary: 45.0% (Yellow)	Ysabel Barnett Elementary: +21.1%
4-K	EL Reclassification Rate - Local Data	23-24 17.0%	24-25 15.9%	25-26 7.8%	Maintain or exceed 16.7% (ELs exiting within 6 years)	 -9.2%
4-L	2023 CA Dashboard - Graduation Rate - Schools with red status *Date added to metric for specificity	Rancho Vista High - 63.2% (Red)	Rancho Vista High - 68.6% (Yellow)	Rancho Vista High 77.8% (Yellow)	Rancho Vista High 68.0% (Orange)	Rancho Vista High +14.6 %
4-M	2023 CA Dashboard - Graduation Rate - Student groups with red status* *Date added to metric for specificity	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 65.4% (Red) Rancho Vista High Students with Disabilities 72.5% (Yellow) Rancho Vista High Hispanic 70.5% (Yellow) Rancho Vista High White 60% (Red)	Rancho Vista High Socioeconomically Disadvantaged 70.7% (Yellow) Rancho Vista High Students with Disabilities 84.4% (Green) Rancho Vista High Hispanic 77.2% (Yellow) Rancho Vista High White 84.4% (Green)	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)	Rancho Vista High Socioeconomically Disadvantaged +11.3% Rancho Vista High Students with Disabilities +22.6 % Rancho Vista High Hispanic +17.7% Rancho Vista High White + 23.6%

4-N	Suspension Rate (Dashboard)	All Students: 2.8% (Orange) American Indian/Alaska Native: 7.7% (Red) Asian: 1.5% (Yellow) Black/African American: 5.5% (Yellow) Filipino: 0.8% (Blue) Hispanic: 3.5% (Orange) Pacific Islander: 1.3% (Green) White: 2.2% (Yellow) Multiple Races: 3.0% (Orange) Socioeconomically Disadvantaged: 4.3% (Orange) English Learner: 3.8% (Orange) Students with Disabilities: 6.0% (Orange) Foster Youth: 15.0% (Red) Homeless Youth: 7.5% (Red)	All Students: 2.5% (Green) American Indian/Alaska Native: 5% (Yellow) Asian: 1.1% (Green) Black/African American: 5.6% (Orange) Filipino: 1.4% (Yellow) Hispanic: 2.9% (Green) Pacific Islander: 1.3% (Green) White: 2.1% (Green) Multiple Races: 2.3% (Green) Socioeconomically Disadvantaged: 3.7% (Green) English Learner: 3.4% (Green) Students with Disabilities: 5.2% (Yellow) Foster Youth: 16.9% (Red) Homeless Youth: 7% (Yellow)	All Students: 2.2% (Green) American Indian/Alaska Native: 5.9% (Orange) Asian: 1.3% (Green) Black/African American: 3.9% (Green) Filipino: 1.2% (Green) Hispanic: 2.5% (Green) Pacific Islander: 2.2% (Yellow) White: 1.8% (Green) Multiple Races: 2.1% (Green) Socioeconomically Disadvantaged: 3.2% (Green) English Learner: 2.4% (Green) Students with Disabilities: 4.1% (Green) Foster Youth: 13.6% (Orange) Homeless Youth: 3.8% (Green)	All Students: 2.5% (Green) American Indian/Alaska Native: 4.5% (Yellow) Asian: 1.5% (Green) Black/African American: 4.5% (Green) Filipino: Maintain 1.0% or lower Hispanic: 2.6% (Green) Pacific Islander: 1.0% or lower White: 1.2% (Green) Multiple Races: 2.5% (Green) Socioeconomically Disadvantaged: 3.4% (Green) English Learner: 2.9% (Green) Students with Disabilities: 4.5% (Green) Foster Youth: 14.1% (Orange) Homeless Youth: 6.5% (Orange)	All Students: -0.6% American Indian/Alaska Native: -1.8% Asian: -0.2% Black/African American: -1.6% Filipino: +0.4% Hispanic: -1.0% Pacific Islander: +0.9% White: -0.4% Multiple Races: -0.9% Socioeconomically Disadvantaged: -1.1% English Learner: -1.4% Students with Disabilities: -1.9% Foster Youth: -1.4% Homeless Youth: -3.7%
4-O	2023 CA Dashboard - Suspension Rate - Schools with red status* *Date added to metric for specificity	N/A	N/A	N/A	N/A	N/A

4-P	2023 CA Dashboard - Suspension Rate - Student groups with red status* *Date added to metric for specificity	Chaparral High Students with Disabilities 7.3% (Red)	Chaparral High Students with Disabilities 4.8% (Green)	Chaparral High Students with Disabilities 5.4% (Orange)	Chaparral High Students with Disabilities 6.0% (Yellow)	Chaparral High Students with Disabilities -1.9 %
		Erle Stanley Gardner Middle Students with Disabilities 13.3% (Red)	Erle Stanley Gardner Middle Students with Disabilities 10.7% (Yellow)	Erle Stanley Gardner Middle Students with Disabilities 5.7% (Green)	Erle Stanley Gardner Middle Students with Disabilities 12.4% (Orange)	Erle Stanley Gardner Middle Students with Disabilities -7.6%
		Great Oak High American Indian 10.4% (Red)	Great Oak High American Indian 11.1% (Red)	Great Oak High American Indian 8.9% (Yellow)	Great Oak High American Indian 9.5% (Yellow)	Great Oak High American Indian -1.5 %
		Margarita Middle English Learners 16.3% (Red)	Margarita Middle English Learners 7.5% (Green)	Margarita Middle English Learners 3.8% (Green)	Margarita Middle English Learners 15.4% (Orange)	Margarita Middle English Learners -12.5%
		Nicolas Valley Elementary African American 6.1% (Red)	Nicolas Valley Elementary African American 9.1% (Red)	Nicolas Valley Elementary African American 7.4% (No color)	Nicolas Valley Elementary African American 5.2% (Yellow)	Nicolas Valley Elementary African American +1.3%
		Rancho Vista High Multiple Races 18.2% (Red)	Rancho Vista High Multiple Races 0% (No color reported)	Rancho Vista High Multiple Races 0% (No color reported)	Rancho Vista High Multiple Races 17.3% (Orange)	Rancho Vista High Multiple Races *
		Temecula Middle Students with Disabilities 10.8% (Red)	Temecula Middle Students with Disabilities 8.8% (Yellow)	Temecula Middle Students with Disabilities 6.5% (Green)	Temecula Middle Students with Disabilities 8.0% (Yellow)	Temecula Middle Students with Disabilities -4.3 %
		Temecula Valley High Students with Disabilities 8.8% (Red)	Temecula Valley High Students with Disabilities 7.5% (Yellow)	Temecula Valley High Students with Disabilities 5.3% (Green)	Temecula Valley High Students with Disabilities 6.0% (Yellow)	Temecula Valley High Students with Disabilities -3.3 %
		Temecula Valley High African American 10.1% (Red)	Temecula Valley High African American 8.3% Yellow)	Temecula Valley High African American 2.9% (Green)	Temecula Valley High African American 9.2% (Yellow)	Temecula Valley High African American -7.2%
		Vail Ranch Middle Socioeconomically Disadvantaged 15.1% (Red)	Vail Ranch Middle Socioeconomically Disadvantaged 4.4% (Green)	Vail Ranch Middle Socioeconomically Disadvantaged 7.3% (Orange)	Vail Ranch Middle Socioeconomically Disadvantaged 14.2% (Orange)	Vail Ranch Middle Socioeconomically Disadvantaged -7.8%
		Vail Ranch Middle Students with Disabilities 14.2% (Red)	Vail Ranch Middle Students with Disabilities 6.9% (Green)	Vail Ranch Middle Students with Disabilities 13.1% (Red)	Vail Ranch Middle Students with Disabilities 13.3% (Orange)	Vail Ranch Middle Students with Disabilities -1.1%
		Vail Ranch Middle White 8.5% (Red)	Vail Ranch Middle White 2.4% (Green)	Vail Ranch Middle White 3.1% (Orange)	Vail Ranch Middle White 8.0% (Yellow)	Vail Ranch Middle White -5.4%

Goal Analysis for 2025-2026

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.

There were no substantive differences between planned and implemented actions. During the 2025–2026 school year, TVUSD fully implemented a comprehensive set of actions to decrease the number of red indicators on both the district and site level Dashboards (using the 2023 CA Dashboard as the Baseline year). These efforts were rooted in the district's continued emphasis on addressing learning gaps and improving equity, particularly for underperforming student groups, in student groups in red on the Dashboard.

Successes:

Action 1: Professional Development- TVUSD provided professional development relevant to the strategic plan work sites were implementing to monitor underperforming student groups and provide interventions through continuous cycles of improvement. professional development was also provided to designated EL teachers K-12, special education teachers, as well as general education teachers. An emphasis was placed on Unit Planning Organizers and a refocus on providing rigorous instruction. Mathematical practices and the shift needed to implement the math frame were a focus at the elementary, middle, and high school levels. Technology and problem based learning was also highlighted to strengthen engagement in classrooms.

Action 2: Technology, Materials, and Supplies- The District provided technology, materials, and supplies for the use within professional development sessions fostering collaboration and engagement with the learning/strategies. This year the district purchased a large number of iPads to ensure middle school students had a continuity of device type, which also supported digital innovation and rigor within the classroom.

Action 3: Administrative Support- Administrative oversight, collaboration, and coaching provides support to site administrators focused on implementation of the site's strategic plans, focusing on high leverage strategies to support underperforming student groups on each campus. Administrators provide bi-weekly coaching, reflections, and data to each site.

Action 4: Director/TOSA of Special Populations- The Director and TOSA largely provided the professional development funded through LCAP. The pair collaborated with the Educational Support Services and Student Support Services directors to ensure topics were relevant and purposeful. Coaching was provided both to site administrators, grade/department level teams, and individual teachers.

Action 5: Site Allocations- Each site was responsible for implementing a year long strategic plan to decrease the number of underperforming student groups on each campus. Site allocation was used to fund additional programs and support focused on this work. Site date was used to monitor the site level actions. Site administrators provided the executive cabinet with a mid-year and end-of-year progress update supported with data from continuous improvement cycles, iReady data, as well as summative data metrics like CAASPP and Dashboard.

Action 6: Intervention Administrators (LREBG)- Additional administrative support 1s provided to middle school. The primary purpose of this administrator support is to support unduplicated student groups at the site through the monitoring of site data, planning intervention/enrichment, as well as supporting PLCs in their cycles of improvement.

Challenges:

Actions 1 and 4- Providing professional development on a large scale always presents staffing challenges related to ensuring there are enough guest teachers throughout the district to meet the needs of every site. In conjunction with that, ensuring classroom teachers find value in the topics to want to attend the professional development is essential.

Actions 5- While some sites spent all their site allocations on the actions within their strategic plans, others had a more difficult time implementing and in turn spending the funds. It is the intention of the District to continue to monitor this implementation and use of funding with more intention and progress monitoring next year. Sites with Title I funding specifically have more difficulty spending down their site allocation, as they tend to use Title I funding first to address student needs.

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

The material difference between budgeted and actual expenditures is primarily attributed to staffing costs. During the 2025–2026 school year, both classified and certificated staff negotiated salary increases, which resulted in higher-than-anticipated expenditures across multiple actions tied to personnel. Because many of the services aimed at improving outcomes for unduplicated pupils rely heavily on staffing, the increased compensation costs had a direct impact on the overall budget and percentage of improved services. While these adjustments were necessary and reflective of the district's commitment to retaining high-quality staff, they did result in a material change from initial financial projections.

The material difference between budgeted and actual expenditures is primarily attributed to staffing costs. During the 2025–2026 school year, the District experienced staffing turnover in a number of roles, which contributed to material differences in a number of actions.

Action 1: Professional Development- under budget due to additional professional development day (Non-student Professional Development Days) being funded by Learning Recovery Emergency Block Grant. The professional development directly related the work of our site's strategic plans and achievement of unduplicated student groups.

Action 2: Technology, Materials, and Supplies- over budget, increased need for technology at the middle school level (student devices). The district paid for one-to-one student iPads for middle school students in grades seven and eight. This directly relates to the implementation of content standards and the increased level of rigor, implementation of high impact instructional practices, and increased student engagement TVUSD is providing professional development on. It also created equal access at the middle school level because iPads were already being utilized in sixth grade where project based learning is a continued focus.

Action 3: Administrative Support- over budget due to increase in salaries and increased number of administrators providing services

Action 4: Director/TOSAS of Special Populations- under budget due to underestimating the initial salaries of the positions based on staff's years of experience. POSA was promoted to Director, which increased the salary. TOSA position split funded for 25.26 and future years.

Action 5: Site Allocations- under budget to due to changes in implementation of site strategic plans and use of other funding by Title I school sites

Action 6: Intervention Administrators (LREBG)- under budget due to changes in staffing

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

Action 1: Professional Development- Effective: TVUSD provided numerous professional development sessions aimed at targeted and differentiated, supporting teachers across TK–12 with training aligned to site strategic plans, including monitoring student progress and implementing interventions. Professional development emphasized rigorous instruction through Unit Planning Organizers and addressed key content areas such as math practices, the implementation of the math framework, and technology-integrated, problem-based learning to increase student engagement. Based on state indicators, student groups who were performing in the red based on the 2023 Dashboard are no longer in the red on the 2025 Dashboard in ELA and Math. Of the 28 student groups that were in red for ELA and Math (2023), only 9 remain in red based on the 2025 Dashboard: 68.8% of the indicators improved by at least one color band.

Action 2: Technology, Materials, and Supplies- Effective: Used to directly support professional learning by providing the tools necessary for collaborative, hands-on engagement during sessions. Based on state indicators, student groups who were performing in the red based on the 2023 Dashboard are no longer in the red on the 2025 Dashboard in ELA and Math. Of the 28 student groups that were in red for ELA and Math (2023), only 9 remain in red based on the 2025 Dashboard: 68.8% of the indicators improved by at least one color band.This year a large purchase of iPads was made it

support of the professional development being delivered to middle school teachers. Students transitioned from Chromebooks to iPads to support innovation and increase rigor in the classroom. TVUSD will continue to monitor these metrics to determine effectiveness in future years.

Action 3, 4, and 6: Administrative Support, Director/TOSA of Special Populations, Intervention Administrators (LREBG)- Effective:Support from admin ensured consistent implementation and accountability through bi-weekly coaching and data analysis at each site, helping principals maintain focus on high-leverage strategies to support underperforming student groups. The team played a vital role in designing and delivering professional development in collaboration with district leadership, while also providing coaching to administrators, teacher teams, and individual teachers to support effective instruction. Based on state indicators student groups who were performing in the red based on the 2023 Dashboard are no longer in the red on the 2025 Dashboard in all state indicators (ELA, Math, ELPI, Graduation Rate, CCI, Chronic Absenteeism, and Suspension Rate). Of the 66 student groups of were in red (2023), only 10 remain in red based on the 2025 Dashboard: 84.8% of the indicators improved by at least one color band.

Action 5: Site Allocations- Effective: Funds enabled each school to develop and implement strategic plans tailored to their data. Based on state indicators student groups who were performing in the red based on the 2023 Dashboard are no longer in the red on the 2025 Dashboard in all state indicators (ELA, Math, ELPI, Graduation Rate, CCI, Chronic Absenteeism, and Suspension Rate). Of the 66 student groups of were in red (2023), only 10 remain in red based on the 2025 Dashboard: 84.8% of the indicators improved by at least one color band.

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.

The District has not made any changes to the current planned goals, metrics, target outcomes, or actions for the upcoming year. However, TVUSD remains committed to continuous improvement and will focus on refining the implementation and associated practices of each action to better address the evolving needs of the students these services are principally designed to support. Because of this, TVUSD will add an additional action:

Goal 4, Action 7: Non-Student Professional Development Days- Non-student professional development days provide dedicated time for administrators and instructional leaders to train and support staff in implementing research-based instructional strategies aligned with each school site's strategic plan and the needs of identified student groups. These professional learning opportunities focus on strengthening instructional practices, analyzing student data, and implementing targeted supports for students who are underperforming. This action aligns with the allowable uses of LREBG funds by supporting learning recovery and acceleration through improved instructional quality and targeted intervention strategies. Research from the Learning Policy Institute (2017) indicates that sustained, job-embedded professional development improves teacher effectiveness and leads to stronger student learning outcomes. By providing structured time for professional learning, the district is able to build staff capacity to address unfinished learning and better support the academic success of all students.

TVUSD is proactively planning professional development opportunities for the 2026–2027 school year. This early planning will allow the District to offer a greater number of sessions across a broader range of topics, ensuring alignment with the needs identified by LCAP student groups and the goals outlined in site strategic plans. By expanding access and aligning content, the District aims to provide more targeted, meaningful professional learning experiences for educators.

Additionally, the District continues to refine its strategic planning efforts to ensure that each site's SMART goals are clearly aligned with the allocation and use of site-level funds. To support this alignment, TVUSD is developing a system to more effectively monitor and communicate allowable expenditures and remaining balances to site administrative teams. This system will help ensure transparency, facilitate strategic decision-making, and promote the efficient use of resources in support of student achievement.

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	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. 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.	$601,860	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	$854,264	YES
3	Administrative Support	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. 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.	$264,879	YES
4	Director and TOSA of Special Populations	The Director 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. 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.	$344,787	YES

5	UDP Site Allocations	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. 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.	$512,874	YES
6	Intervention Administrators (Learning Recovery Emergency Block Grant)	The District will provide additional administrative support to TK-8 and middle schools to regularly monitor student data, plan interventions, and meet with families allowing schools site to make informed decisions to decrease the number of student groups within the red indicators as measured by 4-F, 4-H, 4-I, 4-K, 4-N, 4-O, 4-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. Learning Recovery Emergency Block Grant: $869,371	$869,371	NO
7	Non-student Professional Development Days	Non-student professional development days provide dedicated time for administrators and instructional leaders to train and support staff in implementing research-based instructional strategies aligned with each school site's strategic plan and the needs of identified student groups. These professional learning opportunities focus on strengthening instructional practices, analyzing student data, and implementing targeted supports for student groups who are underperforming. This action will decrease the number of student groups within red indicators and increase student group proficiency as measured by 4-D through P. Learning Recovery Emergency Block Grant: $1,708,274	$1,708,274	NO

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of 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. 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.	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 in turn 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

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%	2023-2024 All Students: 94.14% African American: 93.98% American Indian: 90.23% Asian: 96.09% Filipino: 95.56% Hispanic: 93.67% Pacific Islander: 92.70% White: 94.01% Two or More Races: 94.53% English Learners: 94.05% Foster Youth: 89.51% Homeless: 90.53% Socioeconomically Disadvantaged: 93.36% Students with Disabilities: 92.72%	2024-2025 All Students: 94.24% African American: 93.68% American Indian: 89.74% Asian: 96.13% Filipino: 95.63% Hispanic: 93.85% Pacific Islander: 91.54% White: 94.11% Two or More Races: 94.66% English Learners: 94.45% Foster Youth: 87.91 Homeless: 91.42% Socioeconomically Disadvantaged: 93.09% Students with Disabilities: 92.41%	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%	All Students: +1.12% African American: +.035% American Indian: +0.12% Asian: +0.75% Filipino: 0.95% Hispanic: +1.38% Pacific Islander: -1.9% White: +0.99% Two or More Races: +1.17% English Learners: +1.55% Foster Youth: +4.83% Homeless: +0.99% Socioeconomically Disadvantaged: +1.32% Students with Disabilities: 0.64%

5-B	Chronic absenteeism (Dashboard)	All Students: 21.4% (Yellow) American Indian/Alaska Native: 43.5% (Orange) Asian: 10.7% (Yellow) Black/African American: 20.6% (Orange) Filipino: 12.2% (Yellow) Hispanic: 25.8% (Yellow) Pacific Islander: 25.0% (Orange) White: 20.3% (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)	All Students: 15.9% (Yellow) American Indian/Alaska Native: 35.7% (Orange) Asian: 8.2% (Green) Black/African American: 19% (Yellow) Filipino: 9.6% (Green) Hispanic: 18.1% (Yellow) Pacific Islander: 33.3% (Red) White: 15.4% (Yellow) Multiple Races: 14.9% (Yellow) Socioeconomically Disadvantaged: 20.9% (Yellow) English Learner: 17% (Yellow) Students with Disabilities: 22.4% (Yellow) Foster Youth: 33.3% (Red) Homeless Youth: 40% (Yellow)	All Students: 15.5% (Orange) American Indian/Alaska Native: 40.3% (Red) Asian: 7.1% (Green) Black/African American: 20.3% (Red) Filipino: 8.8% (Green) Hispanic: 18.3 (Orange) Pacific Islander: 36.5% (Red) White: 14.2% (Yellow) Multiple Races: 14.2% (Yellow) Socioeconomically Disadvantaged: 21.8% (Red) English Learner: 15.1% (Yellow) Students with Disabilities: 23.2% (Red) Foster Youth: 37.2% (Red) Homeless Youth: 41.5% (Red)	All Students: 12.4% (Yellow) American Indian/Alaska Native: 33.5% (Orange) Asian: 9.2% (Green) Black/African American: 11.6% (Yellow) Filipino: 10.0% (Green) Hispanic: 16.8% (Yellow) Pacific Islander: 20.0% (Yellow) White: 11.3% (Yellow) Multiple Races: 10.0% (Green) Socioeconomically Disadvantaged: 20.2% (Yellow) English Learner: 14.2% (Yellow) Students with Disabilities: 19.6% (Yellow) Foster Youth: 20.0% (Yellow) Homeless Youth: 33.5% (Orange)	All Students: -5.9 % American Indian/Alaska Native: -3.2% Asian: -3.6% Black/African American: -0.3 % Filipino: -3.4 % Hispanic: -7.5 % Pacific Islander: +11.5% White: -6.1% Multiple Races: -4.5 % Socioeconomically Disadvantaged: -7.4% - English Learner: -8.1% Students with Disabilities: -5.4% Foster Youth: +6.3% Homeless Youth: Declined -2.0%
5-C	2023 CA Dashboard - Chronic Absenteeism - Schools with red status* *Date added to metric for specificity	Temecula Middle 22.3% (Red)	Temecula Middle 18.1% (Yellow)	Temecula Middle 17% (Yellow)	Temecula Middle 20.8% (Orange)	Temecula Middle -5.3 %

5-D	2023 CA Dashboard - Chronic Absenteeism - Student groups with red status* *Date added to metric for specificity	Abby Reinke Elementary English Learners 31.7% (Red)	Abby Reinke Elementary English Learners 6.5% (Green)	Abby Reinke Elementary English Learners 10.3% (No color reported)	Abby Reinke Elementary English Learners 30.2% (Orange)	Abby Reinke Elementary English Learners -21.4%
		Abby Reinke Elementary Students with Disabilities 29.7% (Red)	Abby Reinke Elementary Students with Disabilities 18.5% (Yellow)	Abby Reinke Elementary Students with Disabilities 17.6% (Yellow)	Abby Reinke Elementary Students with Disabilities 28.2% (Orange)	Abby Reinke Elementary Students with Disabilities -12.1%
		Bella Vista Middle English Learners 22.4% (Red)	Bella Vista Middle English Learners 16.4% (Yellow)	Bella Vista Middle English Learners 20% (Orange)	Bella Vista Middle English Learners 20.9% (Orange)	Bella Vista Middle English Learners -2.4%
		Bella Vista Middle Students with Disabilities 40.9% (Red)	Bella Vista Middle Students with Disabilities 30.3% (Yellow)	Bella Vista Middle Students with Disabilities 26.8% (Yellow)	Bella Vista Middle Students with Disabilities 39.4% (Orange)	Bella Vista Middle Students with Disabilities -14.1%
		Crowne Hill Elementary English Learners 33.3% (Red)	Crowne Hill Elementary English Learners 17% (Yellow)	Crowne Hill Elementary English Learners 12.8% (Yellow)	Crowne Hill Elementary English Learners 31.8% (Orange)	Crowne Hill Elementary English Learners -1.5%
		Crowne Hill Elementary Hispanic 28.6% (Red)	Crowne Hill Elementary Hispanic 21.6% (Yellow)	Crowne Hill Elementary Hispanic 20.1% (Orange)	Crowne Hill Elementary Hispanic 27.1% (Orange)	Crowne Hill Elementary Hispanic -8.7%
		James L Day Middle African American 27.9% (Red)	James L Day Middle African American 20.5% (Orange)	James L Day Middle African American 22.2% (Red)	James L Day Middle African American 26.4% (Orange)	James L Day Middle African American -5.7%
		Margarita Middle Socioeconomically Disadvantaged 38.4% (Red)	Margarita Middle Socioeconomically Disadvantaged 29.2% (Yellow)	Margarita Middle Socioeconomically Disadvantaged 28.3% (Orange)	Margarita Middle Socioeconomically Disadvantaged 36.9% (Orange)	Margarita Middle Socioeconomically Disadvantaged -10.1 %
		Margarita Middle English Learners 43.3% (Red)	Margarita Middle English Learners 22.8% (Orange)	Margarita Middle English Learners 22.1 (Orange)	Margarita Middle English Learners 41.8% (Orange)	Margarita Middle English Learners -21.2%
		Margarita Middle Hispanic 34.7% (Red)	Margarita Middle Hispanic 23.9 % (Yellow)	Margarita Middle Hispanic 23.3% (Orange)	Margarita Middle Hispanic 33.2% (Orange)	Margarita Middle Hispanic -11.4%
		Margarita Middle Multiple Races 28.4% (Red)	Margarita Middle Multiple Races 28.1% (Red)	Margarita Middle Multiple Races 21.1% (Orange)	Margarita Middle Multiple Races 26.9% (Orange)	Margarita Middle Multiple Races -7.3%
		Rancho Elementary Socioeconomically Disadvantaged 23.9% (Red)	Rancho Elementary Socioeconomically Disadvantaged 23% (Orange)	Rancho Elementary Socioeconomically Disadvantaged 10.2% (Yellow)	Rancho Elementary Socioeconomically Disadvantaged 22.4% (Orange)	Rancho Elementary Socioeconomically Disadvantaged -13.7%
		Rancho Elementary Multiple Races 25.5% (Red)	Rancho Elementary Multiple Races 16.7% (Yellow)	Rancho Elementary Multiple Races 7.7% (Green)	Rancho Elementary Multiple Races 24.0% (Orange)	Rancho Elementary Multiple Races -17.8%
		Red Hawk Elementary English Learners 30.0% (Red)	Red Hawk Elementary English Learners 8.9% (Green)	Red Hawk Elementary English Learners 12% (Orange)	Red Hawk Elementary English Learners 28.5% (Orange)	Red Hawk Elementary English Learners -18%

		Temecula Elementary Multiple Races 26.9% (Red) Temecula Middle Hispanic 27.1% (Red) Vail Elementary English Learners 44.3% (Red) Ysabel Barnett Elementary White 24.3% (Red)	Temecula Elementary Multiple Races 20.9% (Orange) Temecula Middle Hispanic 20% (Yellow) Vail Elementary English Learners 28.9% (Orange) Ysabel Barnett Elementary White 15.6% (Yellow)	Temecula Elementary Multiple Races 23.3% (Red) Temecula Middle Hispanic 19.3% (Yellow) Vail Elementary English Learners 21% (Orange) Ysabel Barnett Elementary White 18.1% (Orange)	Temecula Elementary Multiple Races 25.4% (Orange) Temecula Middle Hispanic 25.6% (Orange) Vail Elementary English Learners 42.8% (Orange) Ysabel Barnett Elementary White 22.8% (Orange)	Temecula Elementary Multiple Races -3.6% Temecula Middle Hispanic -7.8 % Vail Elementary English Learners -23.3% Ysabel Barnett Elementary White -6.2%
5-E	Middle School Dropout Rate (Local Data)	**2023 Middle School:** All Students: 0%	**2024 Middle School:** All Students: 0%	**2025 Middle School:** All Students: 0%	Maintain below 0.5%	All Students: 0% Maintained
5-F	High School Dropout Rate (CALPADS)	**2023 High School:** All Students: 2.06% African American: 1.14% American Indian: 5.56% Asian: 1.72% Filipino: 1.38% Hispanic: 3.58% Pacific Islander: * White: 1.18% Two or More Races: 0.86% English Learners: 9.00% Foster Youth: * Homeless: 2.70% Socioeconomically Disadvantaged: 3.82% Students with Disabilities: 2.49%	**2024 High School:** All Students: 2.31% African American: 1.30% American Indian: * Asian: 0.72% Filipino: * Hispanic: 2.74% Pacific Islander: * White: 2.48% Two or More Races: 2.85% English Learners: 6.67% Foster Youth: 11.11% Homeless: 14.81% Socioeconomically Disadvantaged: 3.92% Students with Disabilities: 4.89%	**2025 High School:** All Students: 1.27% African American: 2.41% American Indian: 7.41% Asian: 0.67% Filipino: * Hispanic: 1.79% Pacific Islander: * White: 0.82% Two or More Races: 0.83% English Learners: 5.17% Foster Youth: 10.00% Homeless: 6.12% Socioeconomically Disadvantaged: 2.81% Students with Disabilities: 1.97%	All Students: 1.9% African American: 1.0% American Indian: 5.0% Asian: 1.5% Filipino: 1.2% Hispanic: 3.2% Pacific Islander: * White: 1.1% Two or More Races: 0.8% English Learners: 8.1% Foster Youth: * Homeless: 2.4% Socioeconomically Disadvantaged: 3.4% Students with Disabilities: 2.2%	All Students:-0.79% African American: +1.27% American Indian: +1.85% Asian: -1.05% Filipino: n/a Hispanic:-1.79% Pacific Islander: * White: -0.36% Two or More Races: -0.03% English Learners: -3.83% Foster Youth: n/a Homeless: +3.42% Socioeconomically Disadvantaged: -1.01% Students with Disabilities: -0.52%

5-G	High School Graduation Rate (Four-Year Adjusted Cohort)	All Students: 93.9% (Green) American Indian/Alaska Native: * Asian: 94.9% (Green) Black/African American: 93.3% (Yellow) Filipino: 96.0% (Blue) Hispanic: 92.5% (Yellow) Pacific Islander: * White: 94.1% (Green) Multiple Races: 95.8% (Blue) Socioeconomically Disadvantaged: 90.1% (Orange) English Learner: 87.0% (Green) Students with Disabilities: 79.9% (Orange) Foster Youth: * Homeless Youth: 87.8% (Green)	All Students: 94% (Green) American Indian/Alaska Native: * Asian: 95% (Blue) Black/African American: 90.9% (Yellow) Filipino: 97.6% (Blue) Hispanic: 94.3% (Green) Pacific Islander: * White: 93.3% (Green) Multiple Races: 93.5% (Yellow) Socioeconomically Disadvantaged: 91.1% (Green) English Learner: 85.5% (Orange) Students with Disabilities: 80.5% (Yellow) Foster Youth: * Homeless Youth: 72.7% (Orange)	All Students: 95.8% (Blue) American Indian/Alaska Native: 81.5% (No color) Asian: 98% (Blue) Black/African American: 94.1 % (Green) Filipino:96.7% (Blue) Hispanic:94.7% (Green) Pacific Islander: * White:96.8% (Blue) Multiple Races: 96.3 % (Blue) Socioeconomically Disadvantaged: 92.7% (Green) English Learner: 85.1% (Yellow) Students with Disabilities: 85.3% (Green) Foster Youth:81.8% Homeless Youth: 84.6% (Green)	All Students: 95.0% (Blue) American Indian/Alaska Native: * Asian: 95.0% (Blue) Black/African American: 95.0% (Blue) Filipino: 95.0% (Blue) Hispanic: 95.0% (Blue) Pacific Islander: * White: 95.0% (Blue) Multiple Races: 95.0% (Blue) Socioeconomically Disadvantaged: 95.0% (Blue) English Learner: 90.0% (Green) Students with Disabilities: 82.9% (Green) Foster Youth: * Homeless Youth: 90.5% (Green)	All Students: +1.9% American Indian/Alaska Native: * Asian: +3.1% Black/African American: +0.8% Filipino: +0.7% Hispanic: +2.2% Pacific Islander: * White: 2.7% Multiple Races: +0.5% Socioeconomically Disadvantaged: +2.6% English Learner: -1.9% Students with Disabilities: +5.4% Foster Youth: * Homeless Youth: -3.2%
5-H	2023 CA Dashboard - Graduation Rate - Schools with red status* *Date added to metric for specificity	Rancho Vista High - 63.2% (Red)	Rancho Vista High - 68.6% (Yellow)	Rancho Vista High 77.8% (Yellow)	Rancho Vista High 68.0% (Orange)	Rancho Vista High +14.6%
5-I	2023 CA Dashboard - Graduation Rate - Student groups with red status* *Date added to metric for specificity	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 65.4% (Red) Rancho Vista High Students with Disabilities 72.5% (Yellow) Rancho Vista High Hispanic 70.5% (Yellow) Rancho Vista High White 60% (Red)	Rancho Vista High Socioeconomically Disadvantaged 70.7% (Yellow) Rancho Vista High Students with Disabilities 84.4% (Green) Rancho Vista High Hispanic 77.2% (Yellow) Rancho Vista High White 84.4% (Green)	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)	Rancho Vista High Socioeconomically Disadvantaged +11.3% Rancho Vista High Students with Disabilities +22.6 % Rancho Vista High Hispanic +17.7% Rancho Vista High White + 23.6%

5-J	Suspension Rate (Dashboard)	All Students: 2.8% (Orange) American Indian/Alaska Native: 7.7% (Red) Asian: 1.5% (Yellow) Black/African American: 5.5% (Yellow) Filipino: 0.8% (Blue) Hispanic: 3.5% (Orange) Pacific Islander: 1.3% (Green) White: 2.2% (Yellow) Multiple Races: 3.0% (Orange) Socioeconomically Disadvantaged: 4.3% (Orange) English Learner: 3.8% (Orange) Students with Disabilities: 6.0% (Orange) Foster Youth: 15.0% (Red) Homeless Youth: 7.5% (Red)	All Students: 2.5% (Green) American Indian/Alaska Native: 5% (Yellow) Asian: 1.1% (Green) Black/African American: 5.6% (Orange) Filipino: 1.4% (Yellow) Hispanic: 2.9% (Green) Pacific Islander: 1.3% (Green) White: 2.1% (Green) Multiple Races: 2.3% (Green) Socioeconomically Disadvantaged: 3.7% (Green) English Learner: 3.4% (Green) Students with Disabilities: 5.2% (Yellow) Foster Youth: 16.9% (Red) Homeless Youth: 7% (Yellow)	All Students: 2.2% (Green) American Indian/Alaska Native: 5.9% (Orange) Asian: 1.3% (Green) Black/African American: 3.9% (Green) Filipino: 1.2% (Green) Hispanic: 2.5% (Green) Pacific Islander: 2.2% (Yellow) White: 1.8% (Green) Multiple Races: 2.1% (Green) Socioeconomically Disadvantaged: 3.2% (Green) English Learner: 2.4% (Green) Students with Disabilities: 4.1% (Green) Foster Youth: 13.6% (Orange) Homeless Youth: 3.8% (Green)	All Students: 2.5% (Green) American Indian/Alaska Native: 4.5% (Yellow) Asian: 1.5% (Green) Black/African American: 4.5% (Green) Filipino: Maintain 1.0%/ lower Hispanic: 2.6% (Green) Pacific Islander: 1.0% or lower White: 1.2% (Green) Multiple Races: 2.5% (Green) Socioeconomically Disadvantaged: 3.4% (Green) English Learner: 2.9% (Green) Students with Disabilities: 4.5% (Green) Foster Youth: 14.1% (Orange) Homeless Youth: 6.5% (Orange)	All Students: -0.6% American Indian/Alaska Native: -1.8% Asian: -0.2% Black/African American: -1.6% Filipino: +0.4% Hispanic: -1.0% Pacific Islander: +0.9% White: -0.4% Multiple Races: -0.9% Socioeconomically Disadvantaged: -1.1% English Learner: -1.4% Students with Disabilities: -1.9% Foster Youth: -1.4% Homeless Youth: -3.7%
5-K	2023 CA Dashboard - Suspension Rate - Schools with red status* *Date added to metric for specificity	N/A	N/A	N/A	N/A	N/A

5-L	2023CA Dashboard - Suspension Rate - Student groups with red status* *Date added to metric for specificity	Chaparral High Students with Disabilities 7.3% (Red)	Chaparral High Students with Disabilities 4.8% (Green)	Chaparral High Students with Disabilities 5.4% (Orange)	Chaparral High Students with Disabilities 6.0% (Yellow)	Chaparral High Students with Disabilities -1.9 %
		Erle Stanley Gardner Middle Students with Disabilities 13.3% (Red)	Erle Stanley Gardner Middle Students with Disabilities 10.7% (Yellow)	Erle Stanley Gardner Middle Students with Disabilities 5.7%(Green)	Erle Stanley Gardner Middle Students with Disabilities 12.4% (Orange)	Erle Stanley Gardner Middle Students with Disabilities -7.6%
		Great Oak High American Indian 10.4% (Red)	Great Oak High American Indian 11.1% (Red)	Great Oak High American Indian 8.9% (Yellow)	Great Oak High American Indian 9.5% (Yellow)	Great Oak High American Indian -1.5 %
		Margarita Middle English Learners 16.3% (Red)	Margarita Middle English Learners 7.5% (Green)	Margarita Middle English Learners 3.8% (Green)	Margarita Middle English Learners 15.4% (Orange)	Margarita Middle English Learners -12.5%
		Nicolas Valley Elementary African American 6.1% (Red)	Nicolas Valley Elementary African American 9.1% (Red)	Nicolas Valley Elementary African American 7.4% (No color)	Nicolas Valley Elementary African American 5.2% (Yellow)	Nicolas Valley Elementary African American +1.3%
		Rancho Vista High Multiple Races 18.2% (Red)	Rancho Vista High Multiple Races - 0% (No color reported, in 24)	Rancho Vista High Multiple Races 0% (No color reported)	Rancho Vista High Multiple Races 17.3% (Orange)	Rancho Vista High Multiple Races Not Reported
		Temecula Middle Students with Disabilities 10.8% (Red)	Temecula Middle Students with Disabilities 8.8% (Yellow)	Temecula Middle Students with Disabilities 6.5% (Green)	Temecula Middle Students with Disabilities 8.0% (Yellow)	Temecula Middle Students with Disabilities -4.3 %
		Temecula Valley High Students with Disabilities 8.8% (Red)	Temecula Valley High Students with Disabilities 7.5% (Yellow)	Temecula Valley High Students with Disabilities 5.3% (Green)	Temecula Valley High Students with Disabilities 6.0% (Yellow)	Temecula Valley High Students with Disabilities -3.3 %
		Temecula Valley High African American 10.1% (Red)	Temecula Valley High African American 8.3% Yellow)	Temecula Valley High African American 2.9% (Green)	Temecula Valley High African American 9.2% (Yellow)	Temecula Valley High African American -7.2%
		Vail Ranch Middle Socioeconomically Disadvantaged 15.1% (Red)	Vail Ranch Middle Socioeconomically Disadvantaged 4.4% (Green)	Vail Ranch Middle Socioeconomically Disadvantaged 7.3% (Orange)	Vail Ranch Middle Socioeconomically Disadvantaged 14.2% (Orange)	Vail Ranch Middle Socioeconomically Disadvantaged -7.8%
		Vail Ranch Middle Students with Disabilities 14.2% (Red)	Vail Ranch Middle Students with Disabilities 6.9% (Green)	Vail Ranch Middle Students with Disabilities 13.1% (Red)	Vail Ranch Middle Students with Disabilities 13.3% (Orange)	Vail Ranch Middle Students with Disabilities -1.1%
		Vail Ranch Middle White 8.5% (Red)	Vail Ranch Middle White 2.4% (Green)	Vail Ranch Middle White 3.1% (Orange)	Vail Ranch Middle White 8.0% (Yellow)	Vail Ranch Middle White -5.4%

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%	2023-2024: All students: 0.1% African American: 0.3% American Indian: 0.6% Asian: 0.0% 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: 0.7% Homeless: 0.0% Socioeconomically Disadvantaged: 0.1% Students with Disabilities: 0.1%	2024-2025 All students: 0.1% African American: 0.3% American Indian: 0.0% Asian: 0.0% Filipino: 0.0% Hispanic: 0.0% Pacific Islander: 0.0% White: 0.1% Two or More Races: 0.0% English Learners: 0.0% Foster Youth: 0.7% Homeless: 0.0% Socioeconomically Disadvantaged: 0.1% Students with Disabilities: 0.1%	Maintain all groups at or under 0.5%	All students: 0.0% African American: 0.0% American Indian: -0.5% Asian:- 0.1% Filipino: 0.0% Hispanic: 0.0% Pacific Islander: 0.0% White: +0.1% Two or More Races: -0.1% English Learners: -0.1% Foster Youth:+0.7% Homeless: 0.0% Socioeconomically Disadvantaged: 0.0% Students with Disabilities: 0.0%
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 2025 Grades 3-5** Sense of Belonging: 81% School Climate: 75% School Safety: 78% **Spring 2025 Grades 6-12** Sense of Belonging: 47% School Climate: 70% School Safety: 76% **Fall 2024 Teachers/Staff** Belonging: 75%/74% (teachers/staff) School Climate: 71%/72% (teachers/staff) **Fall 2024 Families** Family Engagement: 30% School Climate: 74% School Safety: 82%	**Spring 2026 Grades 3-5** Sense of Belonging: 81% School Climate: 76% School Safety: 80% **Spring 2026 Grades 6-12** Sense of Belonging: 50% School Climate: 72% School Safety: 77% **Fall 2025 Teachers/Staff** Belonging:75%/75% (teachers/staff) School Climate:70%/67% (teachers/staff) **Fall 2025 Families** Family Engagement: 71% School Climate:76% School Safety: 84%	**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%	**Grades 3-5** Sense of Belonging:+2% School Climate:+4% School Safety:+0% **Grades 6-12** Sense of Belonging:+11% School Climate:+10% School Safety:+4% **Fall Teachers/Staff** Belonging: -2%/-1% (teachers/staff) School Climate:-3%/-7% (teachers/staff) **Fall Families** Family Engagement:+41% School Climate:+2% School Safety: +2%

5-O	Panorama survey - students SEL	**Spring 2024 Grades 3-5** Emotion Regulation: 68% Self-Efficacy: 73% Self-Management: 78% **Spring 2024 Grades 6-12** Emotion Regulation: 69% Self-Efficacy: 55% Self-Management: 77%	**Spring 2025 Grades 3-5** Emotion Regulation: 72% Self-Efficacy: 74% Self-Management: 80% **Spring 2025 Grades 6-12** Emotion Regulation: 76% Self-Efficacy: 64% Self-Management: 82%	**Spring 2026 Grades 3-5** Emotion Regulation: 74% Self-Efficacy: 75% Self-Management: 80% **Spring 2026 Grades 6-12** Emotion Regulation: 78% Self-Efficacy: 66% Self-Management: 82%	**Grades 3-5** Emotion Regulation: 71% Self-Efficacy: 76% Self-Management: 80% **Grades 6-12** Emotion Regulation: 72% Self-Efficacy: 59% Self-Management: 79%	**Grades 3-5** Emotion Regulation:+6% Self-Efficacy: +2% Self-Management: +2% **Grades 6-12** Emotion Regulation:+9% Self-Efficacy:+11% Self-Management:+5%

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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.

During the 2025–2026 school year, Temecula Valley Unified School District (TVUSD) fully implemented a comprehensive set of actions aimed at reducing chronic absenteeism and increasing student connectedness. These efforts were designed to support student well-being and engagement across all campuses.

Successes:

Action 1: Homeless and Foster Youth Support- Staff in the Student Welfare and Success Department serve as the district's Homeless and Foster Youth Liaison and LCAP Clerk, providing critical support and connecting families to resources and services. During registration at the Centralized Enrollment Center, the Liaison conducts empathy interviews to identify immediate needs and coordinates with site staff to ensure ongoing support. This year, in partnership with the Riverside County Office of Education, 22 foster youth received iPads and access to Khanmigo Academy, an AI-powered tutoring platform. This portable academic support travels with students even when they change homes, and each student has a designated point of contact at their school for goal-setting, progress monitoring, and positive reinforcement.

Action 2: SAPFs, Social Workers, and LCSWs- This year, the Social-Emotional Learning (SEL) team provided support to students across all school sites, from transitional kindergarten through 12th grade. The team collaborated with district-level staff to analyze student behavior and survey data, using cycles of improvement to address students' SEL needs. Regular meetings were held to review data and assess the impact of SEL services. Improvements were also made to the referral process through updates to the MTSS Playbook. In previous years, the district experienced multiple vacancies on the SEL team; however, this year there were minimal vacancies, which contributed to more consistent and sustained support for students.

Action 3: Tier II Behavior Assistants- Behavior Assistants worked hand in hand with elementary SAPFs and Social Workers to address the SEL needs of students in grade TK-5. The team collaborated with district-level staff to analyze student behavior and survey data, using cycles of improvement to address students' SEL needs. Regular meetings were held to review data and assess the impact of SEL services. On-going professional development was provided to the team to ensure a calibration of services across elementary school sites.

Action 4: PBIS/ OCR Support- PBIS/OCR support was provided at all three comprehensive high schools. Staff worked with targeted students to address social-emotional needs with the goal of improving academic achievement, attendance, behavior, and graduation rates. Supports included intervention and counseling groups, assistance for students returning from suspension, and collaboration with classroom teachers to meet students' SEL needs. In addition, staff provided proactive support for all students to prevent problematic behaviors and reduce suspensions and expulsions. They taught positive behavior expectations and intervened early in low-level incidents to help students avoid escalation. This action enabled students to remain on campus and receive both academic and social-emotional support, rather than being removed from the learning environment due to behavioral concerns.

Action 5: Student Welfare Support Services- The implementation of Care Solace has significantly improved access to mental health services for students, staff, and families. One key success has been the streamlined referral process, which allows school staff to quickly connect individuals in need with mental health providers—often within 24 to 48 hours. Since launching the service, the district has seen an increase in the number of students and families successfully connected to counseling and mental health support, reducing wait times and removing barriers such as insurance navigation and provider availability. This has contributed to improved student well-being, more timely interventions, and a reduction in chronic absenteeism and behavior incidents tied to unmet mental health needs.

Action 6: 5-Star Students- The District implemented the 5-Star Student Engagement Platform to strengthen school connectedness, promote positive behaviors, and support students' social-emotional development. By tracking participation in school activities, recognizing student involvement, and identifying disengaged students, 5-Star will serve as a tool to foster a positive school climate. These efforts will contribute to improved SEL outcomes and a reduction in chronic absenteeism, as measured by increased student participation and decreased rates.

Challenges:

Action 1: The mobility of foster youth presents a significant challenge, as students often move between homes, schools, and districts, which can disrupt their access to consistent services and support. Coordinating services between the Homeless and Foster Youth Liaison, school administrators, teachers, and counselors requires constant communication and can be difficult to manage with a high caseload. While 22 foster youth received iPads and access to Khanmigo Academy, not all students may engage fully with the technology, and some may face challenges such as limited digital literacy or unreliable internet access at home. Tracking and monitoring each student's academic progress and providing personalized support can be complicated, especially given the wide range of academic needs and the necessity for individualized goal-setting. Additionally, the high demand for services for Homeless and Foster Youth strains staffing resources, making it difficult to provide timely, personalized support to all students.

Action 2: The demand for SEL support remains high across all grade levels, placing pressure on staff to manage large and often complex caseloads. While data-driven practices have been implemented through regular team meetings, integrating SEL data with academic and behavioral systems continues to be a hurdle, requiring additional time.The TVUSD school board did approve the release of LCSWs for the 25-26 school year. Sites will continue to have SAPF and Social Worker support, but some staff may be split across multiple sites.

Action 3: Implementing consistent, site-wide Tier II behavior interventions across elementary schools presents ongoing challenges. Despite the professional development provided, there can be variability in how strategies are interpreted and applied at different sites. Additionally, the collaborative nature of the work—particularly between Behavior Assistants, SAPFs, and Social Workers—requires ongoing communication, clarity of roles, and alignment of expectations, which can be difficult to maintain across multiple campuses. Evaluating the direct impact of these preventative supports is also challenging, as outcomes may not be immediately measurable.

Action 4: While PBIS/OCR staff provided critical support at the high schools, expanding this model to other secondary or middle schools may prove difficult due to staffing and budget constraints. Ensuring site-wide understanding and implementation of PBIS strategies requires frequent professional development and ongoing reinforcement with staff, which can be challenging to sustain.

Action 5: Though Care Solace has improved access to mental health care, challenges remain in ensuring all families and students are aware of the service and feel comfortable using it. Mental health stigma and privacy concerns may deter some from seeking support, despite the streamlined referral process. Furthermore, while the system efficiently connects individuals with providers, the district has limited visibility into whether students follow through with scheduled services, due to confidentiality laws. This can hinder the ability to monitor long-term impact and ensure sustained engagement in care. Because of this it was the intent of the District to implement its own after-school hours counseling service. Unfortunately for the 25-26 school year, after-school hours counseling service was not fully implemented to due on-going union negotiations on impacts and compensation rates for unit members providing the support.

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

The material difference between budgeted and actual expenditures is primarily attributed to staffing costs. During the 2025–2026 school year, both classified and certificated staff negotiated salary increases, which resulted in higher-than-anticipated expenditures across multiple actions tied to personnel. Because many of the services aimed at improving outcomes for unduplicated pupils rely heavily on staffing, the increased compensation costs had a direct impact on the overall budget and percentage of improved services. While these adjustments were necessary and reflective of the district's commitment to retaining high-quality staff, they did result in a material change from initial financial projections.

The material difference between budgeted and actual expenditures is primarily attributed to staffing costs. During the 2025–2026 school year, the District experienced staffing turnover in a number of roles, which contributed to material differences in a number of actions.

Action 1: Homeless and Foster Youth Support- over budget to due promotion of employee and staff funding changes

Action 2: SAPFs, Social Workers, and LCSWs-under budget to due to vacancy in one position

Action 3: Tier II Behavior Assistants- under budget to due to vacancy in one position

Action 4: PBIS/ OCR Support- over budget due to increase in salaries

Action 5: Student Welfare Support Services- no material difference

Action 6: 5-Star Students- no material difference

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

Action 1: Homeless and Foster Youth Support- Effective: Based on the state indicators in 2023 Foster (FOS) and Homeless (HOM) youth fell into the lowest color band, red, in the following areas: ELA (FOS and HOM), Math (FOS), Chronic Absenteeism (HOM), and Suspension Rates (FOS and HOM). All improved at least one color band on the 2025 Dashboard with the expectation of three indicators: Math (FOS), Chronic Absenteeism (FOS and HOM).

Action 2 and 3: SAPFs, Social Workers, and LCSWs, and Tier II Behavior Assistants- Effective: The SEL team looks to increase student connectedness while improving attendance and suspension rates. Of the 30 student groups who had a red indicator status on the 2023 Dashboard in Chronic Absenteeism and/or Suspension Rate, only 7 remained red on the 2025 Dashboard. 76.67% of the student groups improved at least one color band.

Action 4: PBIS/ OCR Support- Effective: Suspension and expulsion rates remain low district-wide. However, Foster Youth (overall at the district level) experienced a 1.9% increase on the 2024 Dashboard, but declined 3.3% on the 2025 Dashboard.

Action 5: Student Welfare Support Services- Effective: Research consistently shows that students perform better academically when they feel connected to their peers and school community. TVUSD was encouraged to see a self-reported increase in student connectedness: maintained among students in grades 3–5 (81% overall) and a 3% increase among students in grades 6–12 (50% overall).

Action 6: 5-Star Students- Effective: Research consistently shows that students perform better academically when they feel connected to their peers and school community. TVUSD was encouraged to see a self-reported increase in student connectedness: 3% increase among students in grades 6–12 (50% overall) and school climate increased by 2% (72% overall).

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.

The District has not made any changes to the planned goals, metrics, or target outcomes for the coming year. TVUSD will continue to refine the implementation and associated practices of each action to better meet the evolving needs of the students for whom these services are principally designed.

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	Homeless/Foster Support	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. 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.	$226,386	YES

2	SAPF's and Social Workers	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. 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. 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.	$3,116,389	YES
3	Tier II Behavior Assistants	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. 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.	$850,344	YES
4	HS PBIS/OCR Support	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. 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. 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.	$591,970	YES
5	Student Welfare Support Services	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. 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.	$27,000	YES
6	5- Star Students	The District will implement the 5-Star Student Engagement Platform to improve SEL outcomes and a reduction in chronic absenteeism, as measured by increased student participation and decreased rates reported in 5-B, 5-C, 5-D, and 5-N. This action addresses the needs of specific student groups and 6-12 schools with red dashboard indicators in Chronic Absenteeism as listed in the Plan Summary.	$12,735	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	**Efforts to seek parent input in decision-making**: Full Implementation and Sustainability	**Efforts to seek parent input in decision-making**: Full Implementation and Sustainability	Maintain "Full implementation" or progress to "Full implementation and sustainability" rating	Maintained
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	**Efforts to encourage parental participation in programs for unduplicated pupils and individuals with exceptional needs:** Full Implementation	**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	Maintained

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	**Efforts to encourage parental participation in programs for unduplicated pupils and individuals with exceptional needs:** Full Implementation	**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	Maintained
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 2025** **Grades 3-5** Sense of Belonging: 81% School Climate: 75% School Safety: 78% **Grades 6-12** Sense of Belonging: 47% School Climate: 70% School Safety: 76% **Fall 2024** **Teachers/Staff** Belonging: 75%/74% (teachers/staff) School Climate: 71%/72% (teachers/staff) **Fall 2024** **Families** Family Engagement: 30% School Climate: 74% School Safety: 82% School Fit: 68%	**Spring 2026** **Grades 3-5** Sense of Belonging: 81% School Climate: 76% School Safety: 80% **Grades 6-12** Sense of Belonging: 50% School Climate: 72% School Safety: 77% **Fall 2025** **Teachers/Staff** Belonging:75%/75% (teachers/staff) School Climate:70%/67% (teachers/staff) **Fall 2025** **Families** Family Engagement: 71% School Climate:76% School Safety: 84% School Fit: 72%	**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%	**Spring 2026** **Grades 3-5** Sense of Belonging: +3% School Climate: +4% School Safety: +0% **Grades 6-12** Sense of Belonging: +11% School Climate: +10% School Safety: +4% **Fall 2025** **Teachers/Staff** Belonging: -2%/-1% (teachers/staff) School Climate:-3%/-7% (teachers/staff) **Fall 2025** **Families** Family Engagement:+41% School Climate:+2% School Safety: +2% School Fit: +2%

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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.

During the 2025–2026 school year, Temecula Valley Unified School District (TVUSD) fully implemented a comprehensive set of actions aimed at fostering student growth and increasing engagement among educational partners. These efforts reflected the District's continued commitment to closing learning gaps and promoting higher student outcomes, particularly for historically underperforming student groups. No substantive difference between the planned and implemented actions occurred. The District continues to look for ways to expand translation services designed to support families through translation services in a variety of less commonly spoken languages.

Successes:

Action 1: District Translator- The District successfully provided translation and interpretation services in multiple languages to ensure meaningful access and engagement for all families and educational partners. These services were offered across all schools and included both written translations of key documents—such as report cards, newsletters, meeting notices, and instructional materials—as well as live interpretation support during parent-teacher conferences, Individualized Education Program (IEP) meetings, school events, and districtwide forums. By removing language barriers, the District strengthened communication, fostered trust, and promoted greater involvement of multilingual families in their students' educational experiences.

Action 2: Bilingual Clerk- The bilingual clerk played a vital role in supporting Spanish-speaking families by serving as a bridge between home and school. Their efforts ensured that families were fully informed, engaged, and empowered to participate in their children's educational journey. The clerk facilitated clear and accurate communication in a variety of critical areas, including translating and interpreting during Individualized Education Program (IEP) meetings, Student Study Team (SST) meetings, and District and site-level committee meetings such as School Site Council and English Learner Advisory Committees. Additionally, the bilingual clerk supported day-to-day communication by translating written materials, phone calls, and in-person conversations, helping families navigate school procedures, access resources, and build strong relationships with school staff. This support was essential in promoting equitable access and active participation for Spanish-speaking families across the District.

Action 3: Software Programs- TVUSD implemented the Panorama survey platform to administer comprehensive, annual surveys to students, staff, and educational partners. These surveys gathered valuable feedback on a wide range of topics critical to school and district improvement efforts, including family engagement, school climate, student well-being, and perceptions of safety and belonging. By leveraging Panorama's data tools, the District was able to disaggregate results by school site and student group, allowing for a more nuanced understanding of stakeholder experiences. The insights gathered through these surveys informed decision-making, guided the development of targeted supports, and helped monitor progress toward district goals related to engagement, equity, and student success.

As the linguistic diversity within the District continues to grow, so does the need for effective and inclusive communication with families who speak a wide variety of languages. In response to this evolving need, the District invested in a license for Worldly, a robust real-time translation platform that supports communication in over 100 languages. This innovative tool will be utilized at both the District and school site levels to enhance engagement and ensure equitable access to information for all families, regardless of their primary language. Worldly enables staff to translate documents, emails, and other communications instantly, and also offers live translation features for meetings, parent conferences, and events. By implementing this technology, the District is taking proactive steps to break down language barriers, foster stronger home-school partnerships, and create a more inclusive and welcoming educational environment for all members of the school community.

Challenges: Action 3: Software Programs
As the linguistic diversity within the District continues to grow, so does the need for effective and inclusive communication with families who speak a wide variety of languages. Even with the addition of Worldly, a robust real-time translation platform that supports communication in over 100 languages. Families

continue to request in person language translation service for languages the District does not have access to for in-person translation. The district continues to seek out translation services providers to support family requests.

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

The material difference between budgeted and actual expenditures is primarily attributed to staffing costs. During the 2025–2026 school year, both classified and certificated staff negotiated salary increases, which resulted in higher-than-anticipated expenditures across multiple actions tied to personnel. Because many of the services aimed at improving outcomes for unduplicated pupils rely heavily on staffing, the increased compensation costs had a direct impact on the overall budget and percentage of improved services. While these adjustments were necessary and reflective of the district's commitment to retaining high-quality staff, they did result in a material change from initial financial projections.

Action 1: DistrictTranslator- over budget due to increase in salaries

Action 2: Bilingual Clerk- over budget due to increase in salaries

Action 3: Software Programs- over budget due to increase in salaries

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

Action 1 and 2 : District Translator and Bilingual Clerk- Effective:The District's Family Engagement rating increased from 30% to 71% overall, as reported by educational partners who completed the annual survey. TVUSD attributes the significant increase to rewriting some of the questions within the family engagement survey to more accurately reflect how typical TVUSD parents engage with schools and the educational system with TVUSD. TVUSD recognizes that offering translation services in multiple languages and through various platforms plays a critical role in enabling all families to actively engage in their students' educational experiences. This inclusive approach is essential for fostering stronger family-school partnerships and ultimately improving student outcomes.

Action 3: Software Programs- Effective**:** Panorama provides TVUSD with a structured, data-driven approach to gathering and analyzing stakeholder feedback on key elements that influence student success and school improvement. By administering comprehensive, annual surveys to students, staff, and educational partners, the District is able to capture meaningful input on areas such as school climate, student well-being, family engagement, and perceptions of safety and belonging. The ability to disaggregate this data by school site and student group adds a layer of precision, enabling the District to identify trends, gaps, and areas of strength across different student groups. This actionable data supports informed decision-making, helps tailor interventions to meet the specific needs of underperforming groups, and tracks progress over time.

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.

The District has not made any changes to the planned goals, metrics, target outcomes, or actions for the coming year. However, Temecula Valley Unified School District (TVUSD) will continue to refine the implementation and associated practices of each action to better meet the evolving needs of the students for whom these services are principally designed.

As part of this effort, the District did revise the family engagement section of the annual survey to better reflect TVUSD's unique pathways for engaging families. By tailoring the questions to align more closely with the District's specific systems and strategies, TVUSD hoped that parents would more clearly

recognize the connection between their involvement and their children's educational experiences. This refinement is intended to provide more meaningful data that can guide future improvements in family engagement practices. Family engagement data did increase significantly based on this refinement.

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.	$193,465	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.	$96,050	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.	$311,394	YES

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$23,453,082	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
7.699%	0%	$0	7.699%

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
Goal 1, Action 1 K-5 Intervention Literacy Specialists	**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) **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. **Scope:** LEA Wide	To address the identified need, the District will continue to provide K–5 Literacy Specialists focused on early literacy to deliver Tier II supplemental intervention for struggling unduplicated students, including socioeconomically disadvantaged (SED), English learners (EL), foster youth (FY), and homeless youth (HOM), as well as other at-risk students. Literacy Specialists are specifically trained to provide both schoolwide instructional support to teachers and targeted literacy intervention to students who are not meeting grade-level standards. These specialists focus on foundational literacy skills, including phonemic awareness, phonics instruction, and close reading strategies. They work directly with identified students who are below standard in English Language Arts (ELA), with a particular focus on unduplicated student groups and students with disabilities. Research supports that systematic phonics instruction and close reading strategies improve literacy rates and language acquisition, particularly for English learners. (National Reading Panel (2000). *Teaching Children to Read.)* In addition to direct intervention, Literacy Specialists provide indirect support through modeling ELA instruction for classroom teachers, delivering targeted professional development, facilitating grade-level Professional Learning Communities (PLCs), and hosting family literacy nights. These strategies help build schoolwide capacity for delivering high-quality first instruction. Because unduplicated student groups are enrolled in every elementary school and classroom across the District, providing this action on an LEA-wide basis ensures consistent access to intervention and instructional improvement at all sites. By implementing this action, the District expects to both increase ELA proficiency overall and reduce achievement disparities for unduplicated student groups.	This action will be measured by the metrics identified in the action description. 1-A: Implementation of Academic Content Standards Self-Reflection Tool 1-C: CA Dashboard- English Language Arts Distance from Standard - District 1-E: CA Dashboard - English Language Arts Distance from Standard - Student groups with red status

Goal 1, Action 2 ELA Instructional Coaches	**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) **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. **Scope:** LEA Wide	To address the identified need, the District will continue to provide ELA Instructional Coaches to support and deliver district wide professional development across K–12. District data indicates that while overall ELA instruction is strong, unduplicated student groups along with students with disabilities, continue to underperform compared to their peers. Despite the district maintaining an overall ELA DFS that is above standard, the goal is to increase achievement overall while specifically closing gaps for unduplicated students. ELA Instructional Coaches play a critical role in strengthening classroom instruction by supporting the implementation of a guaranteed and viable curriculum, aligning instruction with content standards, and using state and local assessment data to guide improvement. These coaches systematically share data with departments, school sites, and grade-level PLCs to support responsive intervention and cycles of inquiry. Importantly, coaches provide targeted professional development focused on analyzing student data to help teachers identify and differentiate instruction for unduplicated and other at-risk students. Through this support, teachers build the capacity to recognize and address the learning needs of low-performing students within their classrooms. Instructional coaches also model best practices in classrooms and during PLCs to promote consistent, high-quality first instruction. Because unduplicated student groups are enrolled in classrooms across every school in the district, an LEA-wide coaching model ensures that all teachers—and by extension, all students—benefit from improved instruction. This system wide approach is designed to provide greater instructional coherence and ensure equity in access to high-quality ELA instruction for all students, particularly those with the greatest needs. Research consistently shows that evidence-based ELA instruction leads to better academic outcomes, especially when teachers receive ongoing, job-embedded coaching and professional learning. By implementing this action, the District expects to improve overall student performance in ELA and reduce the disparities among student groups. (Kraft, M. A., Blazar, D., & Hogan, D. (2018). *The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence.)*	This action will be measured by the metrics identified in the action description. 1-C: CA Dashboard- English Language Arts Distance from Standard - District 1-D:CA Dashboard - English Language Arts Distance from Standard - Schools with red status 1-E: CA Dashboard - English Language Arts Distance from Standard - Student groups with red status 1-G: California Alternate Assessment (CAA) - ELA- Percent of students meeting or exceeding standard

Goal 1, Action 5 Library/Homework Center Assistant	**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) **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. **Scope:** LEA Wide	To address the after-school academic needs of unduplicated students and students with disabilities, the District provides Library Homework Center Assistants who offer tutoring in all core subject areas. These assistants also recruit and train peer tutors, creating a supportive academic environment that fosters both collaboration and leadership. The Homework Centers are equipped with textbooks across content areas and provide students with access to technology, including computers, to complete assignments. This increased access is especially important for students who may lack resources or academic support at home. Research supports the effectiveness of structured tutoring as an intervention, particularly for students from low socioeconomic backgrounds. A meta-analysis by Dietrichson et al. (2017) found that high-dosage tutoring was among the most effective strategies for improving academic outcomes for disadvantaged students in elementary and middle school. By offering after-school academic support at school sites, this model increases access to intervention for students most in need, especially those from unduplicated groups (SED, EL, FY, HOM) and students with disabilities. Although this action is principally directed to meet the needs of unduplicated students, it is offered districtwide to ensure all students—regardless of site or circumstance—have equitable access to academic support, and to avoid stigmatizing or segregating students based on need. By implementing this action, the District aims to reduce academic disparities among student groups, increase equitable access to academic support services, and improve overall student achievement, particularly in English Language Arts.	This action will be measured by the metrics identified in the action description. 1-C: CA Dashboard- English Language Arts Distance from Standard - District The Library Homework Center attendance records for numbers of students using the center.

Goal 2, Action 1 Elementary Intervention Specialists	**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) **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: * **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. **Scope:** LEA Wide	Analysis of student performance data indicates that unduplicated students, along with students with disabilities, consistently perform below their peers in mathematics. Educational partner feedback highlights the need for improved Tier I instruction and more targeted Tier II and III supports to meet the diverse needs of these students and reduce persistent achievement gaps in math proficiency. To address these needs, the District utilizes Elementary Intervention Specialists who provide both classroom-based instructional support and targeted student interventions. These specialists co-teach in classrooms and lead site-based professional development and collaboration that focuses on evidence-based math strategies such as explicit instruction, conceptual modeling, collaborative discourse, and problem-based learning. These approaches are designed to improve both conceptual understanding and procedural fluency—two critical areas where unduplicated students often struggle due to gaps in foundational skills or inconsistent access to quality instruction. By strengthening Tier I instruction and facilitating the planning and implementation of Tier II supports, Intervention Specialists help ensure that unduplicated students receive appropriate and timely academic support within the regular school day. These specialists work with all teachers and students to improve the instructional core, but are principally directed toward addressing the barriers faced by unduplicated groups and students with disabilities. This service is offered on an LEA-wide basis to promote system-wide instructional improvement, ensure equitable access to high-quality math instruction in every classroom, and allow for flexible deployment of specialists to sites with the greatest need. Because unduplicated students are present in every elementary classroom across the district, providing this service universally increases the likelihood of impactful, embedded support for these targeted groups. A 2018 report from the Institute of Education Sciences found that instructional coaching improves both teaching practices and student achievement, particularly when it is embedded in ongoing collaboration and aligned to high-quality professional development (Kraft, Blazar, Hogan, 2018). The integration of coaching and targeted intervention helps schools systematically address equity gaps.	This action will be measured by the metrics identified in the action description. 2-B: CA Dashboard- Mathematics Distance from Standard 2-C: CA Dashboard - Mathematics Distance from Standard - Schools with red status 2-D: CA Dashboard - Mathematics Distance from Standard - Student groups with red status

Goal 2, Action 2 Supplemental Math Specialists	**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) **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: * **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. **Scope:** LEA Wide	Districtwide data from the CA Dashboard shows that while some student groups demonstrate progress in mathematics, unduplicated students and students with disabilities continue to perform significantly below standard. Educational partners have identified a need for more consistent, high-quality math instruction and targeted interventions across secondary schools. To address these needs, the District employs Math Specialists who deliver intentional, explicit, and evidence-based strategies to increase both the quality and quantity of mathematics instruction across secondary schools. These specialists support Tier I instruction by facilitating site-based professional development and weekly collaboration meetings that build teacher capacity in implementing high-leverage practices: student discourse, conceptual modeling, contextualized problem-solving, and rich mathematical tasks. These practices foster deeper conceptual understanding alongside procedural fluency. In addition to supporting first instruction, Math Specialists provide Tier II intervention classes and engage in targeted mentoring and progress monitoring of EL and RFEP students to address ongoing language and academic needs in mathematics. This includes analyzing student data to tailor instruction and ensure growth for underperforming student groups.Because unduplicated students and students with disabilities are enrolled across all secondary sites, this action is provided on an LEA-wide basis to ensure equitable access to high-quality instruction and intervention supports, regardless of school site. A districtwide model also allows the system to respond flexibly to school-specific needs and ensure coherence in math instruction across grades and sites. A meta-analysis by Kraft, Blazar, and Hogan (2018) found that well-designed instructional coaching programs significantly improve both teacher practice and student achievement, especially when integrated with collaborative structures and focused on high-quality content instruction. Instructional coaching that incorporates the essential features of effective professional development—such as sustained duration, active learning, and alignment with curriculum—is more likely to impact student outcomes, particularly for underserved populations. By implementing this action, the District anticipates measurable increases in overall mathematics proficiency and a reduction in achievement disparities among student groups, particularly among unduplicated pupils and students with disabilities.	This action will be measured by the metrics identified in the action description. 2-B: CA Dashboard- Mathematics Distance from Standard 2-C: CA Dashboard - Mathematics Distance from Standard - Schools with red status 2-D: CA Dashboard - Mathematics Distance from Standard - Student groups with red status 2-H: Demonstration of college preparedness on Grade 11 EAP/CAASPP Math (Percent Combined for Met/Conditionally Ready and Exceeded/Ready)

Goal 2, Action 3 Math/Science Instructional Coaches	**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) **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: * **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% **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. **Scope:** LEA Wide	Districtwide CA Dashboard data indicate that although some students are meeting standards in mathematics and science, unduplicated student groups, as well as students with disabilities, continue to underperform compared to their peers. Educational partners have also emphasized the need for more consistent implementation of content standards and instructional coherence across K–12 classrooms. To address these needs, the District will continue to provide Math and Science Instructional Coaches who offer district wide professional development and job-embedded instructional support in grades K–12. These coaches are responsible for ensuring a guaranteed and viable curriculum in math and science by supporting the implementation of content standards, facilitating collaborative unit and lesson planning, and analyzing student performance data to drive instructional decision-making. Instructional coaches strengthen Tier I instruction by training teachers in evidence-based strategies that improve student engagement and conceptual understanding. They also support the development of differentiated lessons and interventions that are responsive to the needs of at-risk and unduplicated student groups, including EL, SED, FY, and HOM students. Coaches collaborate with teachers during PLCs and professional development sessions to identify learning gaps, adjust instruction, and monitor student progress. Because unduplicated students and students with disabilities are enrolled at all sites, this action is provided on an LEA-wide basis to ensure equitable access to high-quality instruction and instructional coaching. A districtwide coaching model supports coherence across classrooms and grade levels and allows all schools to benefit from aligned instructional practices and data-informed decision-making. According to Kraft, Blazar, and Hogan (2018), instructional coaching has a greater impact on student achievement than many other school-based interventions, particularly when it incorporates the core features of high-quality professional development—such as active learning, sustained duration, and alignment to standards and content. In STEM fields specifically, studies have shown that coaching improves both teacher effectiveness and student performance, especially when paired with collaborative curriculum design and data analysis. By implementing this action, the District expects to increase overall math and science proficiency and close achievement gaps for student groups performing below standard, particularly unduplicated students and students with disabilities.	This action will be measured by the metrics identified in the action description. 2-A: Implementation of Academic Content Standards Self-Reflection Tool 2-B: CA Dashboard- Mathematics Distance from Standard 2-C: CA Dashboard - Mathematics Distance from Standard - Schools with red status 2-D: CA Dashboard - Mathematics Distance from Standard - Student groups with red status 2-E: California Alternate Assessment (CAA) - Math Percent of students meeting or exceeding standards 2-F: California Science Test (CAST) Percent of students meeting or exceeding standards 2-G: California Alternate Assessment (CAA) - Science Percent of students meeting or exceeding standards 2-H: Demonstration of college preparedness on Grade 11 EAP/CAASPP Math (Percent Combined for Met/Conditionally Ready and Exceeded/Ready)

Goal 2, Action 4 Math Progress Monitoring	**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) **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: * **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. **Scope:** LEA Wide	CA Dashboard data and local assessments indicate that unduplicated student groups are not consistently meeting proficiency standards in mathematics. These students require additional support to improve their math skills and close achievement gaps. To address these needs, middle schools across the district will incorporate one period of math progress monitoring into their master schedules. During this dedicated period, credentialed math teachers will review and analyze math performance data for unduplicated students at each site. By utilizing data on student progress, teachers will identify learning gaps and implement targeted interventions for struggling students. Progress monitoring will allow math specialists to assess student performance regularly and track improvement over time, ensuring that instructional decisions are data-driven. Interventions will be tailored to address the specific needs of unduplicated students, including EL, SED, FY, and HOM students, ensuring equitable access to the support they need to succeed in math. The period of dedicated time also enables collaboration among teachers to discuss intervention strategies, share data, and adjust instruction accordingly. This approach ensures coherent and responsive instruction across all schools, addressing the district's need for equitable support for all student groups, particularly those with the greatest challenges in math proficiency. A study by Fuchs, Fuchs, and Vaughn (2015) indicates that data-driven progress monitoring significantly improves student outcomes by enabling teachers to identify early on when students are struggling and adjust instructional practices to better meet their needs. Research also shows that data collection and intervention cycles enhance instructional effectiveness, particularly for unduplicated student groups who often need more frequent support to close achievement gaps. By implementing this action, the District expects to reduce achievement disparities between student groups, particularly for unduplicated students, while also improving overall math proficiency across all middle schools.	This action will be measured by the metrics identified in the action description. 2-B: CA Dashboard- Mathematics Distance from Standard 2-C: CA Dashboard - Mathematics Distance from Standard - Schools with red status 2-D: CA Dashboard - Mathematics Distance from Standard - Student groups with red status

Goal 3, Action 2 Intervention Support Specialists	**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) **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) **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. **Scope:** School Wide	Data from the CA Dashboard and local assessments show that at-risk students, particularly those from unduplicated groups, face significant challenges in English language arts (ELA) and mathematics. These students need additional support to close achievement gaps and improve their academic outcomes. To address these needs, Specialists will provide targeted intervention in English language arts and mathematics for high school students identified as at risk of not meeting proficiency standards. These specialists will not only deliver intervention but will also monitor student progress by tracking grades, assessments, attendance, and behavior. The specialists will use this data to identify students who require additional support and to coordinate intervention programs such as peer tutoring, intervention periods, and credit recovery. Given the large number of students and courses that high school teachers are responsible for, there is a need for additional support to ensure that intervention is systematic and targeted. Intervention support specialists will assist teachers by disaggregating data, identifying learning gaps, and recommending or providing appropriate interventions. This ensures that unduplicated students and those at risk receive tailored support to close achievement gaps in ELA and math, leading to improved academic outcomes. Studies show that data-driven decision-making significantly enhances instructional effectiveness. Specifically, progress monitoring allows for frequent collection and analysis of student performance data, helping educators identify areas where students are struggling and adjust instruction to meet their needs. This approach leads to improved student engagement, academic performance, and increased graduation rates, particularly for unduplicated groups (Fuchs et al., 2015). By implementing this action, the District expects to decrease disparities between student groups, increase proficiency in ELA and mathematics, and support students in earning the credits needed for graduation. The overall aim is to close achievement gaps for unduplicated student groups while also maintaining high graduation rates.	This action will be measured by the metrics identified in the action description. 3-B: Percentage of pupils who have been enrolled in, and successfully completed A-G requirements - CALPADS 3-F: Demonstration of college preparedness on Grade 11 EAP/CAASPP ELA (Percent Combined for Met/Conditionally Ready and Exceeded/Ready) 3-G: Demonstration of college preparedness on Grade 11 EAP/CAASPP Math (Percent Combined for Met/Conditionally Ready and Exceeded/Ready) 3-H: High School Graduation Rate (Four-Year Adjusted Cohort) 3-I: CA Dashboard - Graduation Rate - Schools with red status 3-J: CA Dashboard - Graduation Rate - Student groups with red status

Goal 3, Action 3 AVID	**CA Dashboard Indicator of high school graduation rate:** All Students: 93.9% (Green) Multiple Races: 95.8% (Blue) Socioeconomically Disadvantaged: 90.1% (Orange) English Learner: 87.0% (Green) Students with Disabilities: 79.9% (Orange) Foster Youth: * Homeless Youth: 87.8% (Green) **CA Dashboard Indicator of high school A-G completion rate:** All Students: 67.05% Socioeconomically Disadvantaged: 53.13% English Learner: 30.00% Students with Disabilities: 20.25% Foster Youth: * Homeless Youth: 40.54% **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. **Scope:** LEA Wide	Data from the CA Dashboard and local assessments show that unduplicated students face barriers to academic success and postsecondary opportunities. Specifically, gaps in graduation rates and A-G completion rates persist for these student groups, which can impact their long-term college and career readiness. To address these needs, the District will continue to implement the Advancement Via Individual Determination (AVID) program, which supports students' preparation for high school success, college readiness, and career opportunities, especially for students who are traditionally underrepresented in higher education. AVID provides targeted interventions for unduplicated students, focusing on building critical academic skills, improving college access, and fostering a sense of determination and hope for the future. AVID teachers use proven instructional practices, offer intensive support through tutorials, and build strong student-teacher relationships. They also create a positive peer group to increase student engagement and success. The program includes AVID certification, teacher training, and the employment of AVID tutors, who help students individually and in small groups to review and apply academic content. AVID educators attend professional development, including the Summer Institute, to maintain their qualifications and ensure the best possible experience for students. AVID tutors play a vital role in the program, supporting students with all subjects based on the materials they collect in their AVID binders, thus providing a challenging yet supportive learning environment. Research consistently shows that AVID leads to better academic outcomes, particularly for unduplicated student groups. A study found that students who participated in AVID both in middle and high school had significantly higher GPAs, were more likely to meet college entrance requirements, and took more AP courses compared to those who only participated in high school. These benefits are particularly pronounced for unduplicated students (AVID.org). By implementing this action, the District expects to close the achievement gap between unduplicated student groups, increase the college and career readiness indicator, and improve graduation rates.	This action will be measured by the metrics identified in the action description. 3-B: Percentage of pupils who have been enrolled in, and successfully completed A-G requirements - CALPADS 3-E: Demonstration of college preparedness on Grade 11 EAP/CAASPP ELA (Percent Combined for Met/Conditionally Ready and Exceeded/Ready) 3-F: Demonstration of college preparedness on Grade 11 EAP/CAASPP ELA (Percent Combined for Met/Conditionally Ready and Exceeded/Ready) 3-G: Demonstration of college preparedness on Grade 11 EAP/CAASPP Math (Percent Combined for Met/Conditionally Ready and Exceeded/Ready) 3-H: High School Graduation Rate (Four-Year Adjusted Cohort) 3-I: CA Dashboard - Graduation Rate - Schools with red status 3-J: CA Dashboard - Graduation Rate - Student groups with red status

Goal 3, Action 4 CTE FTE Salaries	**CA Dashboard Indicator on the percentage of students who have successfully completed CTE course requirements:** All Students: 11.9% Socioeconomically Disadvantaged: 10.4% English Learner: 5.8% Students with Disabilities: 9.4% Foster Youth: * Homeless Youth: 0% **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. **Scope:** LEA Wide	Data from the CA Dashboard and local assessments indicate that unduplicated students face barriers to achieving postsecondary success, specifically in terms of college and career readiness. These students often require more robust opportunities for career preparation to ensure long-term success after high school. To address this need, TVUSD will continue to offer Career Technical Education (CTE) programs district-wide, providing students with pathways from middle schools to high schools that equip them with the skills and knowledge required for success in college or career. The CTE pathways are designed with a specific focus on unduplicated students, offering opportunities for career exploration and technical skill development across various industries. By offering a broad range of CTE options, students are exposed to different fields, thus increasing access to courses that prepare them for postsecondary opportunities. CTE teachers deliver high-quality instruction to all students, with an emphasis on unduplicated students. These educators use relevant industry standards to ensure students are college- and career-ready. The District aims to provide equitable opportunities through multiple pathways, ensuring that unduplicated students receive the preparation needed for successful transitions after high school. Research supports the efficacy of CTE programs, with findings from a synthesis of 28 studies showing that CTE has statistically significant positive impacts on high school outcomes, such as academic achievement, high school completion, employability skills, and college readiness (American Institutes for Research). This indicates that CTE offers valuable outcomes, particularly for students who might benefit from more targeted career preparation. By continuing to offer and expand CTE pathways, the District expects to increase enrollment in CTE programs, decrease disparities in achievement between student groups, and improve the college and career readiness indicator. This action will help prepare students for success in postsecondary education or careers and contribute to maintaining high graduation rates.	This action will be measured by the metrics identified in the action description. 3-A:Implementation of Academic Content Standards Self-Reflection Too 3-B: Percentage of pupils who have been enrolled in, and successfully completed A-G requirements - CALPADS 3-C:Percentage of pupils who have been enrolled in, and successfully completed CTE course requirements- CALPADS 3-D:Percentage of pupils who have been enrolled in, and successfully completed A-G and CTE course requirements - CALPADS 3-F: Demonstration of college preparedness on Grade 11 EAP/CAASPP ELA (Percent Combined for Met/Conditionally Ready and Exceeded/Ready) 3-G: Demonstration of college preparedness on Grade 11 EAP/CAASPP Math (Percent Combined for Met/Conditionally Ready and Exceeded/Ready) 3-K: CA Dashboard- College and Career

Goal 3, Action 5 Credit Recovery	**CA Dashboard Indicator of high school graduation rate:** All Students: 93.9% (Green) Multiple Races: 95.8% (Blue) Socioeconomically Disadvantaged: 90.1% (Orange) English Learner: 87.0% (Green) Students with Disabilities: 79.9% (Orange) Foster Youth: * Homeless Youth: 87.8% (Green) **CA Dashboard Indicator of high school A-G completion rate:** All Students: 67.05% Socioeconomically Disadvantaged: 53.13% English Learner: 30.00% Students with Disabilities: 20.25% Foster Youth: * Homeless Youth: 40.54% **Rationale:** A gap exists in the District between the percentage of students graduating high school, which has historically remained high, and the percentage of students graduating college- and career-ready through completion of UC/CSU A–G requirements. This gap is most significant for unduplicated student groups (socioeconomically disadvantaged students, English learners, foster youth, and homeless youth) and students with disabilities. These trends indicate that while many students are earning a diploma, not all students are completing the coursework needed to ensure full postsecondary access and opportunity. Credit Recovery provides students who are credit deficient with an opportunity to regain lost credits, stay on track for graduation, and increase completion of A–G coursework, expanding postsecondary options upon graduation. **Scope:** LEA Wide	Data from the California School Dashboard and local course completion reports indicate that unduplicated student groups and students with disabilities experience disproportionate barriers to successfully completing required coursework, resulting in course failures, credit deficiencies, and lower A–G completion rates. These gaps can limit college and career readiness and restrict postsecondary opportunities. To address this need, TVUSD will implement and expand Credit Recovery opportunities for students who are behind in credits through online and blended learning options and targeted academic support offered during and outside the school day (e.g., after school, weekends, summer, and intersession). Students will be identified early through transcript reviews and progress monitoring, allowing counselors and site teams to proactively enroll students before credit deficiencies become barriers to graduation. The program will be supported through staffing, curriculum resources, and consistent expectations for pacing, grading, and completion monitoring. This action is provided on an LEA-wide basis to ensure equitable access to Credit Recovery opportunities across all high school sites and alternative education settings, while ensuring consistent identification practices and aligned monitoring systems districtwide. Research supports the effectiveness of structured Credit Recovery programs when implemented with strong instructional support and progress monitoring. A research initiative funded by the U.S. Department of Education's Institute of Education Sciences (IES) found that well-implemented online and blended Credit Recovery models increase students' likelihood of recovering credits and staying on track for graduation. Additional studies emphasize that blended learning, targeted academic support, and consistent monitoring contribute to improved outcomes for students who are off track. Through this action, the District expects to increase credit attainment and A–G completion rates, reduce credit deficiencies, improve graduation outcomes, and close performance gaps for unduplicated students and students with disabilities, ensuring more students graduate with expanded postsecondary options.	This action will be measured by the metrics identified in the action description. 3-H: High School Graduation Rate (Four-Year Adjusted Cohort) 3-I: CA Dashboard - Graduation Rate - Schools with red status 3-J: CA Dashboard - Graduation Rate - Student groups with red status

Goal 4, Action 1 Professional Development	**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) **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) **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% **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. **Scope:** LEA Wide	Data from the CA Dashboard indicates that unduplicated student groups (including English learners (EL) and students with disabilities) and students in red indicator categories continue to underperform academically, leading to achievement gaps. The district recognizes the need for high-quality instruction and effective interventions to address the needs of these at-risk student populations. To address this need, the District will allocate salaries for professional development (PD) for staff across all content areas. PD sessions will focus on evidence-based instructional practices, with a specific emphasis on Tier I first instruction. This will ensure that all students, especially those in underperforming groups, receive high-quality instruction aimed at improving academic achievement and closing achievement gaps. Professional development will prioritize strategies for analyzing data and targeting interventions for students, with critical attention given to those who are struggling. Teachers will be trained to recognize and support the diverse needs of unduplicated students, including those in language acquisition programs and those requiring special education services. Additionally, PD will provide time for collaboration among teachers, enabling them to share best practices for addressing student needs and promoting success. This action will be implemented LEA-wide to ensure that all teachers and school leaders have access to high-quality professional learning opportunities. It will build the capacity of educators to effectively respond to the academic needs of all students, especially those who are at-risk or who fall into red indicator categories. Research consistently shows that high-quality professional development has a significant impact on student outcomes. According to the Institute for Educational Sciences, teachers who receive high-quality PD can improve student academic scores on standardized tests and other assessments by as much as 21 percentile points. Through the implementation of this action, the District expects to decrease the number of student groups in red on the CA Dashboard by improving instructional practices and providing teachers with the tools and knowledge needed to meet the diverse needs of their students. This action will also contribute to the closing of achievement gaps and improve overall student proficiency.	This action will be measured by the metrics identified in the action description. 4-A:Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. 4-B:Percent of pupils having access to standard-aligned instructional materials as measured by annual Williams Act compliance report 4-D:Implementation of Academic Content Standards Self-Reflection Tool 4-E:CA Dashboard - English Language Arts Distance from Standard - Schools with red status 4-F:CA Dashboard - English Language Arts Distance from Standard - Student groups with red status 4-G:CA Dashboard - Mathematics Distance from Standard - Schools with red status 4-H:CA Dashboard - Mathematics Distance from Standard - Student groups with red status 4-I:Percent of English learners making progress toward English proficiency (ELPI) 4-J:CA Dashboard - ELPI - Schools with red status 4-K:EL Reclassification Rate - Local Data 4-L:CA Dashboard - Graduation Rate - Schools with red status 4-M:CA Dashboard - Graduation Rate - Student groups with red status 4-N:Suspension Rate (Dashboard) 4-O:CA Dashboard - Suspension Rate - Schools with red statuS 4-P: CA Dashboard - Suspension Rate - Student groups with red status

Goal 4, Action 2 Technology, Materials, and Supplies	**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) **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) **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% **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. **Scope:** LEA Wide	Data from the CA Dashboard indicates that unduplicated student groups are performing below grade level expectations, contributing to the achievement gap. The district recognizes the need to increase technology integration in the classroom and provide materials and resources to better support these student populations and improve their academic outcomes. To address this need, the District will increase the use of technology in classrooms, refine instructional practices, and expand student access to online intervention programs. These tools and strategies will help close the achievement gap by providing students with additional avenues to access rigorous grade-level content and receive personalized interventions. Through the integration of technology, teachers can monitor student progress in real-time, analyze data, and differentiate instruction to meet the needs of all students, particularly unduplicated students. The District will also provide additional materials and supplies that support LACP-funded programs aimed at assisting unduplicated pupil populations. By enhancing technology access and providing necessary instructional materials, the district ensures that all students, including those in red indicator groups, have the resources they need to succeed academically. This action will be implemented LEA-wide to ensure that all teachers, regardless of school site, have access to the same level of technological resources and professional development necessary to enhance instructional practices and support the needs of at-risk students. Research supports the use of technology in education as a means to improve student engagement and achievement. Studies show that when technology is effectively integrated into the classroom, it can enhance student learning by providing more personalized instruction and creating multiple pathways to access curriculum. Additionally, it allows for real-time data analysis, which is essential for differentiating instruction to meet the needs of unduplicated student groups. (Bill & Melinda Gates Foundation (2013)) By implementing this action, the District expects to decrease the number of student groups in red on the CA Dashboard, while also increasing access to high-quality instruction and intervention programs for unduplicated students. This action will also contribute to closing achievement gaps and improving overall student proficiency across all groups.	This action will be measured by the metrics identified in the action description. 4-D:Implementation of Academic Content Standards Self-Reflection Tool 4-E:CA Dashboard - English Language Arts Distance from Standard - Schools with red status 4-F:CA Dashboard - English Language Arts Distance from Standard - Student groups with red status 4-G:CA Dashboard - Mathematics Distance from Standard - Schools with red status 4-H:CA Dashboard - Mathematics Distance from Standard - Student groups with red status 4-I:Percent of English learners making progress toward English proficiency (ELPI) 4-J:CA Dashboard - ELPI - Schools with red status 4-K:EL Reclassification Rate - Local Data 4-L:CA Dashboard - Graduation Rate - Schools with red status 4-M:CA Dashboard - Graduation Rate - Student groups with red status 4-N:Suspension Rate (Dashboard) 4-O:CA Dashboard - Suspension Rate - Schools with red statuS 4-P: CA Dashboard - Suspension Rate - Student groups with red status

Goal 4 Action 3 Administrative Support	**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) **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) **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% **Chronic absenteeism (Dashboard)** 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) **High School Graduation Rate (Four-Year Adjusted Cohort)** 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) **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. **Scope:** LEA Wide	District administrators play a critical role in overseeing and supporting the implementation of the LCAP, specifically focusing on closing achievement gaps for unduplicated student groups. These student groups often underperform compared to their peers, and targeted administrative support is needed to ensure that school leaders have the tools, guidance, and professional development necessary to address these disparities. The District will continue to support site-level administrators with a comprehensive system of professional development, coaching, and mentorship. This includes targeted support for LCAP compliance and monitoring, educational partner meetings, and data analysis to ensure accountability. Administrators will be guided in differentiating support for their schools based on specific student needs, such as academic, behavioral, and attendance-related challenges. By providing personalized, timely training, district administrators will help spark collaboration and reimagine leadership practices to ensure equitable access to high-quality instruction for all students. The goal is to close the achievement gaps of unduplicated students, ultimately ensuring equitable opportunities for all students in the district. The district will provide these services LEA-wide to ensure that administrators across all school sites are equipped with the necessary skills and knowledge to respond to the diverse needs of students, with a particular focus on addressing the needs of unduplicated student groups and improving performance in high-needs areas. According to Education Week (2023), personalized professional development for school leaders, such as mentorship and coaching, can significantly improve leadership effectiveness. This, in turn, has a direct impact on student outcomes, including closing achievement gaps for underrepresented student groups. By implementing this action, the District expects to decrease the number of student groups in red on the CA Dashboard by equipping site leadership with the skills necessary to identify and respond to student needs. Through research-based professional development and personalized administrative coaching, the district will ensure that all school leaders are prepared to foster an equitable learning environment, ultimately improving student outcomes and closing achievement gaps.	This action will be measured by the metrics identified in the action description. 4-D:Implementation of Academic Content Standards Self-Reflection Tool 4-E:CA Dashboard - English Language Arts Distance from Standard - Schools with red status 4-F:CA Dashboard - English Language Arts Distance from Standard - Student groups with red status 4-G:CA Dashboard - Mathematics Distance from Standard - Schools with red status 4-H:CA Dashboard - Mathematics Distance from Standard - Student groups with red status 4-I:Percent of English learners making progress toward English proficiency (ELPI) 4-J:CA Dashboard - ELPI - Schools with red status 4-K:EL Reclassification Rate - Local Data 4-L:CA Dashboard - Graduation Rate - Schools with red status 4-M:CA Dashboard - Graduation Rate - Student groups with red status 4-N:Suspension Rate (Dashboard) 4-O:CA Dashboard - Suspension Rate - Schools with red statuS 4-P: CA Dashboard - Suspension Rate - Student groups with red status

Goal 4, Action 4 POSA and TOSA of Special Populations	**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) **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) **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. **Scope:** LEA Wide	In an effort to close achievement gaps and support unduplicated students, the District recognizes the need to enhance teacher instructional skills and strengthen collective efficacy across all school sites. Data from the California Dashboard identifies key student groups, such as those in red indicators, who require targeted support to achieve at grade level. To address these needs, the District is committed to increasing teacher effectiveness by prioritizing high-quality professional development (PD) that focuses on evidence-based instructional practices. Emphasis will be placed on supporting unduplicated students and students with disabilities to close achievement gaps. PD will be tailored to meet the needs of these student groups, and site leaders will guide inquiry cycles to analyze student performance data and implement differentiated instructional strategies. This will include using state and local student data to monitor progress and support collective efficacy through collaborative problem-solving and targeted interventions. Leaders at the district level will coordinate the delivery of PD, as well as design and support individualized strategic plans for each school site to address the needs of their most vulnerable learners. By creating a clear and cohesive system of support, the District will ensure that every student, particularly those in underperforming groups, can access the curriculum and receive the support needed to achieve academic success. According to the Institute for Educational Sciences, teachers who receive high-quality professional development can improve student performance by up to 21 percentile points on standardized tests and other assessments. Education Week (2023) emphasizes that providing timely, personalized training for school leaders and teachers promotes collaboration, reimagining instructional practices, and ensures equitable access to quality instruction, which is crucial for reducing achievement gaps among at-risk students. By implementing this action, the District expects to decrease the number of student groups in red on the California Dashboard by providing research-based professional development and equipping site leadership with the tools and strategies needed to identify and address the diverse needs of unduplicated students. Through this effort, the District aims to foster equitable instructional opportunities, thereby reducing achievement gaps and improving overall student performance.	This action will be measured by the metrics identified in the action description. 4-D:Implementation of Academic Content Standards Self-Reflection Tool 4-E:CA Dashboard - English Language Arts Distance from Standard - Schools with red status 4-F:CA Dashboard - English Language Arts Distance from Standard - Student groups with red status 4-G:CA Dashboard - Mathematics Distance from Standard - Schools with red status 4-H:CA Dashboard - Mathematics Distance from Standard - Student groups with red status 4-I:Percent of English learners making progress toward English proficiency (ELPI) 4-J:CA Dashboard - ELPI - Schools with red status 4-K:EL Reclassification Rate - Local Data 4-L:CA Dashboard - Graduation Rate - Schools with red status 4-M:CA Dashboard - Graduation Rate - Student groups with red status 4-N:Suspension Rate (Dashboard) 4-O:CA Dashboard - Suspension Rate - Schools with red statuS 4-P: CA Dashboard - Suspension Rate - Student groups with red status

Goal 4, Action 5 UDP Site Allocation	**CA Dashboard- English Language Arts DFS- District** Foster Youth: -73.0 (Red) **CA Dashboard - English Language Arts DFS - Schools with red status** Rancho Vista High School - All Students -170.0 distance from standard (Red) Susan H Nelson School - All Students -76.0 distance from standard (Red) **CA Dashboard - English Language Arts DFS - Student groups with red status** Bella Vista Middle - Students with Disabilities -94.7 distance from standard (Red) Great Oak High - English Learners -78.3 distance from standard (Red) Great Oak High - Students with Disabilities -111.4 distance from standard (Red) Margarita Middle - English Learners -92.3 distance from standard (Red) Margarita Middle - Students with Disabilities -96.3 distance from standard (Red) Susan H Nelson School - White -95.2 Distance from Standard (Red) Temecula Middle - Students with Disabilities -72.3 Distance from standard (Red) Temecula Valley High - English Learners -113.8 distance from standard (Red) Temecula Valley High - Students with Disabilities -90.3 distance from standard (Red) Vail Elementary - Students with Disabilities -80.3 distance from standard (Red) Vail Ranch Middle - Students with Disabilities -96.7 distance from standard (Red) Vintage Hills Elementary - Students with Disabilities -81.1 distance from standard (Red) **CA Dashboard - ELPI - Schools with red status** Ysabel Barnett Elementary: 41.9% (Red) **CA Dashboard- Mathematics Distance from Standard** Students with Disabilities: -104.1 (Red) Foster Youth: -106.6 (Red)	To meet the site-specific needs of underperforming student groups—particularly unduplicated pupils each school must be equipped with resources tailored to their context. Data from the California School Dashboard highlights varying levels of performance across school sites, requiring flexible and targeted funding to address the unique challenges at each location. To address these differences and promote equity across the LEA, each school site is allocated $50 per Unduplicated Pupil (UDP) annually. This funding is specifically designated to address the lowest performing student groups based on school-level data. School sites engage in a comprehensive needs assessment and solicit input from educational partners (staff, students, and families) during Community Advisory Partner (CAP) meetings to inform site goals and action plans. Sites utilize the funds to: ● Mitigate learning loss; ● Provide additional academic and social-emotional support during and beyond the school day; ● Purchase technology, intervention software, and web-based tools aligned with evidence-based practices. District leadership works closely with site administrators to monitor the effectiveness of these expenditures and ensure that site-level efforts complement, rather than compete with, districtwide initiatives. School leaders are expected to prioritize student groups identified as red or orange on the Dashboard and track progress through ongoing data monitoring and evaluation cycles. A Learning Policy Institute study found that sustained increases in per-pupil funding over a three-year period resulted in academic gains equivalent to a full grade level in math and reading. By implementing this action, the District aims to decrease the number of student groups in red and orange on the California Dashboard, increase academic achievement among unduplicated students, and strengthen the capacity of site leadership to deliver equitable and responsive education through data-driven and collaborative practices.	This action will be measured by the metrics identified in the action description. 4-D:Implementation of Academic Content Standards Self-Reflection Tool 4-E:CA Dashboard - English Language Arts Distance from Standard - Schools with red status 4-F:CA Dashboard - English Language Arts Distance from Standard - Student groups with red status 4-G:CA Dashboard - Mathematics Distance from Standard - Schools with red status 4-H:CA Dashboard - Mathematics Distance from Standard - Student groups with red status 4-I:Percent of English learners making progress toward English proficiency (ELPI) 4-J:CA Dashboard - ELPI - Schools with red status 4-K:EL Reclassification Rate - Local Data 4-L:CA Dashboard - Graduation Rate - Schools with red status 4-M:CA Dashboard - Graduation Rate - Student groups with red status 4-N:Suspension Rate (Dashboard) 4-O:CA Dashboard - Suspension Rate - Schools with red statuS 4-P: CA Dashboard - Suspension Rate - Student groups with red status

	CA Dashboard - Mathematics Distance from Standard - Schools with red status Susan H Nelson School -202.7 distance from standard (Red) **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. **Scope:** LEA Wide		

Goal 5, Action 2 SAPF's, Social Workers, and LCSW's	**Based on data provided by Panorama's student survey:** **Spring 2024 Grades 3-5** **<u>Emotion Regulation:</u>** 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: * **<u>Self-Efficacy:</u>** 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: * **<u>Self-Management:</u>** 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: * **Spring 2024 Grades 6-12**	Data from the California School Dashboard highlights disproportionate rates of chronic absenteeism, behavioral incidents, and suspension among unduplicated students, particularly foster youth and homeless students. These students often face additional social-emotional challenges that impact their academic engagement, behavior, and attendance. A targeted system of behavioral and emotional support is needed to address these inequities. To address these needs, SAPFs (Student Assistance Program Facilitators), Social Workers, and Licensed Clinical Social Workers (LCSWs) provide a comprehensive system of support across the District. These supports are offered LEA-wide to ensure consistent access to high-quality social-emotional services for all students in need, with particular focus on unduplicated pupils and behaviorally at-risk students. Services include: ● Individual and small group counseling ● Social-emotional skills instruction and mentoring ● Behavior Support Plan (BSP) development and Student Success Team (SST) participation ● Implementation of Tier I supports, including SEL curriculum and teacher training ● Development of check-in/check-out systems, behavior contracts, and positive behavior interventions Leadership roles in the Crisis Intervention Team, Suicide Prevention Program, and the District SEL Team Social workers and SAPFs use data (behavior, attendance, SST referrals) to design and monitor targeted interventions and ensure equitable access to services for unduplicated student groups.Research demonstrates that school-based social work services improve student outcomes by increasing academic engagement, reducing behavioral incidents, and enhancing emotional resilience.According to the National Association of Social Workers (NASW), school social work interventions are effective in addressing chronic absenteeism, reducing suspensions, and improving student connectedness. Through this action, the District will: decrease chronic absenteeism and suspension rates, especially for foster youth and homeless students (identified as red indicators on the CA Dashboard), increase student connectedness and engagement, and build a system of emotional and behavioral support that equips students with the skills necessary for academic and personal success.This action directly supports the District's Technical Assistance goals and ensures a multi-tiered system of support that is responsive to the diverse needs of all learners.	This action will be measured by the metrics identified in the action description. 5-J:Suspension Rate (Dashboard) 5-K:CA Dashboard - Suspension Rate - Schools with red status 5-L:CA Dashboard - Suspension Rate - Student groups with red status 5-M:Expulsion Rate (DataQuest) 5-N:Panorama survey - students, parents, and teachers on the sense of safety and school connectedness 5-O:Panorama survey - students SEL

	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: *		

	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. **Scope:** LEA Wide		
Goal 5, Action 3 Tier II Behavior Assistants	**CA Dashboard Indicator-suspension rate:** All Students: 2.8% (Orange) Multiple Races: 3.0% (Orange) Socioeconomically Disadvantaged: 4.3% (Orange) English Learner: 3.8% (Orange) Students with Disabilities: 6.0% (Orange) Foster Youth: 15.0% (Red) Homeless Youth: 7.5% (Red) **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. **Scope:** LEA Wide	To address the behavioral and social-emotional needs of unduplicated students, particularly Foster Youth and Homeless students, TVUSD employs Behavior Assistants across school sites. These staff members provide targeted support for Tier II behavior students through mentoring, managing Check-In/Check-Out systems, and offering classroom assistance. They also supervise “Friendship Rooms” during non-instructional times such as recess and lunch, providing students with safe spaces to practice appropriate social interactions and build emotional regulation skills. Behavior Assistants reinforce Universal Expectations and Behavior Standards through follow-up lessons and individualized coaching. They collaborate closely with administrators, social workers, counselors, and SEL teams to ensure that support is coordinated and aligned to school wide behavioral goals. Their work contributes to early identification and intervention, helping students avoid more serious behavioral issues that can lead to suspension or chronic absenteeism. This action is provided on an LEA-wide basis to ensure that all students in need—especially unduplicated students—have equitable access to behavioral and emotional support systems. Research shows that behavioral interventions, such as Check-In/Check-Out systems and mentoring programs, reduce behavioral incidents and improve academic engagement and attendance (Center for Positive Behavioral Interventions and Supports, 2021; National Association of School Psychologists). By fostering student connectedness, resilience, and self-regulation, behavior assistants play a vital role in decreasing suspension rates and improving school engagement for students who are at risk socially, emotionally, or behaviorally. Through implementation of this action, the District expects to decrease chronic absenteeism, reduce suspension rates, and improve school connectedness for all students, with a particular focus on Foster Youth and Homeless students. These efforts align with the District’s Technical Assistance goals and support the broader mission of closing opportunity gaps and improving outcomes for all unduplicated student groups.	This action will be measured by the metrics identified in the action description. 5-N:Panorama survey - students, parents, and teachers on the sense of safety and school connectedness 5-O:Panorama survey - students SEL

Goal 5, Action 4 HS PBIS/OCR Support	**Based on data provided by CA Dashboard Indicator on suspension rate:** All Students: 2.8% (Orange) Multiple Races: 3.0% (Orange) Socioeconomically Disadvantaged: 4.3% (Orange) English Learner: 3.8% (Orange) Students with Disabilities: 6.0% (Orange) Foster Youth: 15.0% (Red) Homeless Youth: 7.5% (Red) **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. **Scope:** LEA Wide	To address the needs of unduplicated students, Positive Behavioral Interventions and Supports (PBIS) and Office for Civil Rights (OCR) Specialists support targeted students by addressing their social-emotional needs to improve academic achievement, attendance, behavior, and graduation rates. These Teachers on Special Assignment (TOSAs) facilitate intervention and counseling groups, provide direct support for students returning from suspension, and collaborate with classroom teachers to integrate social-emotional learning (SEL) strategies into daily instruction. Their role is instrumental in building capacity at school sites to prevent and respond to behavioral concerns with proactive and restorative practices. Behavior specialists provide essential Tier II support for all students—particularly unduplicated pupils and those exhibiting at-risk behaviors—by teaching positive behaviors, reinforcing expectations, and intervening early to address low-level infractions. These proactive efforts reduce the likelihood of suspensions and expulsions and foster inclusive, supportive learning environments. Research from the Institute of Education Sciences (IES) shows that out-of-school suspensions during the 9th-grade year are significantly and negatively associated with high school graduation rates, as well as postsecondary enrollment and persistence. Therefore, providing students with structured behavioral support during earlier grades is critical to long-term success. By implementing this action, the District aims to decrease chronic absenteeism, reduce suspensions, and improve overall student connectedness. This effort supports the District's Technical Assistance goals by addressing performance gaps for Foster Youth and Homeless students, whose Dashboard indicators have been in the red for chronic absenteeism and suspension rates. PBIS/OCR Specialists play a key role in ensuring these students have equitable access to a system of support that meets their behavioral and social-emotional needs.	This action will be measured by the metrics identified in the action description. 5-J:Suspension Rate (Dashboard) 5-K:CA Dashboard - Suspension Rate - Schools with red status 5-L:CA Dashboard - Suspension Rate - Student groups with red status 5-M:Expulsion Rate (DataQuest)

Goal 5, Action 5 Student Welfare Support Services	**Based on data provided by Panorama's student survey:** **Spring 2024 Grades 3-5** **<u>Emotion Regulation:</u>** 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: * **<u>Self-Efficacy:</u>** 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: * **<u>Self-Management:</u>** 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: * **Spring 2024 Grades 6-12** **<u>Emotion Regulation:</u>**	To address the needs of unduplicated students and all students demonstrating at-risk behavior, Student Welfare Support Services provides access to free counseling sessions outside of the school day. These sessions are facilitated by licensed mental health professionals and are tailored to meet the individual social-emotional learning (SEL) needs of each student. Counselors collaborate with site and district personnel, as well as families, to ensure a coordinated and positive support structure that addresses student needs both at school and at home. The Student Welfare and Success program plays a vital role in supporting school sites in implementing SEL systems and fostering the development of the whole child—socially, emotionally, and behaviorally. This support is essential for students struggling with trauma or behavioral challenges, and is particularly beneficial for unduplicated students, including those identified as foster youth or experiencing homelessness. Services are aligned with existing foster and homeless youth supports to provide a comprehensive, wraparound approach that ensures families and students have the tools they need to succeed. Research indicates that students who receive appropriate mental health support not only benefit from improved emotional well-being, but also demonstrate greater academic achievement, higher graduation rates, and increased college attendance and completion. (New Hampshire Department of Education, www.education.nh.gov) This action is implemented districtwide to ensure that all unduplicated pupils, regardless of school site, have equitable access to high-quality mental health supports. The consistent, centralized coordination of these services allows for a more efficient and effective response to the social-emotional and behavioral needs of students across all campuses, ensuring no school is left without access to this critical support. Through the implementation of this action, the District aims to decrease chronic absenteeism and suspension rates while increasing student connectedness and overall well-being. This action directly addresses the needs of specific student groups and supports TK–12 schools with red Dashboard indicators for Suspension Rate and Chronic Absenteeism, as outlined in the Plan Summary on pages 6 and 7.	This action will be measured by the metrics identified in the action description. 5-O: Panorama survey - students SEL

	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: *		

	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		

Goal 5, Action 6 5-Star Student	**5-B: Chronic absenteeism (Dashboard)** All Students: 21.4% (Yellow) American Indian/Alaska Native: 43.5% (Orange) Asian: 10.7% (Yellow) Black/African American: 20.6% (Orange) Filipino: 12.2% (Yellow) Hispanic: 25.8% (Yellow) Pacific Islander: 25.0% (Orange) White: 20.3% (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) **5-C: 2023 CA Dashboard - Chronic Absenteeism - Schools with red status***Temecula Middle - 22.3% (Red) **5-D: 2023 CA Dashboard - Chronic Absenteeism - Student groups with red status*** Abby Reinke Elementary - English Learners - 31.7% Abby Reinke Elementary - Students with Disabilities - 29.7% Bella Vista Middle - English Learners - 22.4% Bella Vista Middle - Students with Disabilities - 40.9% Crowne Hill Elementary - English Learners - 33.3% Crowne Hill Elementary - Hispanic - 28.6% James L Day Middle - African American - 27.9% Margarita Middle - Socioeconomically Disadvantaged - 38.4% Margarita Middle - English Learners - 43.3% Margarita Middle - Hispanic - 34.7% Margarita Middle - Multiple Races - 28.4% Rancho Elementary - Socioeconomically Disadvantaged - 23.9% Rancho Elementary - Multiple Races - 25.5% (Red) Red Hawk Elementary - English Learners - 30.0% (Red) Temecula Elementary - Multiple Races - 26.9% (Red) **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%	The implementation of 5Star Students addresses the critical need to reduce chronic absenteeism and increase student engagement and connectedness, particularly for unduplicated student groups disproportionately affected by high absenteeism rates. California Dashboard data show high levels of chronic absenteeism across multiple schools and student groups, including Homeless Youth (43.5%), Foster Youth (30.9%), English Learners, and Students with Disabilities. Additionally, Panorama survey results show that only 39% of secondary students report a strong sense of belonging, indicating a need for increased school connectedness. Research supports that when students feel connected to school through meaningful engagement and positive recognition, they are more likely to attend regularly, show improved behavior, and perform better academically (Centers for Disease Control and Prevention, 2009). The 5Star Students platform supports schools in tracking student participation, encouraging involvement, and recognizing positive behaviors—key strategies shown to enhance belonging and reduce absenteeism. This action is implemented school wide to ensure all students, regardless of school or background, have equitable access to engagement opportunities and support systems that foster inclusion, recognition, and a sense of belonging. A consistent, districtwide approach allows the LEA to monitor trends, share effective practices, and ensure all students benefit from the system of support. Through the implementation of this action, the district aims to decrease chronic absenteeism and increase student connectedness, particularly among unduplicated and at-risk student groups who are disproportionately impacted by low attendance and a lack of school engagement.	This action will be measured by the metrics identified in the action description. 5-B: Chronic absenteeism (Dashboard) 5-C: 2023 CA Dashboard - Chronic Absenteeism - Schools with red status* 5-D: 2023 CA Dashboard - Chronic Absenteeism - Student groups with red status* 5-N:Panorama survey - students, parents, and teachers on the sense of safety and school connectedness

	School Climate: 75% School Safety: 82% **Rationale:** Based on the high rates of chronic absenteeism—particularly among unduplicated student groups such as Homeless Youth (43.5%), Foster Youth (30.9%), and English Learners—as well as low student sense of belonging in Grades 6–12 (only 39%), a school-wide implementation of 5Star Students is a necessary strategy to increase engagement and improve attendance. This platform allows schools to track and recognize student involvement, promote a positive school climate, and proactively support at-risk students. Implementing this action district-wide ensures all students have equitable access to engagement systems, supports consistent data collection, and aligns with MTSS efforts to reduce chronic absenteeism and strengthen school connectedness. **Scope:** School Wide		

Goal 6, Action 3 Software Programs	**Efforts to seek parent input in decision-making**: Full Implementation and Sustainability **Efforts to encourage parental participation in programs for unduplicated pupils and individuals with exceptional needs:** Full Implementation **Panorama survey - students, parents, and teachers on the sense of safety and school connectedness** **Spring 2024 Grades 3-5** **Sense of Belonging:** 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: * **School Climate:** 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: * **School Safety:** 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%	The K-12 Insight platform enables the District to communicate effectively and efficiently with educational partners, providing families and stakeholders with a direct line to district office and site staff. This service is especially beneficial for unduplicated families, as it offers easy access to all sites and departments through a single platform. It also allows educational partners to report bullying incidents and other concerns, including the option to submit reports anonymously. Additionally, families can request information and provide input, fostering open and ongoing communication. Panorama is the platform TVUSD uses to conduct annual staff and parent surveys and biannual student surveys (fall and spring). The survey results are utilized by teachers, counselors, and administrators to support students and assess school climate and culture. This platform is particularly valuable in identifying unduplicated students who may require additional social-emotional support but may lack self-advocacy skills. Moreover, Panorama houses essential state and local data that educators use for inquiry cycles, interventions, and parent meetings, including IEPs, SSTs, 504 plans, and conferences. These data-driven practices help ensure that all student groups, especially unduplicated pupils and students with disabilities, receive targeted support to meet their unique needs. Because family engagement and timely communication are critical to student success, this action is implemented district-wide to ensure equitable access to communication tools and data support for all students and families, particularly those from unduplicated groups. Research shows that when families are actively invited to participate and partner with schools in their children's education, students demonstrate improved mental health and social-emotional outcomes. (Positive Family and Community Relationships, Berkeley.edu) This action addresses the needs of specific student groups, including unduplicated students and their families, with the goal of increasing educational partner engagement and strengthening communication to support student success across the District.	This action will be measured by the metrics identified in the action description. 6-A:Parent and Family Engagement Survey - Self-Reflection Tool - Efforts to seek parent input in decision-making 6-C:Parent and Family Engagement Survey - Self-Reflection Tool - Efforts to encourage parental participation in programs for students with disabilities 6-D: Panorama survey - students, parents, and teachers on the sense of safety and school connectedness

	English Learner: 74% Students with Disabilities: 77% Foster Youth: 71% Homeless Youth: * **Spring 2024 Grades 6-12** **<u>Sense of Belonging:</u>** All Students: 39% American Indian/Alaska Native: 29% Asian: 40% Black/African American: 38% Filipino: * Hispanic: 39% Pacific Islander: 42% White: 39% Multiple Races: 38% Socioeconomically Disadvantaged: 38% English Learner: 43% Students with Disabilities: 38% Foster Youth: 55% Homeless Youth: * **<u>School Climate:</u>** All Students: 62% American Indian/Alaska Native: 57% Asian: 64% Black/African American: 63% Filipino: * Hispanic: 62% Pacific Islander: 70% White: 60% Multiple Races: 62% Socioeconomically Disadvantaged: 62% English Learner: 68% Students with Disabilities: 62% Foster Youth: 69% Homeless Youth: * **<u>School Safety:</u>** All Students: 73% American Indian/Alaska Native: 76% Asian: 75% Black/African American: 72% Filipino: * Hispanic: 73% Pacific Islander: 73% White: 72% Multiple Races: 73% Socioeconomically Disadvantaged: 73% English Learner: 76% Students with Disabilities: 73% Foster Youth: 82% Homeless Youth: * **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% **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. **Scope:** LEA Wide		

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

Goal 1, Action 3 English Language Arts Specialists	**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) **Percent of English learners making progress toward English proficiency (ELPI)** All Students: 51.0% (Yellow) **EL Reclassification Rate - Local Data** 17.0% **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.	English Learners (ELs) and Long-Term English Learners (LTELs) in our district demonstrate varied levels of English proficiency that impact their academic achievement across core subjects, particularly literacy. Research shows that ELs require targeted, evidence-based instructional strategies to access grade-level content while simultaneously developing English proficiency (Echevarria, Vogt, & Short, 2017). Our data analysis and educator feedback confirm the need for scaffolded instruction and differentiated supports to meet these students' linguistic and academic needs and accelerate their progress. ELA Specialists provide direct instructional support and coaching for educators working with ELs and LTELs by implementing research-based differentiation strategies, scaffolds, and instructional routines aligned with the California ELA/ELD Framework and Common Core State Standards (CCSS). Professional development led by these specialists emphasizes Integrated ELD strategies shown to be effective in supporting academic language development across content areas (Short & Fitzsimmons, 2007). Collaboration with general education teachers and progress monitoring teams ensures ongoing analysis of achievement data to tailor interventions, consistent with best practices for data-driven instruction (Gottlieb, 2016). This approach supports ELs' academic achievement and English proficiency within Structured English Immersion settings, as recommended by the California Department of Education.	This action will be measured by the metrics identified in the action description. 1-C: CA Dashboard- English Language Arts Distance from Standard - District 1-H: Percent of English learners making progress toward English proficiency (ELPI) 1-J: EL Reclassification Rate - Local Data

Goal 1, Action 4 Education Assistants	**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) **Percent of English learners making progress toward English proficiency (ELPI)** All Students: 51.0% (Yellow) **EL Reclassification Rate - Local Data** 17.0% **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.	Level 1 and 2 English Learners, especially Newcomers, often face significant challenges accessing grade-level content due to limited English proficiency, which impacts their literacy and overall academic achievement. Research indicates that these students benefit from targeted, scaffolded support in both language development and content mastery to close achievement gaps (August & Shanahan, 2006). Our needs assessment, including student achievement data and educator feedback, confirms the need for individualized literacy support and language scaffolds to promote English proficiency and academic progress. Education Assistants provide literacy and content support through a push-in model, offering assistance within the general education classroom to maintain access to core instruction. They deliver targeted small group reteaching, scaffold assignments, clarify instructions, and utilize translation technology to support comprehension. By implementing gradual release of responsibility strategies, EAs foster student independence and self-advocacy in English speaking and listening skills, consistent with research supporting scaffolded instruction and student engagement for English Learners (Frey & Fisher, 2018). Collaborating with ELA Specialists, EAs ensure that at-risk ELs and LTELs receive small group intervention focused on language development and academic mastery, aligning with evidence-based approaches for accelerating EL progress (Genesee, Lindholm-Leary, Saunders, & Christian, 2006).	This action will be measured by the metrics identified in the action description. 1-C: CA Dashboard- English Language Arts Distance from Standard - District 1-H: Percent of English learners making progress toward English proficiency (ELPI) 1-J: EL Reclassification Rate - Local Data

Goal 1, Action 6 EL Coordinator	**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) **Percent of English learners making progress toward English proficiency (ELPI)** All Students: 51.0% (Yellow) **EL Reclassification Rate -Local Data** 17.0% **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.	Long-Term English Learners (LTELs) face persistent challenges in acquiring academic English proficiency necessary for success across content areas. Research indicates that LTELs require targeted, consistent support and access to a guaranteed and viable Structured English Immersion (SEI) program to close achievement gaps and promote timely reclassification (August & Hakuta, 1997; Thompson, 2017). Our district's needs assessment highlights the necessity of coordinated oversight to ensure program fidelity, ongoing progress monitoring, family engagement, and timely reclassification processes to improve outcomes for LTELs. The EL Coordinator oversees the district's SEI program, ensuring that curriculum and instruction are designed to meet the language acquisition needs of ELs and LTELs through effective professional development, classroom revisits, and data-driven progress monitoring. By supervising ELA Specialists and coordinating targeted interventions, the Coordinator guarantees that ELs have equitable access to grade-level curriculum within the least restrictive environment. The Coordinator also facilitates family engagement through parent nights, translation services, and direct liaison work to address parents' needs, consistent with research emphasizing family involvement as a critical factor in EL student success (Calderón, Slavin, & Sánchez, 2011). Additionally, the Coordinator manages the evaluation and reclassification processes to ensure students transition out of EL status as soon as they demonstrate proficiency, reducing the risk of prolonged LTEL classification.	This action will be measured by the metrics identified in the action description. 1-H: Percent of English learners making progress toward English proficiency (ELPI) 1-J: EL Reclassification Rate - Local Data

Goal 3, Action 1 Counseling Specialists	**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) **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.	Unduplicated student groups—including English Learners (ELs), Foster Youth, and Low-Income students—face disproportionate academic, behavioral, and social-emotional challenges that contribute to achievement gaps and reduced access to rigorous coursework (Bryan, Moore-Thomas, Day-Vines, & Holcomb-McCoy, 2011). Needs assessments, including data on attendance, behavior, and academic outcomes, highlight the critical need for targeted support systems to address barriers and root causes of risk factors for these students. Counseling specialists serve as dedicated case carriers for unduplicated student groups, building trusting relationships to identify and intervene on academic and social-emotional challenges. They facilitate routine progress monitoring meetings, including EL/RFEP and broader unduplicated student monitoring, to promptly identify struggling students. These counselors coordinate tailored interventions and support that target disparities in attendance, behavior, and academic performance. In alignment with research emphasizing the role of school counselors in closing opportunity and achievement gaps (ASCA, 2019), they also work to ensure equitable access to advanced coursework and postsecondary readiness opportunities, thereby supporting high school success and beyond.	This action will be measured by the metrics identified in the action description. 3-A: Implementation of Academic Content Standards Self-Reflection Tool 3-B: Percentage of pupils who have been enrolled in, and successfully completed A-G requirements - CALPADS 3-C: Percentage of pupils who have been enrolled in, and successfully completed CTE course requirements- CALPADS 3-D: Percentage of pupils who have been enrolled in, and successfully completed A-G and CTE course requirements - CALPADS 3-E: Percentage who pass AP exam with score of 3 or higher 3-F: Demonstration of college preparedness on Grade 11 EAP/CAASPP ELA (Percent Combined for Met/Conditionally Ready and Exceeded/Ready) 3-G: Demonstration of college preparedness on Grade 11 EAP/CAASPP Math (Percent Combined for Met/Conditionally Ready and Exceeded/Ready) 3-H: High School Graduation Rate (Four-Year Adjusted Cohort) 3-I: 2023 CA Dashboard - Graduation Rate - Schools with red status 3-J: 2023 CA Dashboard - Graduation Rate - Student groups with red status

Goal 5, Action 1 Homeless/ Foster Support	**CA Dashboard- English Language Arts Distance from Standard - District** Foster Youth: -73.0 (Red) Homeless Youth: -28.3 (Orange) **CA Dashboard- Mathematics Distance from Standard** Foster Youth: -106.6 (Red) Homeless Youth: -77.8 (Orange) **High School Graduation Rate (Four-Year Adjusted Cohort)** Foster Youth: * Homeless Youth: 87.8% (Green) **Suspension Rate (Dashboard)** Foster Youth: 15.0% (Red) Homeless Youth: 7.5% (Red) **Chronic absenteeism (Dashboard)** Foster Youth: 30.9% (Orange) Homeless Youth: 43.5% (Red) **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.	Homeless and Foster Youth students experience significant barriers to consistent school attendance, emotional well-being, and academic success due to unstable living situations and trauma (Cutuli et al., 2013). Needs assessments and data indicate higher rates of absenteeism, behavioral challenges, and lower academic achievement among these groups compared to their peers. Immediate, coordinated support is critical to address these unique challenges and to reduce risk factors associated with these students' circumstances. Homeless and Foster Youth Support Staff, including the district Liaison and LCAP Clerk, provide direct, trauma-informed support by connecting students and families to necessary resources and community services. The centralized enrollment process includes empathy interviews to identify immediate needs and barriers, ensuring timely intervention. Staff collaborate closely with site administrators, teachers, and counselors to coordinate comprehensive support plans. Research highlights the importance of wraparound services and case management in improving attendance, reducing suspensions, and promoting educational stability for homeless and foster youth (Bassuk, Richard, & Tsertsvadze, 2015). By addressing students' basic needs and reducing absenteeism and behavioral incidents, these staff members enable greater access to curriculum and increase opportunities for academic success.	This action will be measured by the metrics identified in the action description. 5-A: Attendance rates - (Local Data) 5-B: Chronic absenteeism (Dashboard) 5-C: 2023 CA Dashboard - Chronic Absenteeism - Schools with red status 5-D: 2023 CA Dashboard - Chronic Absenteeism - Student groups with red status 5-E: Middle School Dropout Rate (Local Data) 5-F:High School Dropout Rate (CALPADS) 5-J:Suspension Rate (Dashboard) 5-K:CA Dashboard - Suspension Rate - Schools with red status 5-L:CA Dashboard - Suspension Rate - Student groups with red status

Goal 6, Action 1 District Translator/ Interpreter	**Efforts to seek parent input in decision-making**: Full Implementation and Sustainability **Efforts to encourage parental participation in programs for unduplicated pupils and individuals with exceptional needs:** Full Implementation **Panorama survey - students, parents, and teachers on the sense of safety and school connectedness** **Spring 2024 Grades 3-5** **Sense of Belonging:** 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: * **School Climate:** 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: * **School Safety:** 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%	English Learner (EL) families and other families with limited English proficiency face barriers in accessing critical school communications and participating fully in school activities and decision-making processes. Needs assessments and stakeholder feedback indicate that language access is essential for equitable family engagement and for supporting student success (American Psychological Association, 2019). Without translation services, many families remain disconnected from key educational information and opportunities. District Translators provide comprehensive translation and interpretation services across multiple platforms, including in-person meetings (e.g., counseling, ELAC, DELAC, 504, SST), enrollment centers, and district communications (Board Policies, LCAP documents, newsletters, etc.). These services dismantle language barriers and promote inclusive family engagement by ensuring that all families can access information and participate in school events and governance. Research demonstrates that increased parental engagement positively correlates with improved student attendance, grades, and test scores (American Psychological Association, 2019). By fostering meaningful connections between families and schools, translators help build partnerships that support academic achievement and student well-being.	This action will be measured by the metrics identified in the action description. 6-A:Parent and Family Engagement Survey - Self-Reflection Tool - Efforts to seek parent input in decision-making 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 6-D: Panorama survey - students, parents, and teachers on the sense of safety and school connectedness

	English Learner: 74% Students with Disabilities: 77% Foster Youth: 71% Homeless Youth: * **Spring 2024 Grades 6-12** **Sense of Belonging:** All Students: 39% American Indian/Alaska Native: 29% Asian: 40% Black/African American: 38% Filipino: * Hispanic: 39% Pacific Islander: 42% White: 39% Multiple Races: 38% Socioeconomically Disadvantaged: 38% English Learner: 43% Students with Disabilities: 38% Foster Youth: 55% Homeless Youth: * **School Climate:** All Students: 62% American Indian/Alaska Native: 57% Asian: 64% Black/African American: 63% Filipino: * Hispanic: 62% Pacific Islander: 70% White: 60% Multiple Races: 62% Socioeconomically Disadvantaged: 62% English Learner: 68% Students with Disabilities: 62% Foster Youth: 69% Homeless Youth: * **School Safety:** All Students: 73% American Indian/Alaska Native: 76% Asian: 75% Black/African American: 72% Filipino: * Hispanic: 73% Pacific Islander: 73% White: 72% Multiple Races: 73% Socioeconomically Disadvantaged: 73% English Learner: 76% Students with Disabilities: 73% Foster Youth: 82% Homeless Youth: * **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% **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.		

Goal 6, Action 2 Bilingual Clerk	**Efforts to seek parent input in decision-making**: Full Implementation and Sustainability **Efforts to encourage parental participation in programs for unduplicated pupils and individuals with exceptional needs:** Full Implementation **Panorama survey - students, parents, and teachers on the sense of safety and school connectedness** **Spring 2024 Grades 3-5** **<u>Sense of Belonging:</u>** 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: * **<u>School Climate:</u>** 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: * **<u>School Safety:</u>** 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%	Accurate student data tracking and effective communication with families, especially those of English Learner (EL), Reclassified Fluent English Proficient (RFEP), and Initially Fluent English Proficient (IFEP) students, are critical to ensure proper delivery of English Language Development (ELD) services and engagement with educational partners. Needs assessments reveal gaps in family access to important information due to language barriers and challenges with data accuracy impacting service provision (American Psychological Association, 2019). The Bilingual Clerk monitors and maintains precise EL, RFEP, and IFEP student records in the district's student information systems and CALPADS, which is essential for ensuring appropriate ELD services. Additionally, the Clerk provides translation and interpretation services across various educational partner meetings (ELAC, DELAC, CAP) and at key family access points like the Centralized Enrollment Center and Parent Welcome Center. These services remove language barriers, facilitating meaningful family engagement in school activities and governance. Research shows that such engagement is strongly linked to better student outcomes, including improved attendance and academic achievement (American Psychological Association, 2019). This action supports equitable access to education and enhances partnerships between families and schools.	This action will be measured by the metrics identified in the action description. 6-A:Parent and Family Engagement Survey - Self-Reflection Tool - Efforts to seek parent input in decision-making 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 6-D: Panorama survey - students, parents, and teachers on the sense of safety and school connectedness

	English Learner: 74% Students with Disabilities: 77% Foster Youth: 71% Homeless Youth: * **Spring 2024 Grades 6-12** **Sense of Belonging:** All Students: 39% American Indian/Alaska Native: 29% Asian: 40% Black/African American: 38% Filipino: * Hispanic: 39% Pacific Islander: 42% White: 39% Multiple Races: 38% Socioeconomically Disadvantaged: 38% English Learner: 43% Students with Disabilities: 38% Foster Youth: 55% Homeless Youth: * **School Climate:** All Students: 62% American Indian/Alaska Native: 57% Asian: 64% Black/African American: 63% Filipino: * Hispanic: 62% Pacific Islander: 70% White: 60% Multiple Races: 62% Socioeconomically Disadvantaged: 62% English Learner: 68% Students with Disabilities: 62% Foster Youth: 69% Homeless Youth: * **School Safety:** All Students: 73% American Indian/Alaska Native: 76% Asian: 75% Black/African American: 72% Filipino: * Hispanic: 73% Pacific Islander: 73% White: 72% Multiple Races: 73% Socioeconomically Disadvantaged: 73% English Learner: 76% Students with Disabilities: 73% Foster Youth: 82% Homeless Youth: * **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% **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.		

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

2026-2027 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 %)
2026-2027	$ 304,624,260	$ 23,453,082	7.699%	0.000%	7.699%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 23,906,557	$ 5,293,054	$ -	$ -	$ 29,199,611.00	$ 27,608,423	$ 1,591,188

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	EL, Foster Youth, Low Income	Yes	Schoolwide	All	ARES, AES, BES, CHES, FVES, LES, JES, NVES, PES, PVES, RES, RHES, SA, TES,TLES, TTES, VES, VHES	Ongoing	$ 2,625,934	$ -	$ 2,625,934	$ -		$ -	$ 2,625,934	0.000%
1	2	ELA Instructional Coaches	EL, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	$ 680,076	$ -	$ 680,076	$ -	$ -	$ -	$ 680,076	0.000%
1	3	English Language Arts Specialists	EL	Yes	Limited	English Learners	BVMS, DMS, GMS, MMS, TMS, VRMS	Ongoing	$ 206,656	$ -	$ 206,656	$ -	$ -	$ -	$ 206,656	0.000%
1	4	Education Assistants	EL	Yes	Limited	English Learners	BVMS, DMS, GMS, MMS, TMS, VRMS	Ongoing	$ 271,375	$ -	$ 271,375	$ -	$ -	$ -	$ 271,375	0.000%
1	5	Library/Homework Center Assistant	EL, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	$ 11,017	$ -	$ 11,017	$ -	$ -	$ -	$ 11,017	0.000%
1	6	EL Coordinator	EL	Yes	Limited	English Learners	All Schools	Ongoing	$ 216,719	$ -	$ 216,719	$ -	$ -	$ -	$ 216,719	0.000%
1	7	Supplemental Support Specialists	Students with Disabilities	No	Limited	N/A	All Sschools	Ongoing	$ 453,475	$ -	$ 453,475	$ -	$ -	$ -	$ 453,475	0.000%
2	1	Elementary Intervention Specialists	EL, Foster Youth, Low Income	Yes	Schoolwide	All	ARES, AES, BES, CHES, FVES, LES, JES, NVES, PES, PVES, RES, RHES, SA, TES,TLES, TTES, VES, VHES	Ongoing	$ 1,527,552	$ -	$ 1,527,552	$ -	$ -	$ -	$ 1,527,552	0.000%
2	2	Supplemental Math Specialists	EL, Foster Youth, Low Income	Yes	Schoolwide	All	CHS, GOHS, TVHS, BVMS, DMS, GMS, MMS, SA, TMS, VRMS	Ongoing	$ 835,446	$ -	$ 835,446	$ -	$ -	$ -	$ 835,446	0.000%
2	3	Math/Science Instructional Coaches	EL, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	$ 623,449	$ -	$ 623,449	$ -	$ -	$ -	$ 623,449	0.000%
2	4	Math Progress Monitoring	EL, Foster Youth, Low Income	Yes	Schoolwide	All	BVMS, DMS, GMS, MMS, TMS, VRMS	Ongoing	$ 213,660	$ -	$ 213,660	$ -	$ -	$ -	$ 213,660	0.000%
2	5	Math Co-Teaching (Learning Recovery Emergency Block Grant)	EL, Foster Youth, Low Income	No	Schoolwide	N/A	CHS, GOHS, TVHS	Ongoing	$ 557,239	$ -	$ -	$ 557,239	$ -	$ -	$ 557,239	0.000%
3	1	Counseling Specialists	EL, Foster Youth, Low Income	Yes	Limited	All	CHS, GOHS, TVHS, BVMS, DMS, GMS, MMS, SA, TMS, VRMS	Ongoing	$ 1,992,802	$ -	$ 1,992,802	$ -	$ -	$ -	$ 1,992,802	0.000%
3	2	Intervention Support Specialists	EL, Foster Youth, Low Income	Yes	Schoolwide	All	CHS, GOHS, RVHS, TVHS	Ongoing	$ 765,936	$ -	$ 765,936	$ -	$ -	$ -	$ 765,936	0.000%
3	3	AVID	EL, Foster Youth, Low Income	Yes	Schoolwide	All	CHS, GOHS, TVHS	Ongoing	$ 1,504,073	$ -	$ 1,504,073	$ -	$ -	$ -	$ 1,504,073	0.000%
3	4	CTE FTE Salaries	EL, Foster Youth, Low Income	Yes	Schoolwide	All	CHS, GHOS, RVHS, TVHS, BVMS, DMS, GMS, MMS, SA, TMS, VRMS	Ongoing	$ 3,794,010	$ -	$ 3,794,010	$ -	$ -	$ -	$ 3,794,010	0.000%
3	5	Credit Recovery	EL, Foster Youth, Low Income	Yes	Schoolwide	All	CHS, GOHS, TVHS	Ongoing	$ 179,980	$ -	$ 179,980	$ -	$ -	$ -	$ 179,980	0.000%
3	6	Exact Path	EL, Foster Youth, Low Income	No	Schoolwide	All	CHS, GOHS, RVHS, TVHS	Discontinued	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	7	UC Scout (Learning Recovery Emergency Block Grant)	EL, Foster Youth, Low Income	No	Schoolwide	N/A	CHS, GOHS, TVHS	Ongoing	$ 1,697,936	$ -	$ -	$ 1,697,936	$ -	$ -	$ 1,697,936	0.000%
3	8	High School Counselors (Learning Recovery Emergency Block Grant)	EL, Foster Youth, Low Income	No	Schoolwide	N/A	CHS, GOHS, TVHS	Ongoing	$ 460,234	$ -	$ -	$ 460,234	$ -	$ -	$ 460,234	0.000%
4	1	Professional Development	EL, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	$ 550,000	$ 51,860	$ 601,860	$ -	$ -	$ -	$ 601,860	0.000%
4	2	Technology, Supplies, and Materials	EL, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing		$ 854,264	$ 854,264	$ -	$ -	$ -	$ 854,264	0.000%
4	3	Administrative Support	EL, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	$ 264,879	$ -	$ 264,879	$ -	$ -	$ -	$ 264,879	0.000%
4	4	Director and TOSA of Special Populations	EL, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	$ 344,787	$ -	$ 344,787	$ -	$ -	$ -	$ 344,787	0.000%

4	5	UDP Site Allocations	EL, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	$ 255,000	$ 257,874	$ 512,874	$ -	$ -	$ -	$ 512,874	0.000%
4	6	Intervention Administrators (Learning Recovery Emergency Block Grant)	EL, Foster Youth, Low Income	No	LEA-wide	N/A	BVMS, DMS, GMS, MMS, TMS, VRMS	Ongoing	$ 869,371	$ -	$ -	$ 869,371	$ -	$ -	$ 869,371	0.000%
4	7	Non-Student Professional Development Days (Learning Recovery Emergency Block Grant)	EL, Foster Youth, Low Income	No	LEA-wide	All	All Schools	Ongoing	$ 1,632,213	$ 76,061		$ 1,708,274	$ -	$ -	$ 1,708,274	0.000%
5	1	Homeless/Foster Support	Foster Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	$ 226,386	$ -	$ 226,386	$ -	$ -	$ -	$ 226,386	0.000%
5	2	SAPF's and Social Workers	EL, Foster Youth, Low Income	Yes	Schoolwide	All	All Schools	Ongoing	$ 3,116,389	$ -	$ 3,116,389	$ -	$ -	$ -	$ 3,116,389	0.000%
5	3	Tier II Behavior Assistants	EL, Foster Youth, Low Income	Yes	Schoolwide	All	ARES, AES, BES, CHES, FVES, LES, JES, NVES, PES, PVES, RES, RHES, SA, TES,TLES, TTES, VES, VHES	Ongoing	$ 850,344	$ -	$ 850,344	$ -	$ -	$ -	$ 850,344	0.000%
5	4	HS PBIS/OCR Support	EL, Foster Youth, Low Income	Yes	Schoolwide	All	CHS, GOHS, RVHS, TVHS	Ongoing	$ 591,970	$ -	$ 591,970	$ -	$ -	$ -	$ 591,970	0.000%
5	5	Student Welfare Support Services	EL, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing		$ 27,000	$ 27,000	$ -	$ -	$ -	$ 27,000	0.000%
5	6	5-Star Student	EL, Foster Youth, Low Income	Yes	Schoolwide	All	CHS, GOHS, RVHS, TVHS, BVMS, DMS, GMS, MMS, TMS, VRMS	Ongoing		$ 12,735	$ 12,735	$ -	$ -	$ -	$ 12,735	0.000%
6	1	Dsitrict Translator/Interpreter	EL	Yes	Limited	All	All Schools	Ongoing	$ 193,465	$ -	$ 193,465	$ -	$ -	$ -	$ 193,465	0.000%
6	2	Bilingual Clerk	EL	Yes	Limited	All	All Schools	Ongoing	$ 96,050	$ -	$ 96,050	$ -	$ -	$ -	$ 96,050	0.000%
6	3	Software Programs	EL, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 311,394	$ 311,394	$ -	$ -	$ -	$ 311,394	0.000%

2026-2027 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
$ 304,624,260	$ 23,453,082	7.699%	0.000%	7.699%	$ 23,453,082	0.000%	7.699%	**Total:**	$ 23,453,082
								LEA-wide Total:	$ 4,231,600
								Limited Total:	$ 3,203,453
								Schoolwide Total:	$ 16,018,029

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	ARES, AES, BES, CHES, FVES, LES, JES, NVES, PES, PVES, RES, RHES, SA, TES,TLES, TTES, VES, VHES	$ 2,625,934	0.000%
1	2	ELA Instructional Coaches	Yes	LEA-wide	All	All Schools	$ 680,076	0.000%
1	3	English Language Arts Specialists	Yes	Limited	English Learners	BVMS, DMS, GMS, MMS, TMS, VRMS	$ 206,656	0.000%
1	4	Education Assistants	Yes	Limited	English Learners	BVMS, DMS, GMS, MMS, TMS, VRMS	$ 271,375	0.000%
1	5	Library/Homework Center Assistant	Yes	LEA-wide	All	All Schools	$ 11,017	0.000%
1	6	EL Coordinator	Yes	Limited	English Learners	All Schools	$ 216,719	0.000%
2	1	Elementary Intervention Specialists	Yes	Schoolwide	All	ARES, AES, BES, CHES, FVES, LES, JES, NVES, PES, PVES, RES, RHES, SA, TES,TLES, TTES, VES, VHES	$ 1,527,552	0.000%
2	2	Supplemental Math Specialists	Yes	Schoolwide	All	CHS, GOHS, TVHS, BVMS, DMS, GMS, MMS, SA, TMS, VRMS	$ 835,446	0.000%
2	3	Math/Science Instructional Coaches	Yes	LEA-wide	All	All Schools	$ 623,449	0.000%
2	4	Math Progress Monitoring	Yes	Schoolwide	All	BVMS, DMS, GMS, MMS, TMS, VRMS	$ 213,660	0.000%
3	1	Counseling Specialists	Yes	Limited	All	CHS, GOHS, TVHS, BVMS, DMS, GMS, MMS, SA, TMS, VRMS	$ 1,992,802	0.000%
3	2	Intervention Support Specialists	Yes	Schoolwide	All	CHS, GOHS, RVHS, TVHS	$ 765,936	0.000%
3	3	AVID	Yes	Schoolwide	All	CHS, GOHS, TVHS	$ 1,504,073	0.000%
3	4	CTE FTE Salaries	Yes	Schoolwide	All	CHS, GHOS, RVHS, TVHS, BVMS, DMS, GMS, MMS, SA, TMS, VRMS	$ 3,794,010	0.000%
3	5	Credit Recovery	Yes	Schoolwide	All	CHS, GOHS, TVHS	$ 179,980	0.000%
4	1	Professional Development	Yes	LEA-wide	All	All Schools	$ 601,860	0.000%
4	2	Technology, Supplies, and Materials	Yes	LEA-wide	All	All Schools	$ 854,264	0.000%
4	3	Administrative Support	Yes	LEA-wide	All	All Schools	$ 264,879	0.000%
4	4	Director and TOSA of Special Populations	Yes	LEA-wide	All	All Schools	$ 344,787	0.000%
4	5	UDP Site Allocations	Yes	LEA-wide	All	All Schools	$ 512,874	0.000%
5	1	Homeless/Foster Support	Yes	Limited	Foster Youth	All Schools	$ 226,386	0.000%
5	2	SAPF's and Social Workers	Yes	Schoolwide	All	All Schools	$ 3,116,389	0.000%
5	3	Tier II Behavior Assistants	Yes	Schoolwide	All	ARES, AES, BES, CHES, FVES, LES, JES, NVES, PES, PVES, RES, RHES, SA, TES,TLES, TTES, VES, VHES	$ 850,344	0.000%
5	4	HS PBIS/OCR Support	Yes	Schoolwide	All	CHS, GOHS, RVHS, TVHS	$ 591,970	0.000%
5	5	Student Welfare Support Services	Yes	LEA-wide	All	All Schools	$ 27,000	0.000%
5	6	5-Star Student	Yes	Schoolwide	All	CHS, GOHS, RVHS, TVHS, BVMS, DMS	$ 12,735	0.000%
6	1	Dsitrict Translator/Interpreter	Yes	Limited	All	All Schools	$ 193,465	0.000%
6	2	Bilingual Clerk	Yes	Limited	All	All Schools	$ 96,050	0.000%

6	3	Software Programs	Yes	LEA-wide	All	All Schools	$ 311,394	0.000%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 26,441,911.00	$ 27,764,769.00

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	K-5 Intervention Literacy Specialist	Yes	$ 2,849,673	$ 2,946,052
1	2	ELA Instructional Coaches	Yes	$ 696,869	$ 210,928
1	3	English Language Arts Specialist	Yes	$ 221,032	$ 208,744
1	4	Education Assistants	Yes	$ 253,527	$ 255,397
1	5	Library/Homework Center Assistant	Yes	$ 12,585	$ 7,902
1	6	EL Coordinator	Yes	$ 212,689	$ 216,772
1	7	Supplemental Support Specialists	No	$ 445,260	$ 418,438
2	1	Elementary Intervention Specialists	Yes	$ 1,497,689	$ 1,530,792
2	2	Supplemental Math Specialists	Yes	$ 875,519	$ 871,783
2	3	Math/Science Instructional Coaches	Yes	$ 595,231	$ 185,266
2	4	Math Progress Monitoring	Yes	$ 158,831	$ 196,082
2	5	Math Co-teaching (Learning Recovery Emergency Block Grant)	No	$ 714,788	$ 577,798
3	1	Counseling Specialists	Yes	$ 1,770,120	$ 1,940,628
3	2	Intervention Support Specialists	Yes	$ 774,750	$ 741,926
3	3	AVID	Yes	$ 1,457,010	$ 1,382,669
3	4	CTE FTE Salaries	Yes	$ 3,451,664	$ 3,821,133
3	5	Credit Recovery	No	$ 174,041	$ 153,000
3	6	Exact Path	Yes	$ 97,200	$ 97,270
3	7	UC Scout (Learning Recovery Emergency Block Grant)	No	$ 1,381,720	$ 1,795,902
3	8	High School Counselors (Learning Recovery Emergency Block Grant)	No	$ 445,391	$ 461,097

4	1	Professional Development	Yes	$ 607,966	$ 858,514
4	2	Technology, Supplies, and Materials	Yes	$ 24,957	$ 1,168,934
4	3	Administrative Support	Yes	$ 84,707	$ 232,223
4	4	POSA and TOSA of Special Populations	Yes	$ 421,901	$ 344,785
4	5	UDP Site Allocations	Yes	$ 483,276	$ 366,516
4	6	Intervention Administrators (Learning Recovery Emergency Block Grant)	No	$ 1,120,184	$ 1,149,352
5	1	Homeless/Foster Support	Yes	$ 119,058	$ 226,496
5	2	SAPF's, Social Workers, & LCSW's	Yes	$ 3,486,188	$ 3,354,545
5	3	Tier II Behavior Assistants	Yes	$ 837,367	$ 820,632
5	4	HS PBIS/OCR Support	Yes	$ 534,214	$ 579,302
5	5	Student Welfare Support Services	Yes	$ 27,000	$ 26,681
5	6	5 Star Student	Yes	$ 12,000	$ 12,480
6	1	District Translator/Interpreter	Yes	$ 190,921	$ 194,931
6	2	Bilingual Clerk	Yes	$ 95,189	$ 97,055
6	3	Software Programs	Yes	$ 311,394	$ 312,744

2025-2026 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)
$ 22,516,539	$ 22,160,527	$ 22,538,169	$ (377,642)	0.000%	0.000%	0.000% - 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	1	K-5 Intervention Literacy Specialist	Yes	$ 2,849,673	$ 2,946,052	0.000%	0.000%
1	2	ELA Instructional Coaches	Yes	$ 696,869	$ 210,928	0.000%	0.000%
1	3	English Language Arts Specialist	Yes	$ 221,032	$ 208,744	0.000%	0.000%
1	4	Education Assistants	Yes	$ 253,527	$ 255,397	0.000%	0.000%
1	5	Library/Homework Center Assistant	Yes	$ 12,585	$ 7,902	0.000%	0.000%
1	6	EL Coordinator	Yes	$ 212,689	$ 216,772	0.000%	0.000%
2	1	Elementary Intervention Specialists	Yes	$ 1,497,689	$ 1,530,792	0.000%	0.000%
2	2	Supplemental Math Specialists	Yes	$ 875,519	$ 871,783	0.000%	0.000%
2	3	Math/Science Instructional Coaches	Yes	$ 595,231	$ 185,266	0.000%	0.000%
2	4	Math Progress Monitoring	Yes	$ 158,831	$ 196,082	0.000%	0.000%
3	1	Counseling Specialists	Yes	$ 1,770,120	$ 1,940,628	0.000%	0.000%
3	2	Intervention Support Specialists	Yes	$ 774,750	$ 741,926	0.000%	0.000%
3	3	AVID	Yes	$ 1,457,010	$ 1,382,669	0.000%	0.000%
3	4	CTE FTE Salaries	Yes	$ 3,451,664	$ 3,821,133	0.000%	0.000%
3	6	Exact Path	Yes	$ 97,200	$ 92,270	0.000%	0.000%
4	1	Professional Development	Yes	$ 607,966	$ 397,653	0.000%	0.000%
4	2	Technology, Supplies, and Materials	Yes	$ 24,957	$ 963,782	0.000%	0.000%
4	3	Administrative Support	Yes	$ 84,707	$ 232,223	0.000%	0.000%
4	4	POSA and TOSA of Special Populations	Yes	$ 421,901	$ 344,785	0.000%	0.000%
4	5	UDP Site Allocations	Yes	$ 483,276	$ 366,516	0.000%	0.000%
5	1	Homeless/Foster Support	Yes	$ 119,058	$ 226,496	0.000%	0.000%
5	2	SAPF's, Social Workers, & LCSW's	Yes	$ 3,486,188	$ 3,354,545	0.000%	0.000%
5	3	Tier II Behavior Assistants	Yes	$ 837,367	$ 820,632	0.000%	0.000%
5	4	HS PBIS/OCR Support	Yes	$ 534,214	$ 579,302	0.000%	0.000%
5	5	Student Welfare Support Services	Yes	$ 27,000	$ 26,681	0.000%	0.000%
5	6	5 Star Student	Yes	$ 12,000	$ 12,480	0.000%	0.000%
6	1	District Translator/Interpreter	Yes	$ 190,921	$ 194,931	0.000%	0.000%
6	2	Bilingual Clerk	Yes	$ 95,189	$ 97,055	0.000%	0.000%
6	3	Software Programs	Yes	$ 311,394	$ 312,744	0.000%	0.000%

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 292,233,389	$ 22,516,539	0.000%	7.705%	$ 22,538,169	0.000%	7.712%	$0.00 - No Carryover	0.00% - No Carryover

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 of 15 students.
    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
    - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:

- The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
- An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
    - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
    - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

o If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and

district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier school site 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 school site would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school site would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the

service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific school site, 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 school site.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 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.
    - *o* 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.
    - *o* As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;

- Include an explanation of how research supports the selected action;
- Identify the metric(s) being used to monitor the impact of the action; and
- Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified

need(s) and why it is being provided on an LEA or 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).

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 character wide), 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 school site would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier school site would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

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

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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