LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Moreno Valley Unified School District (MVUSD)
CDS Code: 33-67124-0000000
School Year: 2025-26
LEA contact information:
Dr. Alejandro Ruvalcaba
Superintendent of Schools
ARuvalcaba@mvusd.net
951-571-7500

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $29,677,105 , 5%

All local funds, $14,275,138 , 2%

Total LCFF funds $458,957,501 74 %

All other state funds, $116,002,199 , 19%

All Other LCFF funds, $334,660,590 , 54%

LCFF supplemental & concentration grants, $124,296,911 , 20%
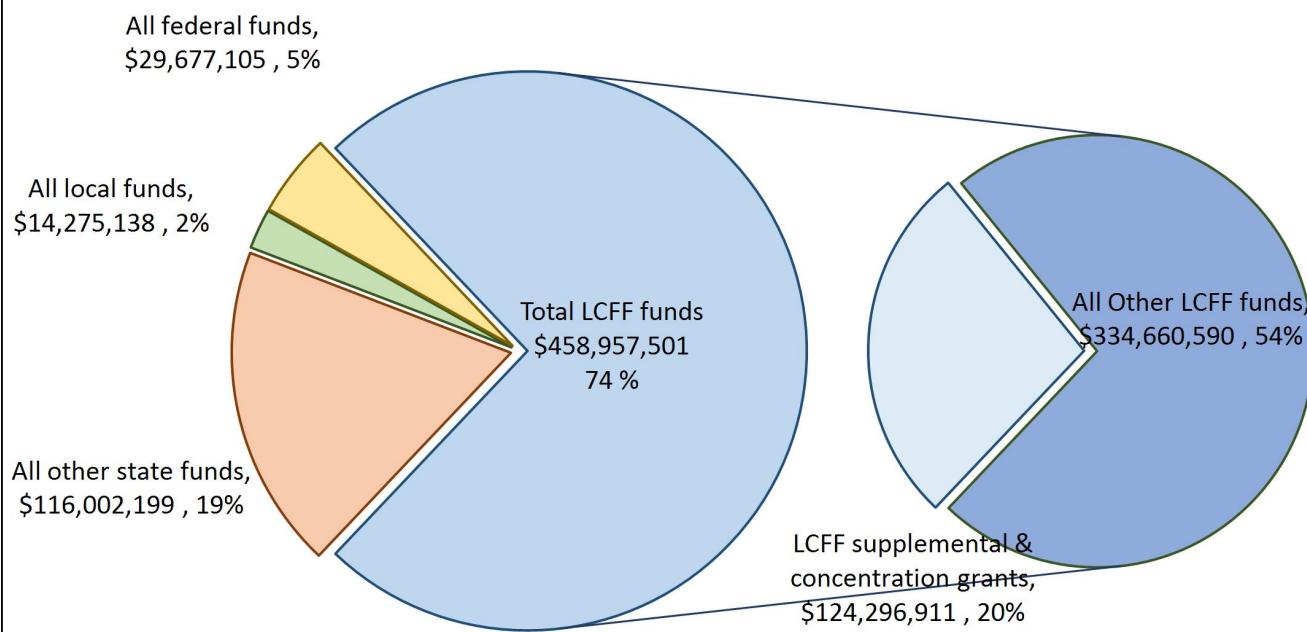
This chart shows the total general purpose revenue Moreno Valley Unified School District (MVUSD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Moreno Valley Unified School District (MVUSD) is $618,911,943, of which $458,957,501 is Local Control Funding Formula (LCFF), $116,002,199 is other state funds, $14,275,138 is local funds, and $29,677,105 is federal funds. Of the $458,957,501 in LCFF Funds, $124,296,911 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
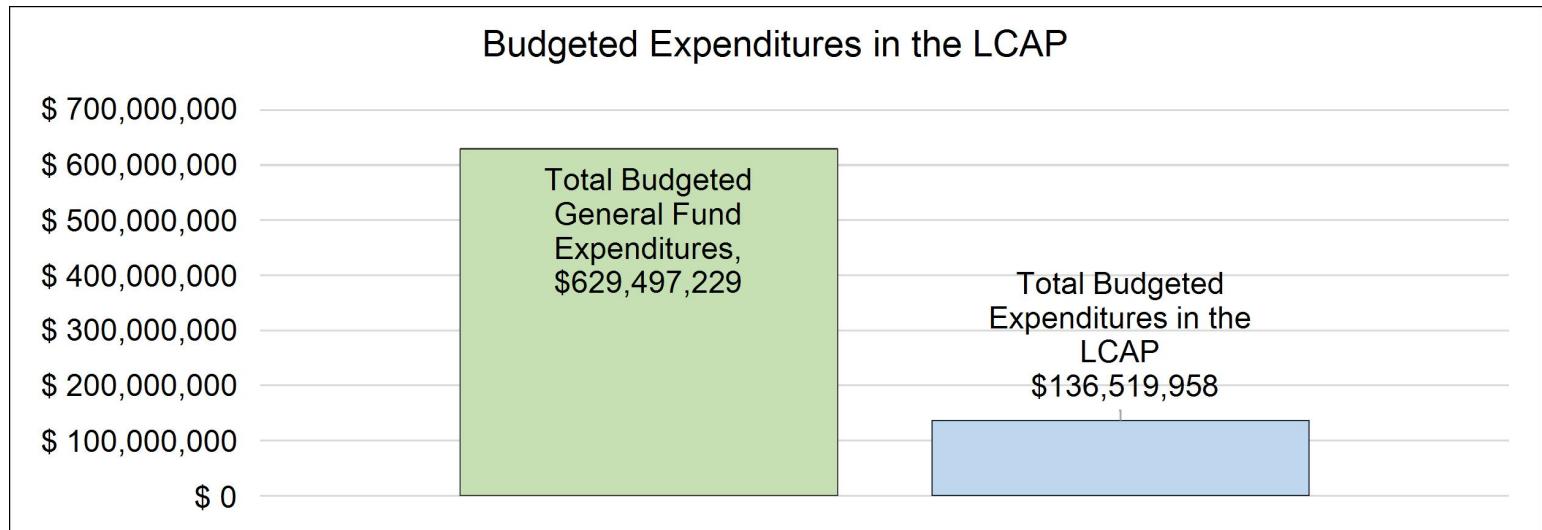
This chart provides a quick summary of how much Moreno Valley Unified School District (MVUSD) plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Moreno Valley Unified School District (MVUSD) plans to spend $629,497,229 for the 2025-26 school year. Of that amount, $136,519,958 is tied to actions/services in the LCAP and $492,977,271 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures that are not included in the LCAP include salary and benefit costs for employees including teachers, administrators, secretaries, custodians, and other site support staff. The budget also includes operating expenditures such as utilities, capital project expenditures, and materials and supply expenditures to operate the school district.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Moreno Valley Unified School District (MVUSD) is projecting it will receive $124,296,911 based on the enrollment of foster youth, English learner, and low-income students. Moreno Valley Unified School District (MVUSD) must describe how it intends to increase or improve services for high needs students in the LCAP. Moreno Valley Unified School District (MVUSD) plans to spend $124,296,911 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 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP
$107,430,278

Actual Expenditures for High Needs Students in LCAP
$114,810,047

$ 0 $ 20,000,000 $ 40,000,000 $ 60,000,000 $ 80,000,000 $ 100,000,000 $ 120,000,000 $ 140,000,000
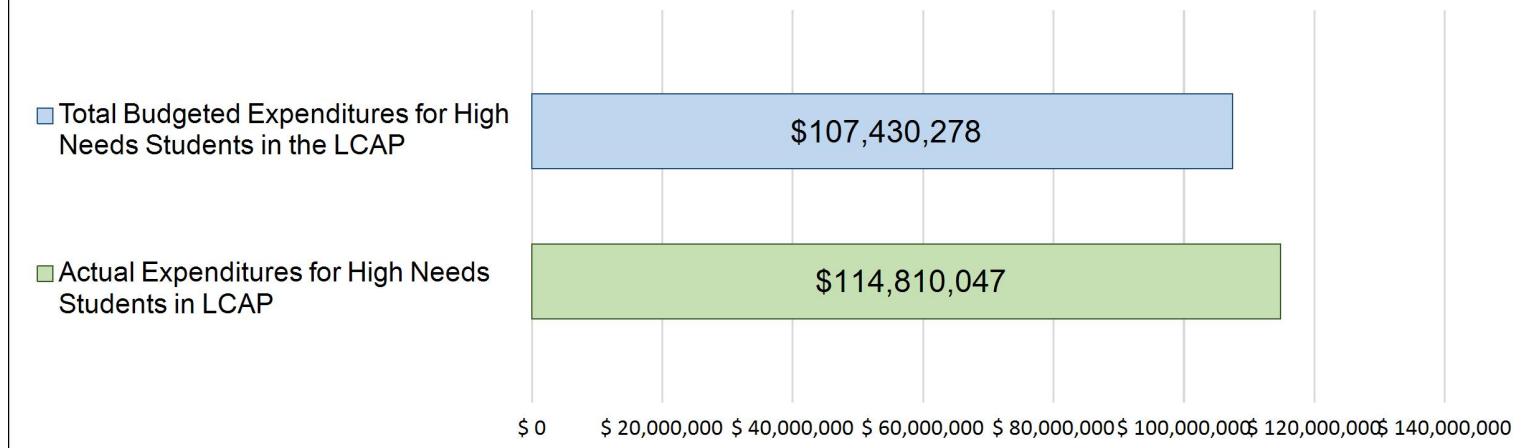
This chart compares what Moreno Valley Unified School District (MVUSD) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Moreno Valley Unified School District (MVUSD) estimates it has spent on actions and services 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 2024-25, Moreno Valley Unified School District (MVUSD)'s LCAP budgeted $107,430,278 for planned actions to increase or improve services for high needs students. Moreno Valley Unified School District (MVUSD) actually spent $114,810,047 for actions to increase or improve services for high needs students in 2024-25.

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
Moreno Valley Unified School District (MVUSD)	Dr. Alejandro Ruvalcaba Superintendent of Schools	ARuvalcaba@mvusd.net 951-571-7500

Plan Summary [2025-26]

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 Moreno Valley Unified School District (MVUSD) is the third-largest school district in Riverside County, serving more than 31,500 students in grades TK–12. The district encompasses most of Moreno Valley, a small portion of the City of Riverside, and parts of unincorporated Riverside County.
MVUSD includes 23 elementary schools, 6 middle schools, 4 comprehensive high schools, and 7 alternative schools. Additionally, the district offers a state preschool program, an online academy, and an adult education program.

Equity Multiplier Schools:
Alessandro School
Moreno Valley Online Academy
Bayside Community Day School
March Mountain High School

Student Demographics (2024–2025):
74.2% Hispanic
11.6% African American
5.5% White
2% Asian
4.5% Other

Student Groups Served:
87% Socioeconomically Disadvantaged
19% English Learners
15.2% Students with Disabilities
1% Foster Youth

District Staffing:
MVUSD employs approximately 5,282 staff members, including:
1,697 Certificated Staff
2,059 Classified Staff
172 Management Staff
951 Certificated Substitutes
403 Classified Substitutes

All MVUSD schools are designated as Title I Schoolwide Program campuses, underscoring the district's commitment to meeting the needs of its diverse student population.

District Highlights and Achievements
Graduation Success:
MVUSD celebrated a district-wide graduation rate of 91.5% in 2022–2023, surpassing state averages. In 2023–2024, the rate rose to 92.8%.
Graduation rates for specific student groups also reflect strong progress:
African American Students: 92% in 2023 (the highest to date); 91% in 2024
Students with Disabilities (SWD): Increased from 91.4% to 92.7%
English Learners (EL): Increased from 85.2% to 87.5%
College and Scholarship Attainment:
The Class of 2024 earned an impressive $76,772,512 in grants and scholarships. Additionally, 17.1% of graduates were the first in their immediate families to attend college.

Positive Behavior Support:
Thirty schools received PBIS recognition from the state, including 18 Platinum Awards in 2024—the highest number to date.

State and National Recognition:
All six middle schools were honored as "Schools to Watch" by the California League of Schools.
Four high schools were named 2024 Best High Schools by U.S. News & World Report.

The district's Esports program, active in 35 schools, has received state and national accolades, including a Golden Bell Award. MVUSD was the first district in Riverside County to host an all-girls esports tournament and league.

Awards for Innovation and Sustainability:

MVUSD has earned 15 Golden Bell Awards since 2017, including recent recognition for climate innovation.
One of five districts to receive the California Green Ribbon Schools Award
One of 11 districts nationwide to receive the U.S. Department of Education Green Ribbon District Sustainability Award

Music and Arts Excellence:
Recognized twice by the NAMM Foundation as a "Best Community for Music Education"
A touring band, composed of top high school musicians, performs across the region under the mentorship of professional touring artists

Advanced Academics:
Four students earned the AP Capstone Diploma™, and seven earned the AP Seminar and Research Certificate™ in 2022–2023
All traditional high schools offer the AP Capstone™ program
Valley View High School received the AP® Computer Science Female Diversity Award for two consecutive years
International Baccalaureate (IB) programs are offered at Canyon Springs High School, Vista Heights Middle School, and Sugar Hill Elementary

Language Programs:
Full-day transitional kindergarten (TK) and kindergarten are available districtwide
Dual-language immersion (DLI) programs are offered at multiple elementary, middle, and high schools, with plans for expansion in 2025–2026

Academic Competitions:
One MVUSD team was selected by the county to participate in the National History Day Finals
Two teams advanced to the Odyssey of the Mind World Finals at Michigan State University

Recognition for Excellence:
In 2025, North Ridge Elementary School was named a California Distinguished School by State Superintendent Tony Thurmond—one of just 336 elementary schools honored statewide.

MVUSD remains committed to academic excellence, innovation, and equity, ensuring that all students are prepared for college, career, and life.

Reflections: Annual Performance

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

Learning Recovery Emergency Block Grant:

Moreno Valley has unexpended LREBG funds in the amount of $33,000,000.00. Remaining LREBG funds will be expended to support Goal 3 Action 6 of the LCAP Plan at $11,000,000.00 a year through the 27-28 School year.

Goal and Action 3.6 is being implemented to Increase school site staffing providing direct services to students (Concentration Grant). Increased staffing supports student to staff ratios and will help meet the needs of our lowest performing schools and student groups as identified in the plan summary. To meet student needs, additional staff including both classified and certificated will be hired to increase the number of staff to student ratio and support students. Staff hired includes: custodial, teachers, counselors, clerks, and social workers. LREBG Funds will specifically be used for teachers, counselors, and social workers, and administrators.

LREBG funds will support this action because chronic absenteeism is a significant concern for our district, as evidenced by the 2024 California School Dashboard. The "All Students" group is identified in the Very High range for chronic absenteeism at 27.1%. In addition, several student groups demonstrate disproportionately high rates, with Pacific Islander students in the Red performance level and Foster Youth and American Indian students in the Orange performance level. These data underscore a clear and urgent need to address attendance barriers across all student populations.

The effectiveness of this action will be monitored using Dashboard Indicators 4.6 (Attendance Rates) and 4.7 (Chronic Absenteeism Rates), as identified in our Local Control and Accountability Plan (LCAP). This targeted approach is informed by our Needs Assessment and reflects our commitment to improving student engagement and reducing chronic absenteeism for all student groups.

REFLECTIONS: ANNUAL PERFORMANCE

(2e.1) LEA may include a reflection on successes and challenges identified by the LEA.

Our district is most proud of the increase in our graduation rate. MVUSD has experienced a Thirteen-year upward trend that has resulted in more than a 21% gain. Our single greatest gain was with Homeless students, who garnered an 87.8% graduation rate, nearly 30% higher than the previous year. Overall our district graduation rate* is now 91.4% which is higher than the state rate of 89.1%. We're making tremendous gains and also closing the achievement gap.

Our Hispanic graduation rate is 91.9%, African American graduation rate is 91.8% (a 3% increase over last year), White graduation rate is 88% and Filipino graduation rate is 97.8%. All four traditional high school's graduation rates are over 91% respectively and we are extremely proud of the progress made district wide.

2024 Successes: Overall district graduation rate is now 92.8%, with increases in the following student groups: SED, Asian, Hispanic, and 2+ Races. The following student groups showed significant outcomes in graduation rate:
Foster Youth - 92.5% (20.7% increase over the previous year)
EL - 87.6% (2% increase)
LTEL - 88.0% (1.9% increase)
SWD - 81.0% (1.1% increase)

2024 Challenges:
African American graduation rate decreased by 1.1%, and
Homeless Youth decreased by 0.7%.

Moreno Valley Unified School District moved out of Differentiated Assistance (DA) in 2023. Students with Disabilities, a student group identified as needing additional support since the first year of DA, met required targets for English Language Arts, Mathematics and Chronic Absenteeism.

2024 Update: MVUSD re-entered DA status for Students with Disabilities as of 2024. Groups in DA for 2024 are as follows:
Students with Disabilities (CCI 9.2%, ELA -124.7 DFS/Math -158.5 DFS)
Pacific Islanders (ELA -66.9 DFS, Mathematics -119.8 DFS, and Chronic Absenteeism 52.4%)

The mission of Moreno Valley Unified School District is to provide an equitable education for all students to be prepared for college and/or a viable career path for a successful life. In order to build upon and continue the upward trend of our graduation rate, our district has again partnered with the Riverside Office of Education to participate in the Transcript Audit Process, but this time just on a consultative basis. Our leadership team is facilitating the process going forward for all middle and traditional high schools.

The Transcript Audit identifies gaps in our middle and high school programs' curriculum design. The goal is to ensure students are able to take the appropriate classes not only to ensure graduation requirements are met, but also to ensure they achieve A to G compliance for UC/CSU admissions.

In addition, our district has designed reports that will show students' progress towards graduation that will be reviewed by our Chief Academic Officer and principals periodically throughout the year. These reports are designed to inform instruction and allow for interventions and support to be put in place as soon as possible.

Ongoing training for our principals and other staff is provided throughout the school year. An emphasis on clean data is fostered by our Superintendent and Chief Academic Officer. District staff participate in the CALPADS network meetings hosted by RCOE. Our efforts to increase our graduation rate are why we are focused on providing programs to ensure our students stay engaged and connected to school.

We have increased our funding for extracurricular and academic programs to increase the connectivity of our students. Increased funding has been provided through our LCAP for: Athletics, Visual and Performing Arts, AVID, Tutoring, Mentoring, JROTC, IB, History Day, Science Fair, Mock Trial, Academic Decathlon and others.

One of the most important areas of focus for graduation are our parent advisory councils. The district is focused on empowering our parents to be active partners in our efforts through our CAC Advisory for parents of students with disabilities, AAPAC our advisory for parents of African American Students, our DELAC for parents of English Learners, and through the use of our Parent Ambassadors who assist in providing information to parents regarding important issues.

In addition to our advisory groups is the planning and hosting of successful 2023-24 Local Control and Accountability Plan for Moreno Valley Unified School District (MVUSD) Page 9 of 146 activities such as our Foster Youth Summit, and our Resource Fair which provides students with items such as shoes, backpacks and supplies for those in need. Every student at risk of not graduating is looked on as a name attached to a student and not as a number. Our efforts in support of decreasing our proportionality are at the forefront of our district mission.

In April, 2024, the Educational Services directors, led by the Chief Academic Officer, hosted a Student/Parent Informational Night for 9th and 10th graders with 5 or more F's thus far in their high school career. The purpose of the event was to provide direct support for these families so their students could get back on the graduation track. Over 100 families attended. Spanish language translation was provided, along with QR codes linking to a dozen student/parent resources.

2024-25 Update: The Student/Parent Informational Nights (also called Director Panels) were continued this school year (October, 2024 and March, 2025).

Utilizing a cohort design All of our schools have participated in PBIS training and are provided support. The College and Career Readiness Department has worked extensively to ensure consistent progress with Career Technical Education (CTE) and College Readiness across the district to support all student groups.

Course offerings within Career Technical Education have increased to 27 pathways across the district including the industry sectors most viable in our area. The alignment of course curriculum is comprehensive and includes Career Technical Education (CTE) industry sector standards, common core state standards, college and career readiness standards and in many cases include industry recognized certifications and industry standards. The district has monitored and aligned concentrator and capstone (completer) courses to reflect complete pathways and to better track student progress toward pathway completion.

REFLECTIONS: IDENTIFIED NEEDS
(2e.2i) Any school with the lowest performance level on one or more indicators on the 2023 Dashboard
Box Springs (2): ELPI, Chronic Absenteeism,
Edgemont (2): ELA, Math
North Ridge (1): English Learner Progress
Ramona (1): Chronic Absenteeism
Seneca (1): Chronic Absenteeism
Sunnymead ES (2): ELA, Math
Sunnymeadows (1): Chronic Absenteeism
Badger Springs (2): ELA, Math
LaJolla (1) ELPI
Landmark (3): Suspension Rate, Chronic Absenteeism, Math
Northridge (1) ELPI
Sunnymead MS (2): ELA, Math
Vista Heights (1): Suspension Rate
Canyon Springs (1): Math
Vista del Lago (1): Math
March Mountain (3): Suspension Rate, Math, College/Career
Moreno Valley Online Academy (3): ELA, Math, College/Career
Bayside Community Day School (1): College/Career

Hendrick Ranch (1): Suspension Rate

(2e.2ii) Any student group with the lowest performance level on one or more indicators on the 2023 Dashboard
English Learners: ELA, Math
Homeless: ELA, Math
Socioeconomically Disadvantaged: Math
African American: Suspension Rate
American Indian: Suspension Rate
Hispanic or Latino: Math
Native Hawaiian or Pacific Islander: Math
Students with Disabilities: College & Career

(2e.2iii) Any student group within a school with the lowest performance level on one or more indicators on the 2023 Dashboard
The 2023 CA School Dashboard data for specific schools demonstrated a high level of need related to the Academic Indicator. The following student groups received a "red" (lowest) performance level in the Academic Indicator in ELA or Math:

African American (Math): Badger Springs, Canyon Springs, La Jolla Midland, Moreno Valley, Moreno Valley Online Academy, Palm, Sunnymead ES, Sunnymead MS, Vista del Lago
African American (ELA): Canyon Springs HS, Moreno Valley HS, Moreno Valley Online Academy, Palm, Sunnymeadows, Sunnymead MS,

English Learners (Math) Badger Springs, Canyon Springs, Edgemont, Hendrick Ranch, La Jolla, Landmark, Moreno Valley High, Moreno Valley Online Academy, Mountain View, Palm, Seneca Sunnymead Elementary, Sunnymead Middle, Valley View, Vista Heights,
English Learners (ELA) Badger Springs, Bear Valley, Canyon Springs, Edgemont, Hendrick Ranch, La Jolla, Moreno Valley HS, Moreno Valley Online Academy, Mountain View, Palm, Ramona, Seneca, Vista del Lago, Sunnymead ES, Sunnymead MS, Vista Heights, Vista del Lago HS

Hispanic (Math): Badger Springs; Canyon Springs, Edgemont, Landmark, March Mountain, Moreno Valley Online Academy, Valley View, Vista del Lago High
Hispanic (ELA): Edgemont, Moreno Valley Online Academy, Sunnymead Elementary, Sunnymead Middle,

Homeless (Math):Sunnymead MS, Vista Heights
Homeless (ELA) Sunnymead MS

Socioeconomically Disadvantaged (Math): Badger Springs Canyon Springs, Edgemont, Landmark, March Mountain, Mountain View, Moreno Valley Online Academy, Palm, Sunnymead ES, Sunnymead MS, Vista Heights, Vista del Lago
Socioeconomically Disadvantaged (ELA): Badger Springs, Cloverdale, Edgemont, LaJolla, Moreno ES, Moreno Valley Online Academy, Sunnymead ES, Sunnymead MS

Students with Disabilities (Math): Badger Springs, Butterfield, Canyon Springs, Cloverdale, Hendrick Ranch, Landmark, Midland, Moreno ES, Moreno Valley Online Academy, North Ridge, Ramona, Sunnymeadows, Vista Heights

Students with Disabilities (ELA): Badger Springs, Butterfield, Cloverdale, Creekside, Moreno ES, Moreno Valley Online Academy, North Ridge ES, Palm MS, Ridge Crest, Ramona ES, Sunnymead ES, Sunnymeadows, Vista Heights

Two or More Races (Math/ELA): No Schools

White (Math/ELA): No Schools

Foster Youth (Math)/(ELA): No Schools

Trend Insight: The most urgent need related to the Academic Indicator is for English Learners at all secondary schools.

Chronic Absenteeism – Red Performance Level
The 2023 CA School Dashboard data for specific schools demonstrated a high level of need related to Chronic Absenteeism. The following student groups received a "red" (lowest) performance level:

African American: Armada, Box Springs, Midland, Ramona, Serrano, Sunnymeadows
English Learners: Box Springs, La Jolla, Landmark
Hispanic: Box Springs, Ramona, Seneca, Landmark, Towngate
Homeless: Box Springs, Butterfield, Edgemont, La Jolla, Midland, Ramona, Sugar Hill, Badger Springs, Landmark, Sunnymead, Vista Heights
Socioeconomically Disadvantaged: Box Springs, Midland, Ramona, Seneca, Towngate, Landmark
Students with Disabilities: Box Springs, Honey Hollow, La Jolla, Ramona, Landmark, Moreno Valley Online Academy
Two or More Races: Landmark, Towngate, Moreno Valley Online Academy, Seneca, Sunnymead MS
White: Landmark, Midland, Mountain View, Seneca, Towngate
Trend Insight:
This demonstrates increased needs related to Chronic Absenteeism at Box Springs, Ramona, and Landmark, with the most urgent needs at Box Springs.

Suspension Rate – Red Performance Level
The 2023 CA School Dashboard data for specific schools demonstrated a high level of need related to the Suspension Rate Indicator.
Student groups that received a "red" (lowest) performance level in the Suspension Rate Indicator:
African American: Armada, Butterfield, Chaparral Hills, Cloverdale, Hendrick Ranch, Towngate, Badger Springs, Sunnymead MS, Vista Heights, March Mountain, Valley View High
English Learners: Cloverdale, Vista Heights, March Mountain
Hispanic: Hendrick Ranch, March Mountain
Homeless: Butterfield, Hendrick Ranch, Badger Springs, Landmark, Mountain View
Socioeconomically Disadvantaged: Hendrick Ranch, Landmark, Palm, Vista Heights, March

Students with Disabilities: Cloverdale, Hendrick Ranch, La Jolla, Palm, Sunnymead MS, Vista Heights, March Mountain, Box Springs, Valley View
Foster Youth: Canyon Springs High
Two or More Races: Cloverdale, Landmark, La Jolla, Mountain View, Palm, Towngate, Vista Heights, Vista del Lago
White: Box Springs, Cloverdale, Sunnymead MS
Trend Insight:
This demonstrates the most urgent needs related to the Suspension Rate Indicator at Cloverdale, Hendrick Ranch, Sunnymead MS, and March Mountain.

College & Career Indicator – Very Low (VL) Performance Level
The 2023 CA School Dashboard data for specific schools demonstrated a high level of need related to the College & Career Indicator.
Student groups that received a "VL" (Very Low) performance level:
Hispanic: Bayside Community Day School, March Mountain, Moreno Valley Online Academy
English Learners: Moreno Valley Online Academy
Homeless: March Mountain, Moreno Valley Online Academy
Socioeconomically Disadvantaged: Bayside Community Day School, March Mountain, Moreno Valley Online Academy
Students with Disabilities: Canyon Springs, Valley View, Vista del Lago, Moreno Valley Online Academy
Trend Insight:
The most urgent needs related to the College & Career Indicator reside at Bayside Community Day School, March Mountain, and Moreno Valley Online Academy.

English Learner Progress Indicator – Red Performance Level
The 2023 CA School Dashboard data for specific schools also demonstrated a high level of need related to the English Learner Progress Indicator.
English Learners received a "red" (lowest) performance level at:
Box Springs, La Jolla, and North Ridge

(2e.3) LEA is encouraged to highlight how they are addressing identified needs of student groups, and/or schools as part of this response.
To address areas of deficiency in the Academic Indicator for the schools and student groups noted above, the following steps are being taken:
Professional Learning Communities in the area of Mathematics and ELA
Hiring substitute teachers to deliver enrichment assignments to proficient math high school students while the core teacher delivers intervention to struggling math students
Professional Development
Family Math Nights/Training
STEAM Activities
Literacy Nights
CAASPP Prep
In-Class Teacher Coaching

Site specific services and supports as outlined in SPSA plans
After school tutoring
Virtual Tutoring for all students in grades 3-12
In person tutoring for primary students
Online test preparation program (SHMOOP)
The focus of principal walkthroughs is math

2024 Updates:
A-G Focus:
A-G Video for Families
A-G 1/6th support
3rd year of the A-G PLC Program
High: A-G Transcript Analysis
Middle: Transcript Analysis
Elementary: 5th grade report card analysis
3rd year of Transcript analysis with a special focus on Students With Disabilities and English Learners
Re-igniting PLCs districtwide (intentional focus on Essential Standards & CFA)
MTSS for African American Student District Initiative
All sites have a Super Advanced Graphic Organizers (SAGO) that culminate in three SMART Goals with at least three services and support which will help meet the goals
Every principal has a Principal Intentional Action Plans which incudes ACE Goals (A=academic, C=college and career and E=Engagement)
Every principal has a Intentional Counseling Action Plans
Streamlining interventions and services
3rd year of Renaissance STAR and Freckle
At least four times per year, principals in Vertical Cohorts meet to discuss their common strategies
At least six times per years, counselors meet in their Counselor Professional Learning Networks (PLN)
Every school in Additional Targeted Support and Improvement (ATSI) has an assigned District Lead to support them with their student groups
Specific support and training on Special Education goals and expectations
All 5th grade, 7th grade math and IM1/2 teachers participated in three Math PLN sessions
All principals engaged in Site Learning Rounds
Some sites have moved math to beginning of the day (elementary)
Five districtwide flex day PD on Data Collection and Common Formative Assessment which are part of the PLC process
Six sessions with the Guiding Coalition on the PLC Cycle and Process
All HS teachers were trained on transcript awareness
At each of the four traditional high schools, CCR Mentors/Advisors were assigned to students to help them meet their A-G requirements

To address Chronic Absenteeism and Suspension Rate for the schools and student groups noted above, the following steps are being taken:
10 District Social Workers

Social Worker Intern Program/Partnership with Universities (128 Interns 2023-24)
Counselor at Every Elementary School
Intentional Counselor Action Plan (ICAP) at every School Site
Attendance Intervention Team Training and MTSS Dashboard
Increased Mental Health Resources for students through partnership with RUHS
Other Means of Correction/Alternative to Suspension Training with Site Administrators
Attendance Incentive Initiative
Three CWA Attendance Specialists
Home Visits Conducted by Attendance Specialists and Social Workers (More than ever before)
PBIS Training and Supports
Six District Behavior Support Specialists (2 are grant funded)
Data Analysis Chats with Site Administration

2024 Updates:
Saturday Innovation Camps
Printed and provided banners to all sites promoting parent attendance to ELACs where the importance of student attendance and other topics are discussed.

To address areas of deficiency in English Learner Performance for the schools noted above, the following steps are being taken:
Teachers will participate in results-producing professional development (PD) that will maximize the impact of curricular anchors and build teachers' instructional practices to integrate English Language Development (ELD) across the content area. Moreover, teachers will increase their capacity to teach to the depth and complexity of the California English Language Development Standards and the California Common Core State standards for English Language Arts while preparing students for the English Language Proficiency Assessments for California (ELPAC)
Provide Professional Development focused on Integrated English Language Development (I-ELD) to impact students' English language development throughout the instructional day by acquiring research-based instructional methods for I-ELD and discover high-yield instructional strategies to immerse students in content while promoting oral and written language development across all content areas
Each site will receive one to two "Enhanced English Language Development Strategies coaching" days from a highly qualified education consultant to work with teachers in the classroom and school site setting. Each school site will select the coaching service to be provided and determine the professional learning goals to be addressed during the coaching day(s). By customizing the day to each school site's needs, we ensure that teachers' practice and students' learning will be meaningfully impacted. The coach will design each coaching day to build teachers capacity, provide support to improve ELD instruction, and help prepare students for success on the ELPAC. Coaching opportunities will include: Observation and Coaching Conversations; Model Lessons; Co-Plan / Co-Teach; and Focus Learning Walks
Ensure that English Learners of all typologies are appropriately placed and that all classrooms are equipped with required and supplemental instructional materials.
Continue to roll out and expand the "Reclassify by 5th Grade or Soon Thereafter Campaign" components
Provide access to on-line and in-person tutoring services
Engage students and parents in data chats and bootcamps
Engage in on-going data analysis and transcript audits of high school and middle school students to determine appropriate and timely interventions

Engage ELs (particularly Newcomers and LTELs) in the mentoring program through SER

2024 Update:
Planned for and executed a Newcomers Summit for high school newcomer students

To address the area of need regarding College and Career Readiness for the student groups noted above, the following steps are being taken:

Transcript analysis is conducted at both the middle and high school levels after every semester to identify student groups that are not meeting graduation and/or A-G requirements and school sites implement action plans based upon those results.
A Junior Scholars program was implemented at the middle school level and a Scholars program was implemented at the high school level to identify, support & challenge students.
Tutoring is available regularly through school staff, FEV Tutoring, and Paper Tutoring.
A Middle School CTE Fair was started to introduce our CTE pathways at an earlier age and provide information on completing CTE pathways
CTE 5th grade visits were hosted by all high schools for 5th graders to view CTE programs to increase student interests various careers to support career planning and explorations
CTE Camps were hosted at all high schools to provide enrichment opportunities for students in grades 1-12
Our CTE pathways are expanding representing 12 Industry Sectors to include Technical Theater, Culinary Arts, Residential and Commercial Construction and Cosmetology
Our International Baccalaureate high school is implementing the BARR program to support identified students.
In partnership with Moreno Valley College we continue to expand our dual enrollment course offerings; monthly meeting to collaborate, refine, and support dual enrollment teachers and students
11 Elementary Sites and 10 Secondary Sites Implement AVID Strategies and are certified
AP Testing is covered for every student
PSAT was administered district wide in 8th, 11th and 12th Grades; SAT is Administered District wide in 12th Grade
Students develop 7 year plans through the implementation of California Colleges Guidance Initiative (CCGI)
College Network Seminar was held to allow students to connect with former District Alumni and College representatives to support transition College or University
CTE Pathways have been expanded to 4 middle schools to support Cyber Security and Engineering at 3 high schools
Students in grades K-5 participate in career exploration through the Xello Career Exploration Online program implemented at all elementary schools
College Fair held annually at a centralized location where seniors are bussed and have the opportunity to meet and interact with representatives from over 50 colleges and universities
Job Fairs held at high school sites where students meet with business partners and agencies in need of student employees in efforts to meet workforce demands

Reflections: Technical Assistance

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

Moreno Valley Unified School District (MVUSD) continues to pursue improvement efforts through technical assistance in support of student groups identified under Differentiated Assistance. While Students with Disabilities previously met state targets in English Language Arts (ELA), Mathematics, and Chronic Absenteeism, the 2024 California School Dashboard results highlight new areas of need: College and Career Indicator (9.2%), English Language Arts (-124.7 DFS), and Mathematics (-158.5 DFS). Pacific Islander students were also identified, with key concerns in ELA (-66.9 DFS), Mathematics (-119.8 DFS), and Chronic Absenteeism (52.4%).

MVUSD is implementing a strategic, multi-tiered approach to address Academic Performance, Chronic Absenteeism, and College and Career Indicators—particularly for Students with Disabilities and Pacific Islander students.

Academic Support Strategies
To close achievement gaps in ELA and Math for Students with Disabilities, and in Math for Pacific Islander students, MVUSD has implemented the following:
Data-driven instructional cycles at each site to inform teaching and provide targeted support
Instructional coaches and professional development focused on differentiation, Universal Design for Learning (UDL), and inclusive practices
MTSS frameworks that offer structured academic interventions based on student needs
Common assessments and frequent progress monitoring to guide instructional decisions
Extended learning opportunities including after-school programs, Saturday academies, and summer learning
Tutoring provided by site staff, AmeriCorps, and Tutors of America
Push-in and small-group instruction for Students with Disabilities, supported by specialized teams
Standards-aligned curriculum with scaffolds to meet diverse learning needs

Chronic Absenteeism Supports
To address Chronic Absenteeism among Students with Disabilities and Pacific Islander students, MVUSD has implemented:
10 district Social Workers and 128 interns through partnerships with local universities
Counselors at every elementary school utilizing an Intentional Counselor Action Plan (ICAP)
MTSS Dashboard implementation and Attendance Intervention Team training at all sites
Enhanced mental health support in partnership with RUHS
Attendance Incentive Initiatives, PBIS supports, and student recognition programs
Three CWA Attendance Specialists and a record number of home visits
Ongoing data chats between district staff and site administrators for real-time response

College and Career Indicator Improvement
To specifically improve College and Career outcomes for Students with Disabilities, MVUSD has initiated:
Transcript analysis after each semester at middle and high schools, followed by site-based action plans
Expanded Dual Enrollment opportunities in partnership with Moreno Valley College, with supports for instructors and students
A–G and graduation requirement monitoring through transcript analysis and targeted intervention plans
Access to CTE Pathways at middle and high schools, including priority enrollment for underrepresented groups

Increased AP exam participation through districtwide funding and outreach
CTE Pathway completion tracking and promotion, with expansion into high-demand sectors
Seven-year academic and career planning integrated into instruction via CCGI to support long-term goal setting
AVID strategies to build organizational skills, college literacy, and student agency in navigating postsecondary options
College Fairs and College Network Seminars that connect students with higher education and career professionals
Targeted tutoring and interventions aligned with A–G coursework and CTE Pathway completion

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.

One school has been identified for CSI: Landmark Middle School is eligible for Comprehensive Support and Improvement (CSI) for Low Performing

Support for Identified Schools

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

Comprehensive Support for CSI School Site Development
A dedicated district support team is actively assisting the identified school site in the development and implementation of a Comprehensive Support and Improvement (CSI) plan. The team includes the Chief Academic Officer, the Director of Secondary Education, and members of the Educational Services Department, all working collaboratively to guide a systemic improvement process focused on raising achievement and closing equity gaps. This work builds on progress made during the previous school year and is aligned with district goals for continuous improvement.

Staff at the site continue to engage in high-leverage collaborative practices through the Professional Learning Community (PLC) process. This includes identifying and unpacking essential standards, designing and analyzing common formative assessments, and working collaboratively within PLC teams to drive instructional improvement. Solution Tree is providing targeted support for both PLC teams and site principals, ensuring alignment between site-based collaboration and evidence-based instructional strategies.

The support process begins with a needs assessment. A thorough root cause analysis—based on multiple data sources including academic performance and student well-being—guides the development of a strategic improvement focus. The resulting School Implementation Plan, aligned with the district vision and goals, outlines coherent strategies for improving student equity and outcomes, evidence-based instructional supports, and clear connections between success indicators and teaching practices. The plan clarifies the collaborative responsibilities of teachers, counselors, administrators, and district staff in addressing key outcomes such as student learning, chronic absenteeism, and suspension rates.

To identify and address potential resource inequities, the district and site team will analyze student performance and subgroup data, identify student groups with the highest needs, evaluate current resources provided to these groups, and pinpoint any inequities in resource distribution or effectiveness. In response, practices will be adjusted to address these gaps. This may include implementing high-yield strategies, restructuring Professional Learning Networks (PLNs), modifying after-school tutoring for greater impact, and phasing out strategies that are not producing results.

Principal coaching is a critical component of the support strategy. The principal and administrative team receive targeted coaching to build expertise in implementing evidence-based inquiry cycles, identifying and addressing problems of practice, and engaging in forward planning. Coaching emphasizes the role of the principal as a lead learner, shaping school culture and maximizing impact on student learning.

The School Leadership Team, consisting of administrators and teacher leaders, collaborates to design and implement the school's improvement plan and to build site-wide capacity for instructional excellence. The team leads ongoing inquiry cycles focused on pedagogy, student supports, and evidence of learning. Their efforts are aimed at improving student outcomes, reducing chronic absenteeism, and decreasing suspension rates.

Teacher teams engage in focused instructional cycles, typically spanning three to four weeks. These cycles are designed to improve instructional precision and apply timely assessment data to inform teaching. The work supports integration of high-impact strategies into daily practice and strengthens student support in key academic and behavioral areas.

Capacity-building efforts are supported through strategic partnerships and professional learning initiatives. The district is working with Solution Tree and Epiphany Learning to provide professional development. Additional supports include mentoring, PLC and PLN collaboration, and high-impact tutoring aligned with student needs.

The district team remains committed to providing ongoing, targeted support for the CSI-identified school site. Through a structured process of needs assessment, implementation planning, leadership coaching, teacher inquiry, and resource alignment, the district is focused on creating sustainable, equity-driven improvements in student learning, engagement, and overall success.

Monitoring and Evaluating Effectiveness

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

Based on a comprehensive needs assessment, the site's School Plan for Student Achievement (SPSA) was developed to address specific student outcome data, incorporating targeted actions, strategies, and corresponding budget expenditures to drive improvement. The SPSA also includes a built-in timeline for ongoing monitoring.

Each year, the effectiveness of the SPSA goals is evaluated. Each school site is examined individually to determine its progress toward achieving the desired outcomes. When outcomes are not met, the site, in collaboration with district support, revises its actions and implements additional supports to help meet those goals.

Evaluation of outcome data further informs whether programs should be continued, modified, or discontinued, based on their effectiveness. Landmark Middle School, identified for additional support, has developed a Comprehensive Support and Improvement (CSI) Support Plan that outlines clear focus areas and goals.

The plan includes outcome goals measured through various data sources such as engagement reports, attendance records, and academic performance data gathered and analyzed at the end of each term. Monitoring is organized into three-month cycles, during which key components are reviewed, including student success indicators, staff practices aligned with those indicators, supports needed, evidence of growth, timelines, and associated funding.

Expectations outlined in the plan include increases in student engagement, attendance, work completion, and pass rates, as well as reductions in suspension rates and stronger connections between students, teachers, staff, and peers. Progress is reviewed following each three-month cycle. Benchmark data is analyzed by the LEA through the Professional Learning Network (PLN) process and the Multi-Tiered System of Supports (MTSS) framework. After each cycle, a follow-up meeting is scheduled with the school site to review findings and next steps.

Students who do not meet benchmark expectations will receive targeted interventions, including classroom support and after-school tutoring. Additional coaching for the principal and professional development for teachers will be provided by the district's Professional Development Department to ensure sustained support and capacity building.

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
Equity Multiplier School Sites Alessandro Moreno Valley Online Academy Bayside Community Day March Mountain High March Valley was identified as an EM School; however, the school was closed and will not be in operation for the 2024-25 school year. The board took action at the June 11, 2024 meeting to close the school.	Each of the following educational partner groups were consulted at separate meetings in April 2024 and May 2024 SSC: Audience: Parents/community members, students, teachers, principal and staff Topics discussed: Needs assessment consisting of a review of all data, survey information, LCAP Goals which align to SPSA Goals, Equity Multiplier Funds ELAC: Audience: Parents of English Learners/community members Topics discussed: Needs Assessment relative to EL students and families consisting of a review of all data, survey information, LCAP Goals-which align to SPSA Goals, importance of attendance, Equity Multiplier Funds
The Parent Advisory Committee (PAC)	The Parent Advisory Committee (PAC) The PAC membership consists of parents from all demographics across the district for a total of Approximately 75 stakeholders. This group was co-led by the Superintendent and the Chief Academic Officer to gather ideas and provide feedback on LCAP goals, actions, services and expenditures. At each meeting through a collaborative

Educational Partner(s)	Process for Engagement
	process parents reviewed data, actions and allocations in the LCAP based on their responses to a needs assessment. Met on the following dates: September 9, 2024 October 21, 2024 January 27, 2025 February 24, 2025 March 17, 2025
The Board of Education	The Board of Education was updated every month on LCAP progress monitoring and provided feedback and direction to the Superintendent. Meetings were held on the following dates: July 9, 2024 July 23, 2024 August 5, 2024 August 12, 2024 August 19, 2024 August 27, 2024 September 10, 2024 September 24, 2024 October 8, 2024 October 22, 2024 November 12, 2024 December 17, 2024 January 28, 2025 February 11, 2025 March 11, 2025 April 8, 2025 April 22, 2025 May 27, 2025 June 17, 2025 LCAP Public Hearing June 24, 2025 LCAP for Board Approval

Educational Partner(s)	Process for Engagement
LCAP Student Advisory Group	LCAP Student Advisory Group provided the opportunity for students to participate in a facilitated focused group discussion on the LCAP Actions and Services. Students provided feedback on services and actions that impact them directly and that they feel students need to be provided. Student Participants are selected by school sites of every middle and high school. LCAP Student Advisory met on the following dates: September 4, 2024 November 13, 2024 February 5, 2025 May 7, 2025
Community Advisory Committee (CAC)	Community Advisory Committee (CAC) The Moreno Valley Community Advisory Committee is open to anyone with an interest in Special Education. The purpose is to provide education and support to parents/guardians, encourage community acceptance of students with special needs, improve communication between parents/guardians, district administrators, and MVUSD Board of Education and enhance the quality of special education services in the district, and to make available to individuals with disabilities and/or their parents or guardians, a forum where they may express the general needs of educational programs for students with disabilities. The purpose of the CAC, which includes the SELPA Director and Assistant Director, all parents of Students with disabilities are invited and open to the public is to: Get to know the District Special Education Staff, become informed about the Special Education process, learn to advocate for your child's needs, express your opinion, assist in making decisions that impact Special Education in our District and meet and collaborate with other parents. The Executive Director of SELPA met with the advisory committee and presented the planned actions and services and members completed the LCAP Community Survey to provide feedback on proposed goals

Educational Partner(s)	Process for Engagement
	and services. In addition two parent members of CAC attended the scheduled sessions with district staff to provide input and feedback. The meeting dates for CAC were: September 25, 2024 December 11, 2024 March 12, 2025 May 14, 2025
The District English Learner Advisory Committee (DELAC)	The District English Learner Advisory Committee (DELAC) includes an ELAC member from every school in the district, the EL Director, EL Coordinator, and EL staff. The Chief Academic Officer, principals, board members, and members of the general public are in regular attendance. The DELAC members were provided an opportunity to complete the stakeholder survey and needs assessment. In addition, the Chief Academic Officer presented the LCAP and solicited parent input. DELAC members raised the following questions/concerns during the LCAP review: Questions Concerns - will be raised on 5/20/24 The meeting dates for DELAC were: September 18, 2024 October 16, 2024 November 20, 2024 December 18, 2024 January 15, 2025 February 19, 2025 March 19, 2025 April 23, 2025 May 20, 2025 June 11, 2025 To be confirmed The dates for ELAC Manual trainings were: September 23, 2024 October 21, 2024

Educational Partner(s)	Process for Engagement
	November 6, 2024 April 23, 2025 and May 20, 2025 (LCAP Community Presentation & Survey)
African American Advisory Council (AAAC)	African American Advisory Council (AAAC) The AAAC purpose is to involve and engage parents, families, students, educators, and community members in the decision making process at the local, district and regional level to improve the quality of education for African American students by raising the level of awareness in our community about cultural learning differences and promoting an understanding among parents, educators and others about culturally learning differences and promoting an understanding among parents, educators, and others about culturally sensitive issues relating to the education of African American Students. African American Advisory Council (AAAC) met on the following dates August 29, 2024 September 5, 2024 October 24, 2024 January 30, 2025 April 16, 2025 May 15, 2025 Moreno Valley Unified School District African American District Taskforce consists of a representative from each school site that will provide input and support in the development of strategies that will impact the achievement of African American students in A-G completion rates, suspension rates, chronic absenteeism rates and graduation rates through the Multi-Tiered System of Support (MTSS). The African American Task force met on the following dates September 6, 2024 November 8, 2024 February 21, 2025 April 25, 2025

Educational Partner(s)	Process for Engagement
CTE Advisory	CTE Advisory The CTE Advisory committee develops recommendations on the district's CTE programs and serves as a Liaison between the district and potential employers. The committee consists of one or more representatives of the general public knowledgeable about the disadvantaged: parents, students; teachers; business; industry; school administration;RIverside County Office of Education, and higher education partners . CTE Advisory met on the following dates September 12, 2024 CTE Quarterly Staff Meeting October 9, & 16, 2024 RCOE Regional Industry Advisory Meetings November 11 & 6, 2024 CTE RCOE PLC Group December 5, 2024 CTE Quarterly Staff Meeting March 2, 2025 CTE Site Lead Teacher Meeting March 13, 2025 CTE Quarterly Meeting April 17, 2025 CTE Advisory Committee Meeting
Superintendent's Cabinet	Superintendent's Cabinet The Superintendent's Cabinet includes the Superintendent, Chief Human Resources Officer, Chief Business Official, and Chief Academic Officer. The Superintendent's Cabinet has served as the district leadership team leading the work in Moreno Valley Unified School District. The LCAP actions, Services, Budgets, and Evaluation process were reviewed as a team during the year prior to any board meeting to ensure that the cabinet has reviewed and discussed best practices for unduplicated students within the identified priority goals. The Superintendent has ensured the Strategic Plan, and LCAP Goals and Actions steps drive the key initiatives in the district.

Educational Partner(s)	Process for Engagement
Extended Cabinet	Extended Cabinet The Extended Cabinet includes the Superintendent, Cabinet Members, and Directors and coordinators from every division. This team was provided ongoing LCAP updates and provided feedback regarding progress within individual department actions and services. Extended Cabinet met on the following dates September 24, 2024 November 14, 2024 May 4, 2025
CAMM-CSEA	CAMM-CSEA CAMM-CSEA-representing classified staff, AMVMP-representing all management personnel, MVEA representing the teachers, and Superintendent's Cabinet) Meeting primary role is to meet monthly to discuss the district, how the superintendent shares with employee groups what is going on and employee groups share information regarding how to support the district strategic plan and LCAP. October 14, 2024 December 2, 2024 March 3, 2025
JFMC-Joint Fiscal Management Committee	JFMC-Joint Fiscal Management Committee reviews information regarding the fiscal status of the district and provides ongoing assistance and input regarding the fiscal wellbeing and long term financial integrity of the District. The JFMC articulates its findings to the Superintendent and the Association of MVEA. The committee is comprised of three Moreno Valley Education Association (MVEA) members, three management members, and three Classified Employee Association (CSEA) members. The CBO & MVEA members serve as the committee co-chairs. JFMC met on the following dates August 26, 2024

Educational Partner(s)	Process for Engagement
	September 23, 2024 October 21, 2024 November 18, 2024 December 16, 2024 January 27, 2025 February 10, 2025 March 17, 2025 April 21, 2025 May 19, 2025 June 9, 2025
State of the District	State of the District allows the Superintendent to share information including LCAP information with All stakeholders including parents, community partners, staff, students and business partners. State of the District was held on: February 20, 2025
Principal Topics Meetings	Principal Topics Meetings, which includes all principals, Superintendent's Cabinet. Educational Services Directors, Educational Services Coordinators, and Human Resources Directors were used to provide principals with ongoing LCAP updates and seek input regarding actions and services and site specific interventions. Principal's Topics Meetings were held on: August 29, 2024 September 19, 2024 October 10, 2024 November 7, 2024 December 5, 2024 January 16, 2025 February 13, 2025 February 27, 2025 March 13, 2025 April 17, 2025

Educational Partner(s)	Process for Engagement
District Wide Survey	A district wide survey was administered to students and parents. 6,551 elementary students responded, 10,287 secondary students responded and 10,679 parents responded. Feedback from Elementary Students show all areas favorable, with Culture listed as our lowest area at 71%. The area of Safety at 74% indicates further support in SEL and Sense of Belonging. The focus of Academics and Climate are areas of further support allowing students the opportunity to build skills of resilience and acceptance.. The Elementary Survey Percent results were as follows 88% Equity 86% Safe, Respect, Rigor Environment 86% Classroom Environment 84% College and Career 84% Climate 82% Academic Engagement 74% Safety 71% Culture Feedback from Secondary Students show multiple areas that are in the 60th percentile. Areas of concern were in the areas of Culture and Safety. These responses indicate the need for more support in the area of SEL, and Sense of Belonging. The Secondary Students Survey Percent results were as follows: 90% Equity 81% Classroom Environment 78% Safe, Respect, Rigor Environment 74% Climate 73% Academic Engagement 71% College and Career 66% Safety 64% Culture Feedback from families results were over 80% favorable in all areas. The Family Survey Percent results were as follows: 98% Equity

Educational Partner(s)	Process for Engagement
	91% Classroom Environment 87% Climate 87% Safety 82% Culture 81% Effective Communication The family survey results are all 80% and above favorable which indicates families are happy with district programs. In general Elementary results were more favorable than Secondary students. A focus on secondary programs is needed to increase the favorability results. Elementary results in the area of safety were 74% and secondary student results in the area of safety were 66%. This indicates a need to continue to prioritize safety.

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

The adopted LCAP was influenced by the feedback provided by educational partners:

Goals 6, 7, 8, 9, and 10 were developed specifically for the EM schools, and the actions were based on feedback from SSC, ELAC, and staff.

Goal 6 focuses on increasing the number of "Prepared" students, as measured by College and Career Indicators at Bayside and March Mountain, and improving ELA and Math by decreasing the Distance from Standard (DFS) by 10%. The actions under this goal include Professional Development (Action 6.1) and CTE Pathway support (Action 6.2).

Goal 7 aims for a 10% improvement in ELA DFS for students at Moreno Valley Online Academy, particularly for English Learner (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), and Hispanic/Latino/a students. The actions include Professional Development in ELA (Action 7.1) and providing in-person and online tutoring (Action 7.2).

Goal 8 targets a 10% improvement in Math DFS for students at Moreno Valley Online Academy and March Mountain High School, focusing on EL, SED, SWD, AA, and Hispanic/Latino/a students. Actions under this goal include Professional Development in mathematics (Action 8.1) and providing in-person and online tutoring (Action 8.2).

Goal 9 focuses on decreasing suspension rates by improving student behavior. (Action 9.1) Intervention Software. This action involves providing the Renaissance STAR program at March Mountain High School. While not explicitly detailing how this software directly addresses the "social-emotional barriers" or "lack of belonging," such tools often inform targeted interventions that can impact student behavior and school climate. (Action 9.2) Intervention Staff at Alessandro School. This action is designed to provide a Registered Behavior Technician.

The inclusion of dedicated behavior intervention staff directly aims to address behavioral issues, which aligns with the identified "social-emotional barriers" and efforts to improve student behavior and school climate, as noted in the educational partner feedback.

Goal 10 targets a need for additional and continued supports in the area of attendance and chronic absenteeism at Moreno Valley Online Academy. (Action 10.1) involves hiring itinerant substitute teachers to support intervention efforts in decreasing chronic absenteeism. This direct investment addresses the critical feedback from educational partners about the importance of attendance and the need to reduce chronic absenteeism to support student success.

In Goal 4, MVUSD added $1,000,000 to the Safety and Security Department to increase the number of Campus Security Officers and District Patrol Officers at the secondary level. This aligns with Action 4.6, "Safety and Security," which aims to ensure the safety of all students, staff, and community members by providing additional Campus Security Officers and District Patrol Officers.

In Goal 1, MVUSD added $500,000 to the expansion of in-person tutoring through AmeriCorps under the P-3 Reading by Third Grade initiative. This directly supports Action 1.12, "Reading by 3rd Grade Initiative," which focuses on training elementary schools in best practices for literacy and providing support to ensure students are reading by third grade, including the AmeriCorps tutoring program.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve academic growth for every student.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

An analysis of the 2023 Fall Dashboard data showed that the performance of students on the CAASPP maintained in both ELA and Math at the Low status. English Learner students decreased and are at the Very Low status for both ELA and Math. Foster Youth students increased but at are the Very Low status for both ELA and Math. Low Income students maintained in ELA at the Low status and decreased in Math at the Very Low status. The metrics and actions listed in this goal will work together to reach the desired outcome of improving academic growth for every student.

This goal will also address the needs of student groups in Differentiated Assistance Students with Disabilities (CCI 9.2%, ELA -124.7 DFS/Math -158.5 DFS); Pacific Islanders (ELA -66.9 DFS, Math -119.8 DFS, Chronic Absenteeism 52.4%)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Metrics/Indicators SBAC ELA 30% Distance from Standard SBAC Math 30% Distance from Standard	Distance from Standard (Fall 2023 Dashboard) ELA • District: -47.6 • LI: -56.6 • EL: -83.3 Math	Distance from Standard (Fall 2024 Dashboard) ELA • District: -48.5 • LI: -54.5 • EL: -79		Distance from Standard (Fall 2023 Dashboard) ELA • District: -33.3 LI: -39.6 • EL: -58.3	Distance from Standard (Fall 2024 Dashboard) ELA • District: -0.9 • LI: +2.1 • EL: +4.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• District: -92.5 • LI: -100.5 • EL: -117.2	Math • District: -92.9 • LI: -98.5 • EL: -116.5		Math • District: -64.8 • LI: -70.4 • EL: -82.0	Math • District: -0.4 • LI: +2 • EL: +0.7
1.2	Status of the English Learner Progress Indicator (ELPI) by 2%	% of EL Students making progress towards attaining English Proficiency (Fall 2023 Dashboard) • 50%	% of EL Students making progress towards attaining English Proficiency (Fall 2024 Dashboard) • 45.6%		% of EL Students making progress towards attaining English Proficiency (Fall 2023 Dashboard) • 56%	% of EL Students making progress towards attaining English Proficiency (Fall 2024 Dashboard) • -4.4%
1.3	Maintain 100% of Proficiency of teachers trained and implementing CALIFORNIA STATE STANDARDS. Evident in district classroom/principal walkthrough logs	% of teachers trained and implementing CALIFORNIA STATE STANDARDS. Evident in district classroom/principal walkthrough logs • 100%	% of teachers trained and implementing CALIFORNIA STATE STANDARDS. Evident in district classroom/principal walkthrough logs • 100%		% of teachers trained and implementing CALIFORNIA STATE STANDARDS. Evident in district classroom/principal walkthrough logs • 100%	% of teachers trained and implementing CALIFORNIA STATE STANDARDS. Evident in district classroom/principal walkthrough logs • 0%
1.4	Student access to standards aligned instructional materials/Williams Report	Student access to standards aligned instructional materials/Williams Report • 100%	Student access to standards aligned instructional materials/Williams Report • 100%		Student access to standards aligned instructional materials/Williams Report • 100%	Student access to standards aligned instructional materials/Williams Report • 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	School facilities will be maintained in good or exemplary repair	School facilities will be maintained in good or exemplary repair • 100% Good or Exemplary Rating	School facilities will be maintained in good or exemplary repair • 100% Good or Exemplary Rating		School facilities will be maintained in good or exemplary repair • 100% Good or Exemplary Rating	Student access to standards aligned instructional materials/Williams Report • 0%
1.6	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching as evidenced by credential audit	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching as evidenced by MVUSD credential audit • 98% (MVUSD Credential Audit 2-23)	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching as evidenced by MVUSD credential audit • 99% (MVUSD Credential Audit (11/16/24)		Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching as evidenced by MVUSD credential audit • 100%	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching as evidenced by MVUSD credential audit • 1%
1.7	EL student access to ELD standards	EL student access to ELD standards. Evident in district classroom/principal walkthrough logs 100%	EL student access to ELD standards. Evident in district classroom/principal walkthrough logs 100%		EL student access to ELD standards. Evident in district classroom/principal walkthrough logs 100%	EL student access to ELD standards. Evident in district classroom/principal walkthrough logs .0%
1.8	Percentage of teachers trained and implementing California State Standards.	Percentage of teachers trained and implementing California State Standards.	Percentage of teachers trained and implementing California State		Percentage of teachers trained and implementing California State	Percentage of teachers trained and implementing California State

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Evident in district classroom/principal walkthrough logs	Evident in district classroom/principal walkthrough logs 100%	Standards. Evident in district classroom/principal walkthrough logs 100%		Standards. Evident in district classroom/principal walkthrough logs 100%	Standards. Evident in district classroom/principal walkthrough logs 0%

Goal Analysis [2024-25]

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.

All planned actions were implemented; however, student performance data indicates the need to refine and enhance the support provided, particularly through professional development (PD). In response, additional targeted PD has been delivered to equip educators with effective instructional strategies aligned to SBAC standards. This ongoing, data-driven professional learning is designed to build teacher capacity and directly impact student outcomes.

The District fully implemented all actions under Goal 1, which focus on enhancing instructional capacity, increasing access to resources, and providing targeted support for student achievement, particularly for historically underserved groups such as Students with Disabilities (SWD) and Pacific Islander students. The need for focused intervention is underscored by the District's current Differentiated Assistance status for these groups, alongside the College and Career Indicator (CCI) for SWD at a low 9.3% and significant Distance from Standard (DFS) deficits in ELA (-124.7) and Math (-158.5). Pacific Islander students also demonstrate a concerning DFS in Math (-119.8) and a chronic absenteeism rate of 52.4%. Other groups in need of targeted support, as indicated by the 2023-24 California Dashboard data, include Long-Term English Learners (LTEL), African American (AA), Socioeconomically Disadvantaged (SED), Homeless (HOM), and Hispanic (HI) students.

To address these challenges, the District's Professional Development and Digital Learning Department led a comprehensive portfolio of professional learning initiatives (Action 1.01), including district-wide Professional Learning Communities (PLCs), P3 Reading Literacy PD, and specialized Math PLCs with demonstration lessons. These efforts were supported by partnerships with Educational Epiphany and Solution Tree, which facilitated Professional Learning Networks (PLNs) focused on grades 5, 7, and Integrated Math 1/2. Additional math-focused strategies included a 3rd Grade PLN emphasizing manipulatives and restructuring elementary schedules to prioritize math instruction. Learning Rounds for elementary and secondary sites helped foster collaborative instructional improvement, while Guiding Coalitions were developed to strengthen PLC implementation.

Technology integration (Action 1.02) was expanded across the District, supporting instructional delivery and data-informed decision making. Supplemental instructional materials (Action 1.03) were made accessible to all students, while district instructional and support staff (Action 1.04) were deployed strategically to meet diverse learner needs. The Peer Assistance and Review (PAR) Program (Action 1.05) contributed

to ongoing teacher support and development. The District maintained and expanded English Learner supports (Action 1.06), including the Dual Immersion program (Action 1.07), which enhances biliteracy and academic success for English Learners.

Intervention programs were supported by district software solutions (Action 1.08) to assist in identifying and addressing student learning gaps. The Full Day Kindergarten Program (Action 1.09) and Summer Learning Programs (Action 1.10) provided foundational and extended learning opportunities to mitigate learning loss. Site-specific interventions (Action 1.11) were tailored to meet unique student needs, while the Reading by 3rd Grade Initiative (Action 1.12) targeted early literacy skills to improve foundational reading proficiency. Mental health supports (Action 1.13) were also emphasized to address social-emotional barriers to learning. Additionally, professional development specifically tailored for teachers of English Learners (Action 1.14) ensured culturally responsive instruction and improved EL outcomes.

Throughout implementation, the District recognized the need for increased focus on Multi-Tiered Systems of Support (MTSS) and more structured PLC processes, which are being advanced through targeted PLNs and ongoing training. Efforts to align PD with Board priorities, particularly embedding a math focus within ACE Goals (Academics, College and Career, Engagement), have been critical. The District has also sought to elevate student voice through Student Summits and is actively evaluating virtual versus in-person tutoring models to maximize intervention effectiveness.

Challenges remain, particularly regarding persistent gaps in ELA and Math achievement and high chronic absenteeism in certain groups. However, the breadth and depth of professional development offerings, expanded access to instructional materials and technology, and targeted interventions position the District to make meaningful progress. Planned expansions of these initiatives into the 2025–2026 school year reflect a commitment to continuous improvement and responsiveness to student needs.

In summary, all Goal 1 actions were implemented fully and aligned with the LCAP description, with no significant deviations. The District's data-driven, collaborative approach and strategic partnerships have laid a strong foundation for improving outcomes, especially for the District's most vulnerable student populations

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.

Planned expenditures for the fiscal year totaled $64,789,929. Actual expenditures were $67,148,294, resulting in the goal being over spent The variance is primarily due to increased staffing needs and increases to salaries and benefits structures.

The following actions were overspent:
Action 1.2 Technology –Due to higher costs for technology and infrastructure upgrades.
Action 1.3 Access to Supplemental Instructional Materials-Due to increased cost of materials
Action 1.7 Dual Immersion Program – Due to higher staffing costs and the expansion of the Dual Language Immersion program to additional sites.
Action 1.9 Full Day Kindergarten Program – Due to staffing costs associated with hiring additional teachers and Program expansion
Action 1.12 Reading By 3rd Grade Initiative- Due to increased staffing costs.

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

Overall, the actions implemented have been effective in supporting progress toward the local indicators. The District continues to demonstrate strength in key areas, including ensuring teacher proficiency in the California State Standards, providing student access to standards-aligned instructional materials, maintaining school facilities in good or exemplary repair, and increasing the percentage of teachers trained in and implementing the California State Standards. These foundational commitments supported strong student performance gains during Year 1 of LCAP implementation. Notably, the SBAC English Language Arts (ELA) Distance from Standard (DFS) improved from -47.6 to -33.3, reflecting a 14.3-point gain across the district. SBAC Math DFS improved from -92.5 to -64.8, representing a 27.7-point gain—one of the most significant academic improvements in recent years. The English Learner Progress Indicator (ELPI) also improved from 50% to 56%, indicating more English Learners are making progress toward English language proficiency. Additionally, 100% of students had access to standards-aligned instructional materials, and 100% of teachers were appropriately credentialed, as confirmed by Williams Reports and internal walkthroughs.

The actions with the greatest impact on these outcomes included Action 1.1, which provided targeted, standards-aligned professional development focused on instructional strategies, data use, and English Learner supports. This action strengthened Tier 1 instruction and contributed significantly to districtwide gains in both ELA and Math. Action 1.6 also played a pivotal role in improving outcomes for English Learners by providing coaching and support aligned with the EL Roadmap and designated/integrated ELD instruction. Serving more than 9,000 English Learners, this action contributed directly to the 6-point increase in the ELPI. Additionally, Action 1.12, the Reading by 3rd Grade Initiative, expanded AmeriCorps in-person tutoring and literacy support in transitional kindergarten through third grade, helping to build foundational reading skills and contributing to improved ELA performance. Due to its demonstrated effectiveness, this initiative received an additional $500,000 in funding for the 2025–26 school year.

Several other actions also supported year-one academic gains. Action 1.10 provided summer learning programs to extend instructional time and support students below grade level, while Action 1.11 funded site-specific interventions tailored to local student needs. Action 1.8 supported progress monitoring and diagnostics through platforms like STAR and Freckle, enabling more responsive and individualized instruction. Together, these efforts reflect a comprehensive and effective strategy for advancing academic achievement and closing learning gaps, particularly for English Learners, socioeconomically disadvantaged students, and students performing below grade level.

While this goal proves to be effective, the data indicates a need to refine and enhance instructional support, particularly through more strategic and responsive professional development. As a result, the District has prioritized ongoing, data-informed PD to equip teachers with effective instructional strategies that are tightly aligned with SBAC standards. This professional learning is designed to improve both teacher practice and student academic outcomes.
The District remains committed to continuous improvement and will expand these efforts in 2025–2026 to ensure that all student groups, especially those in the "Low" and "Very Low" performance ranges, are supported in meeting grade-level standards.

The following changes are being made to Goal 1 in response to evolving student needs, programmatic expansion, staffing requirements, and rising operational costs. These adjustments are aligned with our commitment to increasing student achievement, particularly in English Language Arts (ELA) and Mathematics, and to ensuring equitable access to high-quality instruction and support services

Action 1.2 – Technology
The allocation for technology has been increased due to rising costs associated with acquiring and maintaining devices and digital infrastructure. This ensures students and staff have access to updated tools that support 21st-century learning environments and instructional delivery.

Action 1.4 – Instructional and District Support Staff
Funding for instructional and district support staff has been increased to retain school nurses and add staff who provide direct services to students. This enhancement supports the implementation of effective instructional strategies and ensures that schools are equipped to meet the diverse academic and wellness needs of students. The goal is to reduce the Distance from Standard (DFS) in both ELA and Math for all student groups.

Action 1.5- PAR Program
Additional funding has been allocated to support increased staffing costs. The action provides a teacher Peer Assistance and Review (PAR) system and the coordination of employment policies and procedures with activities for professional development.

Action 1.6 – English Learner (EL) Support
Additional funding has been allocated to expand staffing that supports both designated and integrated English Language Development (ELD). The increase also provides for professional learning opportunities aimed at equipping instructional staff with effective ELD practices. This targeted investment is designed to accelerate language acquisition and academic progress for English Learners.

Action 1.7 – Dual Language Immersion (DLI) Program
The DLI Program allocation has increased to $13,018,366.00 to support program expansion to nine school sites and to accommodate the addition of first and second grade levels. This investment covers the hiring of qualified bilingual staff and ensures program fidelity and sustainability.

Action 1.9 – Full-Day Kindergarten
The funding for Full-Day Kindergarten has been increased to $7,388,969 due to rising staffing costs. This supports the district's commitment to early learning, providing all kindergarten students with a full-day instructional experience that builds a strong academic foundation.

Action 1.10 – Summer Learning Programs
The budget for summer learning programs has been increased to $1,416,597.00. This increase compensates for the conclusion of previous grant funding and ensures that extended learning opportunities remain available to address learning loss, support academic recovery, and provide enrichment for all students.

Action 1.12 – Reading by Third Grade
Additional funding has been allocated to support staffing and literacy interventions that promote early reading proficiency. This investment is aimed at ensuring that all students are reading at grade level by the end of third grade through the implementation of best practices in literacy instruction and targeted student support.

Overall Impact of Changes
These adjustments collectively contribute to improved student-to-staff ratios, enhanced support for English Learners, strengthened instructional quality, and data-informed teaching practices. The increased focus on foundational reading skills, targeted academic interventions, and expanded professional learning opportunities supports improved outcomes for all students, particularly in reducing the Distance from Standard in ELA and Math. Furthermore, these changes reflect an ongoing commitment to school-level planning, effective resource allocation, and continuous engagement with educational partners.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Professional development for effective implementation of California State Standards. Provide PD and access to technology for usage in the classroom Continue to incorporate the use of instructional technology into professional development Maintain Director, Coordinator and staff of Professional Development and Digital Learning Department including Professional Development Specialists. Professional Development will help meet the needs of our lowest performing schools and student groups as identified in the plan summary This action will also address the needs of student groups in Differentiated Assistance SWD: English Language Arts (-124.7 DFS), and Mathematics (-158.5 DFS). Pacific Islander Students: ELA -66.9 DFS, Mathematics (-119.8 DFS)	$4,311,784.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Technology	Implement District technology plan Students in grades TK-12 will have one-to-one up to date and functional devices Materials and supplies to maintain information and instructional technology to support unduplicated students including, Low Income, Foster Youth, English Learner as well as meet the needs of our lowest performing schools and student groups as identified in the plan summary	$5,546,039.00	Yes
1.3	Access to supplemental instructional materials	Supplemental materials to support student achievement Books and digital media material to support core programs will be purchased Providing access to supplemental instructional materials will help meet the needs of our lowest performing schools and student groups as identified in the plan summary This action will also address the needs of student groups in Differentiated Assistance SWD: English Language Arts (-124.7 DFS), and Mathematics (-158.5 DFS). Pacific Islander Students: ELA -66.9 DFS, Mathematics (-119.8 DFS)	$1,185,422.00	Yes
1.4	Provide Instructional and District Support Staff	Provide Instructional and District Support Staff to increase student achievement Maintain central registration staff to support students and families Out of ratio Staff to support student achievement Maintain Library Media Assistants to support literacy Maintain Guidance Technicians to support student scheduling Maintain District Support Staff Maintain Language Assessment and Registration Center to support students and families Expanded Transportation to support students	$28,661,062.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	PAR Program	Provide a teacher Peer Assistance and Review (PAR) system and the coordination of employment policies and procedures with activities for professional development Providing the PAR will help meet the needs of our lowest performing schools and student groups as identified in the plan summary	$79,403.00	Yes
1.6	English Learner Support	MVUSD provides daily Designated and Integrated ELD to all English Language Learners (ELLs). As a way to augment the core instructional program for ELLs, with the support of outside educational experts, the Multilingual Staff provides on-going direct support and professional learning opportunities to administrators, assistant administrators, and instructional staff on the implementation of effective instructional strategies and curricular anchors, data analysis, and the utilization of a variety of research-proven intervention programs specifically designed to support language acquisition of Emergent Bilinguals. This goal will also support students in red on the ELPI.	$2,336,029.00	Yes
1.7	Maintain and Expand the Dual Immersion Program	Bilingualism provides multiple benefits including the capacity to communicate in more than one language, enhanced cognitive skills, and improved academic outcomes. The MVUSD will therefore continue to maintain and expand the Dual Language Immersion (DLI) Program by hiring additional Bilingual Teachers, providing stipends, training, and purchasing bilingual instructional materials.	$13,018,366.00	Yes
1.8	District software programs to support intervention	Renaissance STAR 360 Assessment - Provide data analysis to support targeted intervention and progress monitoring Illuminate program Panorama program to provide climate and culture information Educlimber	$1,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Screen Castify Kami PDF Annotating Software Proving District software to support interventions will help meet the needs of our lowest performing schools and student groups as identified in the plan summary. This action will also address the needs of student groups in Differentiated Assistance SWD: English Language Arts (-124.7 DFS), and Mathematics (-158.5 DFS). Pacific Islander Students: Mathematics (-119.8 DFS)		
1.9	Full Day KDG Program	Implement full day kindergarten to support early literacy Ensure students are reading by 3rd grade	$7,994,429.00	Yes
1.10	Summer Learning Programs	Provide extended learning time. Learning opportunities outside of the school day allow students to enrich their learning, catch up if academically behind, gain important life skills, and receive support and encouragement in a safe and structured environment. Providing summer learning programs will help meet the needs of our lowest performing schools and student groups as identified in the plan summary	$1,416,597.00	Yes
1.11	Site Specific Interventions and Programs	Interventions and programs to meet the needs of each individual school such as instructional assistants, intervention software, tutoring support, incentive programs to increase academic levels and support SEL and parent and student engagement. This action will also address the needs of student groups in Differentiated Assistance SWD: English Language Arts (-124.7 DFS), and Mathematics (-158.5 DFS). Pacific Islander Students: Mathematics (-119.8 DFS)	$5,330,257.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Reading by 3rd Grade Initiative	P3 Reading Initiative by 3rd grade will train all elementary schools in best practices and providing supports for literacy to ensure all students are reading by 3rd grade Americorps tutoring program	$1,728,815.00	Yes
1.13	Mental Health Supports	Provide students with mental health supports and SEL supports Mental Health Supports will help meet the needs of our lowest performing schools and student groups as identified in the plan summary	$215,000.00	Yes
1.14	Provide Professional Development for all teachers of English Learners with emphasis on Newcomers and LTELs aligned to the English Learner Roadmap	MVUSD will ensure all Emergent Bilinguals aka English Language Learners (ELLs) have access to one of the following instructional programs: Structured English Immersion (SEI) or Dual Language Immersion (DLI) and provide professional development and coaching to ensure that all teachers are fully trained to deliver Designated and/or Integrated ELD in all instructional settings. Teachers of LTELs will be targeted for D-ELD in ELA (SpringBoard and ERWC) Professional Development.	$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase college and career readiness for every student.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Although we have made great strides in maintaining our graduation rate, the percent of students that are ready for college and/or career can be improved upon. The College/Career Indicator provided by the CA Dashboard shows that 35.3% of the Class of 2024 were prepared for college and/or a career. This was an increase of 1.7% from the Class of 2023 (33.6% prepared). Actions and services around college and career readiness are showing to be working and we will continue to focus on our foster youth, homeless and students with disabilities.

Progressively increase the A-G course completion rate to 65% with an emphasis on African American, Hispanic, English Learner and Special Education student groups. Currently the A-G completion rate for all students in MVUSD is 37.8%. A-G completion rates for student groups are as follows: African American 33.6%, English Learner 18.2%, and Students WIth Disabilities 11.4%. These results reflect an ongoing need to focus on increasing the A-G course completion rate for all students and provide support to teachers and students.

Attain a 50% Advanced Placement (AP) qualifying score rate of 3+ for all participating students with an emphasis on African American and Hispanic students. Currently 45% of students that take an AP exam score at least a 3 which is an increase from the 23-24 School Year. These results reflect an ongoing need to focus on increasing the Advanced Placement (AP) qualifying score rate and provide support to teachers and students.

Increase the High School Readiness Indicator (HSRI) by 10% annually. Currently our middle schools have a 43.6% HSRI. This percentage reflects an ongoing need to focus on increasing our High School Readiness Indicator and provide support to teachers and students.

This goal will also address the needs of student groups in Differentiated Assistance SWD: College and Career Indicator (9.2%).

The metrics and actions listed in this goal will work together to improve college and career readiness for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Increase A -to G Course Completion Rate	Completion Rate (DQ 2023 4 Yr ACGR District 37.2% EL 18.2% AA 32.3%% SWD 11.7%	Completion Rate (DQ 2024 4 Yr ACGR District 37.8% EL 18.2% AA 33.6% SWD 11.4%		Completion Rate (DQ 2023 4 Yr ACGR District 50% EL 31% AA 45.1% SWD 24.5%	Completion Rate (DQ 2024 4 Yr ACGR District 0.6% EL 0% AA 1.3% SWD -0.3%
2.2	Increase AP Qualifying Score Rate	AP Passage Rate (2023 College Board AP report) 38.7%	AP Passage Rate (2024 College Board AP report) 45%		AP Qualifying Score Rate (2026 College Board AP report) 50%	AP Passage Rate (2024 College Board AP report) 6.3% Increase
2.3	Increase College Readiness as determined by EAP ELA and EAP Math	College Readiness EAP (22-23 CAASPP) Math • District - Standard Exceeded- 3.26% • District - Standard Met - 9.35% College Readiness EAP ELA • District - Standard Exceeded - 15.49%	College Readiness EAP (23-24 CAASPP) Math • District - Standard Exceeded -3.66 % • District - Standard Met -7.93 % College Readiness EAP ELA • District - Standard		College Readiness EAP (25-26 CAASPP) Math • District - Standard Exceeded - 10% • District - Standard Met - 16.1% College Readiness EAP ELA • District - Standard	College Readiness EAP (23-24 CAASPP) Math • District - Standard Exceeded : +.04% • District - Standard Met: - 1.42% College Readiness EAP ELA • District - Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• District - STandard Met - 31.57	Exceeded - 14.66% • District - Standard Met - 26.41%		Exceeded - 22.3% • District - Standard Met - 38.3	Exceeded : -.83% • District - Standard Met: -5.16
2.4	Increase CTE Course Completion Rate inclusive of exceptional students	Completed at Least One CTE Pathway (Data from CALPADS EOY2023 15.2 & 3.20): District: 15.5% AA: 15.2% EL: 11.6% SWD: 9.5%	Completed at Least One CTE Pathway (Data from CA Dashboard ;CALPADS EOY 2023-24 15.2 & 3.20): District: 19.0% AA: 16.5% EL: 13.4% SWD:13.4%		Completed at Least One CTE Pathway (Data from CALPADS EOY2023 15.2 & 3.20): District: 30.5% AA: 30.2% EL: 26.6% SWD: 24.5%	Completed at Least One CTE Pathway (Data from CA Dashboard ;CALPADS EOY 2023-24 15.2 & 3.20): District: 3.5% Increase AA: 1.3% Increase EL: 1.8% Increase SWD:3.9% Increase
2.5	Percentage of Pupils who have completed both A-G and CTE District	Percentage of Pupils who have completed both A-G and CTE (Data from CALPADS EOY2023 15.2 and 3.2) • District 9.1%	Percentage of Pupils who have completed both A-G and CTE (Data from CALPADS EOY2023-24 15.2 and 3.2) • District 9.8%		Percentage of Pupils who have completed both A-G and CTE (Data from CALPADS EOY2023 15.2 and 3.2) • District 24.1%	Percentage of Pupils who have completed both A-G and CTE (Data from CALPADS EOY2023-24 15.2 and 3.2) • District 0.7% Increase
2.6	College Career Indicator District	Percentage of prepared students based on CCI District 33.6% EL 12.7%	Percentage of prepared students based on CCI District 35.3%		Percentage of prepared students based on CCI District 50%	Percentage of prepared students based on CCI

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY 13.2% SED 32.9% SWD 8% AA 26%	EL 12.7% FY 10% SED 34.4% SWD 9.2% AA 28.4%		EL 29.1% FY 29.6% SED 49.3% SWD 24.4% AA 42.4%	District 1.7% Increase EL 0% Change FY 3.2% Decrease SED 1.2% Increase SWD 1.2% Increase AA 2.4% Increase
2.7	High School Readiness Indicator (HSRI) for Middle Schools (8th grade only)	Percent of students not receiving any Ds or Fs in 8th grade 42.5% HSRI (Q Export using new criteria)	43.6% HSRI (EduClimber)		55.3% HSRI	1.1% Increase HSRI (EduClimber)
2.8	Middle School Readiness Indicator (MSRI) for Elementary Schools	Percent of students in 5th grade receiving Performance Levels 3 and 4: Combined: 25.2% ELA: 31.4% Math: 35.1% (Illuminate Export)	27% MSRI (EducCimber)		Percent of students in 5th grade receiving Performance Levels 3 and 4: Combined: 35.2% ELA: 41.4% Math: 45.1% (Illuminate Export)	1.9% Increase MSRI (EducCimber)
2.9	Increase CTE Course Enrollment inclusive of exceptional students	CTE Course Enrollment inclusive of exceptional students. (Data from CALPADS 3.8 Fall II 2022-2023) • District 28.9% • AA 27.65% • EL 21.65% • SWD 18.68% • FY 27.19%	CTE Course Enrollment inclusive of exceptional students. (Data from CALPADS 3.8 Fall II 2023-2024) • District 29.56%		CTE Course Enrollment inclusive of exceptional students. • District 30% • AA 30% • EL 24% • SWD 21%	CTE Course Enrollment inclusive of exceptional students. (Data from CALPADS 3.8 Fall II 2023-2024) • District: +.66%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• LI 27.42%	• AA 28.87% • EL 23.55% • SWD 20.07% • FY 26.14% • LI 29.63%%		• FY 29% • LI 31%	• AA : +1.2% • EL : +1.9% • SWD: +1.39% • FY: -1.05 • LI: +2.21

Goal Analysis [2024-25]

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 2024-2025 Goal 2 was fully implemented with no substantive differences in planned actions and actual implementation of the actions.
The District's implementation of actions under Goal 2, focused on improving College and Career Readiness, was executed fully and as described in the adopted LCAP, with no deviations or unimplemented strategies. This goal is particularly critical given the District's recent return to Differentiated Assistance status due to a low College Career Indicator (CCI) score of 9.2% for Students with Disabilities. The District strategically employed a multi-faceted approach to ensure robust support for all students, especially targeted groups such as Students with Disabilities and English Learners.

Central to the implementation were Strategic Planning and Data Monitoring efforts (Actions 2.4 and 2.5), which involved regular transcript analysis at both middle and high school levels each semester. This process identified students not meeting graduation or A-G requirements and triggered timely intervention plans. Partnering with Riverside County Office of Education (RCOE) for consultative transcript audits helped ensure compliance with UC/CSU admission requirements and supported school leadership in monitoring student progress. Data reports, reviewed by the Chief Academic Officer and principals, guided instructional decisions and student support. Each school developed Intentional Counseling Action Plans (ICAP) aligned with ACE goals (Academic, College and Career, and Engagement), further strengthening targeted support.

Specialized programs (Actions 2.1, 2.3, 2.4, 2.6, 2.9, and 2.12) such as Junior Scholars and Scholars programs identified and challenged high-potential students. The AVID program has been certified at 11 elementary and 10 secondary sites, with expansion ongoing at the elementary level. Increased AP offerings and full coverage for AP testing removed financial barriers for students. The district also expanded dual enrollment and college courses through partnerships with Moreno Valley College, despite space and certification limitations for Middle

College enrollment capped at 50 students annually. Additionally, an Early College High School program offering an HBCU pathway has positively impacted over 500 students.

General academic support strategies (Actions 2.2, 2.3, and 2.10) included widespread tutoring services from school staff and community partners such as Americorp and Tutors of America. Credit recovery options during and beyond the school day and intersession support were implemented to help students stay on track. The newly introduced Building Assets Reducing Risks (BARR) program supports at-risk middle and IB high school students. Parent and student informational nights provide direct engagement to address academic challenges and prevent failure.

Career Technical Education (CTE) and career exploration efforts (Actions 2.4 and 2.11) saw considerable growth, with 27 CTE pathways offered district-wide across 12 industry sectors, including Technical Theater, Culinary Arts, Construction, and Cosmetology. Middle school CTE pathways have expanded to four sites with programs like Cyber Security and Engineering. Curriculum is aligned with industry and academic standards, ensuring relevance and rigor. Early exposure to careers is fostered through Middle School CTE fairs, 5th-grade visits to high school CTE programs, and CTE camps for grades 6–12. The district also implemented the Xello career exploration software at all elementary schools and held job fairs at high schools to connect students with potential employers.

College and post-secondary guidance (Actions 2.4, 2.8, 2.9) includes district-wide administration of PSAT and SAT exams, 7-year student planning via the California Colleges Guidance Initiative (CCGI), and a centralized annual College Fair where seniors meet representatives from over 50 colleges and universities. The district proactively communicates with families about college and career opportunities across programs including AP, AVID, CTE, Dual Enrollment, and Middle College.

Additional strategies implemented to support success included cohort principal meetings for vertical articulation, focused MTSS Professional Learning Networks (PLNs) targeting African American students, African American Student Summits and Task Force meetings, attendance at the College Board HBCU Conference, quarterly CTE meetings with AVID training, and intentional counselor action plans supporting academic, SEL, attendance, and planning goals. Vertical articulation of AVID and counselor PLNs enhanced coordination across sites, and targeted training supported special education goals. This year marked the third year of the A-G PLC program and transcript analysis with a special focus on Students with Disabilities and English Learners.

Throughout the year, all actions were implemented as planned without any significant challenges or modifications. The comprehensive, data-driven approach and emphasis on collaboration and targeted interventions contributed to a successful rollout of initiatives aimed at improving college and career readiness across the district.
All actions were implemented fully
There were no challenges to the implementation for Goal 2

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.

Planned Expenditures for Goal 2 were $20,638,596 and actual expenditures were $20,735,770 This goal was minimally overspent
Actions that exceeded the planned expenditures

Action 2.1 Visual and Performing Arts: Due to increased materials and supplies costs
Action 2.4 Maintain a Robust College and Career Readiness Program-Due to increased salary costs and the addition of a CCR coordinator.
Action 2.5 Provide Course Access Due to increased salary costs, professional development and supplies and materials costs
Action 2.7 SHINE Students Due to increased salary, materials, and supplies cost
Action 2.10 BARR Program Due to increased salary costs

The following actions were underspent
Action 2.6 AVID Program planned expenditures were $1,300,000 and actual expenditures were $1,171,807.00 due to sites utilizing other funding sources to support AVID program costs

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

Overall, the actions implemented have been effective in supporting progress toward the local indicators. The District continues to demonstrate strength in expanding access to college and career readiness through a system of academic, social-emotional, and pathway-based supports. Progress in Goal 2 reflects improvements in several key indicators, including career pathway participation, college planning engagement, financial aid completion, and advanced course success. Notably, the District's College and Career Indicator (CCI) rate increased slightly from a baseline of 33.6% to 35.3%, with positive subgroup trends among Socioeconomically Disadvantaged, African American, Hispanic, Pacific Islander, White, and Students with Disabilities. However, the rate for Foster Youth declined from 13.2% to 10%, and English Learners remained unchanged at 12.7%. The District's mid-year CTE Course Completion rate, inclusive of exceptional students, rose from 15.5% to 19.0%, showing growth but still below the year-end target of 30.5%. Subgroup growth included African American students (15.2% to 16.5%), English Learners (11.6% to 13.4%), and Students with Disabilities (9.5% to 13.4%). The High School Readiness Indicator for 8th grade students increased modestly from 42.5% to 43.6%, and the Middle School Readiness Indicator for 5th grade students grew from 25.2% to 27.1%, both remaining well below district targets. A-G course completion rose from 37.2% to 37.8%, with gains for African American students (32.3% to 33.6%), while the rate for Students with Disabilities declined from 11.7% to 11.4%, and English Learners remained static at 18.2%.

The most impactful actions in supporting these outcomes include Action 2.4 (College and Career Readiness), Action 2.11 (Career Technical Education through RCOE), and Action 2.7 (SHINE Internship Program), all of which contributed to increased college and career readiness as well as CTE course completion and enrollment. Action 2.4 facilitated the full implementation of the CaliforniaColleges.edu 7-Year Plan, FAFSA/CADAA completion support, PSAT/SAT administration, and annual college and job fairs—reaching 100% of high schools and expanding access to essential planning tools. Action 2.11 supported industry-aligned CTE pathway expansion at comprehensive and alternative schools, directly improving CTE course completion rates and student engagement in career preparation. Action 2.7 provided real-world work-based learning through internships that reinforced pathway coursework and deepened career exploration.

Additional key actions that supported Goal 2 include Action 2.2 (Mentoring), which helped improve attendance and engagement, Action 2.5 (Course Access), which contributed to an increase in AP qualifying scores from 38.7% to 45%, and Actions 2.6, 2.12, and 2.13 (AVID), which supported A-G course completion and post-secondary preparedness. These actions were reinforced by data-driven supports such as transcript analysis and a third year of A-G Professional Learning Communities focused on English Learners and Students with Disabilities.

The District also expanded summer learning to help students replace D grades and earn A-G credit, meeting with A-G counselors and guidance technicians throughout the year.

While these efforts have yielded progress, Year 1 outcomes show ongoing challenges, particularly for Students with Disabilities and Foster Youth in CCI and A-G metrics. MVUSD remains in Differentiated Assistance due to low CCI performance (9.2%) among Students with Disabilities. As a result, the District is actively monitoring and refining a broad range of initiatives. These include continued development of academic pathways (Actions 2.4, 2.5, and 2.6), expansion of CTE offerings across middle and high schools (Action 2.11), and enhanced use of career exploration software (Xello) in elementary grades. Dual enrollment programs are expanding with support from Moreno Valley College, although space and staffing constraints remain barriers to access. College readiness supports such as PSAT/SAT administration, college and job fairs, and 7-year college planning are being maintained and strengthened. The BARR Program continues to be monitored for its impact at middle schools and the IB high school site. Ongoing credit recovery, intersession, and alternative education options remain essential to supporting on-time graduation and A-G eligibility for all students.

Overall, while several metrics demonstrate positive growth, particularly in CTE, AP passage, and overall CCI, continued focus is needed to close persistent gaps in A-G completion and college readiness for Students with Disabilities, English Learners, and Foster Youth. The District's multi-pronged strategy in Goal 2, grounded in equity, pathway expansion, and early exposure, remains central to preparing all students for post-secondary success.

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 following changes were made to Goal 2 after analysis and reflections on prior practice
Metric 2.9 Baseline and Year 3 Outcome were modified to reflect more accurate data for CTE Enrollment. Previous Data was reported as the following for the 23-24 baseline and Year 3 outcomes. Improvement percentages were increased by the same amounts to ensure goals are attainable
CTE Course Enrollment inclusive of exceptional students. (Data from CALPADS 3.8 Fall II 2022-2023)
Baseline from previously reported to most current and accurate
District from 22.9% to 28.9%
AA from 24.8% to 27.65%
EL from 17% to 21.65%
SWD from 19% to 18.68%
FY 23.4% to 27.19%
LI 26.8% to 27.42%
Year 3 Outcome from previously reported to updated according to Baseline
CTE Course Enrollment inclusive of exceptional students.
District from 25% to 30%
AA from 26% to 30%
EL from 20% to 24%
SWD from 22% to 21%

FY from 25% to 29%
LI from 30% to 31%
Action 2.1 Visual and Performing Arts increased $2,903,845 due to increased salaries
Action 2.3 Alternative supports increased $11,047,545.00 due to increased salaries
Action 2.4 Maintain a robust college and career readiness program increased $778,610.00 due to hiring of a coordinator and cost of the
Career Development facilitator
Action 2.5 Provide Course Access was increased $1,728,011.00 due to salary increases .
Action 2.6 AVID program was increased $1,458,690.00 to cover increasing cost of salaries
Action 2.7 SHINE Program was increased to $324,661.00 to provide additional summer intern opportunities
Action 2.9 STEAM Program was increased due to staffing and Materials and supplies costs to $665,000.
Action 2.10 BARR was increased to $867,898 due to increased salaries and the expansion of BARR to Middle Schools.
Action 2.11 Contract with RCOE CTE Programs increased due to staffing costs to $1,934,378.00
Action 2.12 Middle College was increased to $315,138.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Visual and Performing Arts (VAPA)	Provide a VAPA program throughout the district to enhance and engage student learning in order to decrease barriers and increase opportunities for students. The VAPA Program will help meet the needs of our lowest performing schools and student groups as identified in the plan summary	$2,903,845.00	Yes
2.2	Mentoring	Provide mentoring services to students Mentoring will help meet the needs of our lowest performing schools and student groups as identified in the plan summary	$50,000.00	Yes
2.3	Alternative School Supports	Provide students with alternative options to meet individual needs and graduate from high school college and career ready.	$11,047,545.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Moreno Valley Online Academy (MVOA) to accommodate students with a variety of learning styles and needs Bayside Community Day School (CDS) offers an alternative educational setting for high school students identified at risk due to attendance, lack of academic achievement and credit deficiencies. March Mountain Continuation School provides an alternative educational setting for students who have experienced difficult events in their lives and lack the skills to cope with social challenges resulting in behavior or attendance problems which have led to poor performance resulting in credit deficiency. Alternative School Supports will help meet the needs of our lowest performing schools and student groups as identified in the plan summary		
2.4	Maintain a robust college and career program	Maintain a robust College and Career Ready program including Career Technical Education (CTE) to support students for post-high school success. Support college and career opportunities for students including college field trips; assist and support elementary/middle schools in developing a college and career readiness culture. A Robust College and Career Readiness program will help meet the needs of our lowest performing schools and student groups as identified in the plan summary This action will also address the needs of student groups in Differentiated Assistance SWD: College and Career Indicator (9.2%).	$778,610.00	Yes
2.5	Provide Course Access	Implement International Baccalaureate (IB) program at Canyon Springs HS, Vista Heights MS, and Sugar Hill Elementary School Providing Course Access will help meet the needs of our lowest performing schools and student groups as identified in the plan summary.	$1,728,011.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will also address the needs of student groups in Differentiated Assistance SWD: College and Career Indicator (9.2%).		
2.6	AVID Program	Maintain current AVID program and increase AVID access to support unduplicated students AVID Program will help meet the needs of our lowest performing schools and student groups as identified in the plan summary. This action will also address the needs of student groups in Differentiated Assistance SWD: College and Career Indicator (9.2%).	$1,458,690.00	Yes
2.7	SHINE Students	Maintain a Student Intern Program. Student Interns including CTE students will be hired during the summer and throughout the school year to assist them in preparing to be college and career ready.	$324,661.00	Yes
2.8	AP and PSAT/SAT Testing	Advanced Placement Testing Provide financial support to allow students to take the AP exam Provide PSAT for 11th Grade Students SAT Testing Providing access to the AP and PSAT/SAT Testing will help meet the needs of our lowest performing secondary schools and student groups as identified in the plan summary	$355,000.00	Yes
2.9	STEAM Program	Maintain focus on STEAM at North Ridge Elementary, Palm Middle School and Valley View High School The STEAM Program will help meet the needs of our lowest performing schools and student groups as identified in the plan summary	$665,396.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Building Assets Reducing Risks (BARR) Program	Building Assets and Reducing Risks (BARR) Program for 9th grade student success BARR will help meet the needs of our lowest performing schools and student groups as identified in the plan summary	$867,898.00	Yes
2.11	Maintain contract with Riverside County Office of Education for Career Technical Education (CTE) programs	The Career Technical Education (CTE) contract with the Riverside County Office of Education provides numerous teachers for CTE pathways including Cyber Security, Graphic Design, Public Safety, and Welding.	$1,934,378.00	Yes
2.12	Middle College Program	Provide middle college program to allow students to earn AA degree and high school diploma simultaneously The Middle College Program will help meet the needs of our lowest performing high schools and student groups as identified in the plan summary	$315,138.00	Yes
2.13	UCAN College Fair	Provide expanded opportunities in support of a college going culture	$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve equitable opportunities for every student.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure students have access to the resources, support, and learning experiences necessary to succeed. Direct services and resources will be provided where they are most needed to close gaps in academic performance, FAFSA completion rates, student engagement, and English Learner outcomes. English Learner Reclassification rates increased from by 3%. The 2024 FAFSA completion rate was 64% which is decrease from the 2023 FAFSA completion rate and still lower than the target rate. Therefore, there is a need to provide equitable opportunities to increase EL reclassification rates and FAFSA completion rates for all students. The metrics and actions listed in this goal will work together to improve equitable opportunities for every student.

This goal will also address the needs of student groups in Differentiated Assistance SWD: College and Career Indicator (9.2%) Pacific Islander Students: Chronic Absenteeism (52.4%).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase EL reclassification rate	2022-2023 Reclassification District 11%	CDE has not released the 2023-2024 Reclassification Rates yet Local Data 828 (14%)students were celebrated in reclassification ceremonies this year.		2022-2023 Reclassification District 22.3%	2023-2024 Reclassification District 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Increase FAFSA Completion Rate	FAFSA Completion Rate (22-23 Race to Submit Class of 2023) District: 70.73%	FAFSA Completion Rate (23-24 Race to Submit Class of 2024) District: 64%		FAFSA Completion Rate (22-23 Race to Submit Class of 2023) District: 85%	FAFSA Completion Rate (23-24 Race to Submit Class of 2024) District: -6.73%

Goal Analysis [2024-25]

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 2024-2025 School Year Goal 3 was fully implemented with no substantive differences in planned actions and actual implementation of the actions. Actions implemented to support this goal were:

Action 3.1: Gifted and Talented Education (GATE) was fully implemented. The district successfully identified GATE students, providing enrichment opportunities such as academic competitions, field trips, and project-based learning. Staff received professional development to support differentiated instruction, enhancing the learning experience for advanced students. However, participation varied across sites due to scheduling conflicts and limited parent awareness, and transportation to off-site activities posed a challenge for some families.

Action 3.2: Foster Youth Support was also fully implemented. Dedicated foster youth liaisons were active at school sites, providing individualized case management and facilitating access to academic counseling, attendance monitoring, and mental health services. Collaboration with child welfare agencies enhanced wraparound support. Despite these efforts, challenges remained due to high mobility and placement changes, which continued to disrupt educational continuity for foster youth. Some students also struggled with consistent engagement due to trauma and family instability.

Action 3.3: Homeless Student Support was fully implemented. Services such as access to basic necessities—food, hygiene products, and clothing—were consistently provided through the Community Wellness Center. The planned alignment between itinerant staff and McKinney-Vento supports was not fully realized. Chronic absenteeism for this student group increased, highlighting the need for stronger trauma-informed academic support, transportation, and housing referrals to stabilize student attendance and engagement.

Action 3.4: Additional Counseling Staff was successfully implemented and had a positive impact on student access to academic guidance, mental health support, and the overall effectiveness of school-wide MTSS efforts. The presence of additional counselors helped strengthen early intervention systems and provided students with greater opportunities for personalized support. However, the full benefit of this action was impacted by staffing challenges, including a reduction in available positions and changes to counselor assignments at some sites. These

adjustments, coupled with a limited pool of qualified applicants, led to unfilled positions in a few areas and required ongoing onboarding and training to maintain service continuity. Despite these challenges, the increased counseling support marked a meaningful step forward in enhancing student well-being and school climate..

Action 3.5: Athletics was successfully implemented and had a positive impact on student engagement, school spirit, and attendance across many sites. Schools were able to reinstate or expand athletic programs, which played a key role in promoting a sense of belonging, encouraging teamwork, and strengthening peer relationships. These efforts contributed to a more connected and vibrant school culture. While implementation varied by site, many schools saw increased student participation and enthusiasm. However, some potential challenges emerged, including disparities in access due to differences in site-level resources such as staffing, equipment, and transportation. Additionally, scheduling conflicts and eligibility requirements limited participation for some students. Moving forward, continued efforts to address these barriers can help ensure all students have equitable opportunities to benefit from athletic programming.

Action 3.6: Increased Staffing was implemented, contributing to district-wide expansion of student support services. Additional personnel, including social workers, behavior specialists, and paraprofessionals, were hired to strengthen intervention efforts in attendance, behavior, and academics. However, the full impact was constrained by hiring delays and difficulty filling certain high-need roles. Onboarding and training new staff also demanded significant time and resources, and in some cases, inconsistent staffing limited the continuity of services.

Overall, while the district made notable progress in implementing these actions and improving support systems, areas such as homeless student services and staffing remain key priorities for refinement and sustained effort moving forward.

Efforts to increase performance rates are closely linked to continuing to providing programs to ensure students stay engaged and connected to school. Increased funding for extracurricular and academic programs, such as Athletics, GATE, Visual and Performing Arts, Tutoring, and Counseling is provided to support this goal. Additionally, initiatives like the Student/Parent Information Nights for at-risk 9th and 10th graders are specifically designed to help students get back on the graduation track.

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.

Planned expenditures for Goal 3 were $16,173,636 and actual expenditures were $21,031,137 This goal was overspent
The district implemented an a one-time 1.53% pay increase as well as increasing the benefits structure. All items involving staff increased by those corresponding amounts. In addition indirect costs were charged to all actions.
Actions that exceeded the planned expenditures
Action 3.3 Support for Homeless Students Due to increased salary costs.
Action 3.5 Athletics Due to increased Salaries and transportation costs
Action 3.6 Due to increased Salaries
Actions where expenditures were underspent
Action 3.4 Additional Counseling Staff Due to utilizing other funding resources to support this action

Overall, the actions implemented have been effective in supporting progress toward the local indicators.
The district achieved notable success in reducing chronic absenteeism, a key barrier to academic achievement. The overall chronic absenteeism rate decreased from 49.5% in 2023 to 46.9% in 2024. Among specific student groups, Students with Disabilities saw the most significant improvement, with a 12.4% reduction. Socioeconomically disadvantaged students experienced a 4.6% decrease, while Hispanic/Latino students improved by 3.9%. English Learners and African American students also showed modest gains. The most dramatic improvement was among students identified as Two or More Races (TOM), whose chronic absenteeism rate dropped by nearly 30%.

The most impactful actions contributing to these outcomes were Action 3.6 (Increased Staffing) and Action 3.5 (Athletics). Action 3.6 utilized additional concentration grant funding to expand staffing across school sites, including the hiring of teachers, counselors, social workers, and support staff. This investment directly enhanced student-to-staff ratios and increased access to academic and wellness services, particularly at schools with high concentrations of unduplicated students. Action 3.5 focused on expanding athletic programs, including middle school sports and esports, which helped foster student engagement and a stronger sense of belonging—factors closely linked to improved attendance and reduced behavioral issues. Together, these actions created a more supportive and inclusive school environment, helping to close opportunity gaps and promote success for all students.

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 following changes were made to Goal 3
Action 3.1 Gifted and Talented Education Increased minimally to $101,133 .
Action 3.3 Supports for Homeless Students increased to $91,253
Action 3.4 Additional Counseling Staff increased to $2,451,340
Action 3.5 Athletics increased to $2,294,039
Action 3.6 Increased Staffing increased to $26,548,833
These actions were increased due to increased transportation costs, additional resources, and Increases to salary costs and benefits structures

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Gifted and Talented Education (GATE)	Provide support for identifying and supporting GATE students with a challenging curriculum and support services	$101,133.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Foster Youth Support	Foster Youth • Effectively provide information and assistance to school sites regarding the educational needs of foster youth • Provide direct educational services for foster youth as outlined in legislation such as mental health support, educational planning, case management, transition • Establish ongoing collaboration to ensure the expeditious transfer of health and education records and any other relevant educational information • Collaborate with Department of Public Social Services to advocate for Foster Youth • Evaluate transcripts of foster youth. Utilize AB216 for graduation eligibility • Provide alternatives to suspension • Provide interventions for Foster Youth • Provide 9th grade orientation for Foster Youth Foster Youth Support will help meet the needs of our lowest performing schools and student groups as identified in the plan summary	$50,000.00	Yes
3.3	Supports for Homeless Students that are FY, EL, and/or LI	Supports for Homeless students that are FY, EL, and/or LI • Ensure students enroll in school and have full and equal opportunity to succeed in district schools • Establish procedures to ensure homeless children and youth receive full and partial credit for work completed • Arrange transportation • Identify strategies for improving academic achievement • Ensure families receive referrals to health, dental, mental health, housing and other appropriate services • Provide professional development and support for school staff • Provide resources such as clothing and shoes	$91,253.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Supports for Homeless student that are FY, EL, and LI will help meet the needs of our lowest performing schools and student groups as identified in the plan summary		
3.4	Additional counseling staff	Additional counseling staff will provide increased access to both emotional and academic support, as well as targeted guidance to improve college and career readiness for students. These counselors will focus on supporting our lowest-performing schools and student groups, as identified in the plan summary, by offering personalized counseling services that address academic challenges, social-emotional needs, and postsecondary planning. This includes assisting students with course selection, college applications, career exploration, and connection to workforce pathways, thereby strengthening key college and career indicators alongside overall student achievement. This action will also address the needs of student groups in Differentiated Assistance SWD: College and Career Indicator (9.2%)	$2,451,340.00	Yes
3.5	Athletics	Maintain and expand athletic programs to provide students with opportunities to be fully engaged leading to increased student achievement and increased graduation rate. Provide students opportunities to participate in eSports Provide opportunities for middle school athletic program Athletics programs build student connections to school and will help meet the needs of our lowest performing schools and student groups as identified in the plan summary	$2,294,039.00	Yes
3.6	Increase staffing	Increase school site staffing providing direct services to students (Concentration Grant)	$26,548,833.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Increased staffing supports student to staff ratios and will help meet the needs of our lowest performing schools and student groups as identified in the plan summary. This action will also address the needs of student groups in Differentiated Assistance SWD: College and Career Indicator (9.2%). Moreno Valley has unexpended LREBG funds in the amount of $33,000,000.00. Remaining LREBG funds will be expended to support this action in the amount of $11,000,000.00 a year through the 27-28 School year. LREBG funds will support this action because all student groups have Very High or High rates of Chronic Absenteeism according to the 2024 CA Dashboard. On the 2024 Dashboard Data The All student group rate is VH at 27.1%. We have two student groups in the orange (Foster Youth and American Indian) and 1 student group in the red (Pacific Islander). By increasing staffing, the district aims to reduce absenteeism, stabilize and recover lost instructional time, improve academic engagement, and create conditions conducive to long-term student success. This investment will directly contribute to closing opportunity gaps and ensuring students are present, engaged, and progressing academically. Increased staffing positions will support in engaging in one-on-one and small group student and family outreach to identify and address the root causes of chronic absenteeism; Coordinating with counselors, social workers, and community partners to connect families with services such as mental health, housing, or food support; Developing and implementing individual attendance support plans tailored to students' academic and socio-emotional needs; Supporting the implementation of early interventions and expanded learning opportunities for students who have missed significant instructional time due to absenteeism. This use of funds directly aligns with the allowable uses under EC Section 32526(c)(2). Specifically, it supports subsection (A) by increasing and stabilizing the amount of instructional time and services provided to pupils through a reduction in staff-to-pupil ratios and by offering targeted support to students who are chronically absent. It also aligns with subsection (B) by		

Action #	Title	Description	Total Funds	Contributing
		accelerating progress to close learning gaps through evidence-based learning supports, including one-on-one or small group interventions delivered by classified or certificated staff. Additionally, it meets the intent of subsection (E) by integrating evidence-based pupil supports that address barriers to learning, such as access to mental health services, referrals for family support, and social-emotional learning strategies directly connected to improving student attendance.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

An analysis of the 2023 Fall Dashboard data showed that the 4 year graduation cohort rate was 91.5%. English Learner students decreased at a Medium status. Foster Youth students increased significantly at a Low status. Low Income students maintained at a High status.

With regard to the suspension rate, students maintained at a High status of 5.1%. English Learner students decreased at a Medium status. Foster Youth students decreased at a Very High status. Low Income students maintained at a High status.

With regards to chronic absenteeism, students decreased significantly at a Very High status of 33.7% English Learner, Foster Youth, and Low Income students all decreased significantly at a Very High status.

The 2023 high school dropout rate is 5.4% and the middle school dropout rate is 0.02% The 2023 expulsion rate is 0.1%. The 2023 attendance rate is 87.9%.

This goal will also address the needs of student groups in Differentiated Assistance SWD: College and Career Indicator (9.2%). Pacific Islander Students:Chronic Absenteeism (52.4%).

The metrics and actions listed in this goal will work together to provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Decrease High School Drop out rate	High School Drop out rate (DQ 2022-23 4 Yr ACO) District: 5.4%	High School Drop out rate (DQ 2023-24 4 Yr ACO) District: 4.2%		High School Drop out rate (DQ 2025-26 4 Yr ACO) District: 3.4%	High School Drop out rate 1.2%
4.2	Decrease Middle School Drop out rate	Middle School Drop out rate (22-23 CALPADS 1.8 & 1.12) District: 0.02%	Middle School Drop out rate (23-34 CALPADS 1.8 & 1.12) District: 0.02%		Middle School Drop out rate (25-26 CALPADS 1.8 & 1.12) District: 0.01%	Middle School Drop out rate 0%
4.3	Decrease suspension rate	Suspension Rate (DQ 2022-23 SR) District:5.1%% FY: 14.3% AA: 10.5%	Suspension Rate (DQ 2023-24 SR) District: 3.6% Declined 1.4%FY: 12.3 % Declined 2% AA: 8.5% - Declined 1.9%		Suspension Rate (DQ 2022-23 SR) District: 3.1%% FY: 12.3% AA: 8.5%	Suspension Rate (DQ 2023-24 SR) District: 1.5% FY: 2 % AA: 2%
4.4	Decrease expulsion rate	Expulsion Rate (DQ 2022-23 ER) District: 0.1%	Expulsion Rate (DQ 2023-24 ER) District: 0.0%		Expulsion Rate (DQ 2022-23 ER) District: 0.1%	Expulsion Rate .1%
4.5	School facilities will be maintained in good or exemplary repair	School facilities will be maintained in good or exemplary repair 100% Good or Exemplary Rating	School facilities will be maintained in good or exemplary repair 100% 33 Schools scored "Good" 4 Schools scored "Exemplary"		School facilities will be maintained in good or exemplary repair 100% Good or Exemplary Rating	School facilities will be maintained in good or exemplary repair 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	Meet or exceed 95% attendance rate	Attendance Rate (2023 P2 Report from Business Services) District 87.9%	Attendance Rate (2024 P2 Report from Business Services) District 90.1%		Attendance Rate (2023 P2 Report from Business Services) District 95%	Attendance Rate (2024 P2 Report from Business Services) District +2.2%
4.7	Decrease chronic absenteeism	Chronic Absenteeism (DQ 2022-23 CAR) District: 32.8%	Chronic Absenteeism (DQ 2023-24 CAR) District: 27.1%		Chronic Absenteeism (DQ 2022-23 CAR) District: 15%	Chronic Absenteeism (DQ 2023-24 CAR) Decreased 5.7%
4.8	Increase HS Graduation Rate	HS Graduation Rate (Fall 2023 Dashboard Rate - Additional Report) District: 91.5% AA: 92% EL: 85.6% LI: 91.5% FY: 71.8% SWD: 79.9%	HS Graduation Rate (Fall 2024 Dashboard Rate - Additional Report) District: 92.8% AA: 90.8% EL: 87.6% LI: 92.8% FY: 92.5% SWD: 81%		HS Graduation Rate (Fall 2023 Dashboard Rate - Additional Report) District: 95% AA: 95% EL: 90% LI: 95% FY: 80% SWD: 90%	HS Graduation Rate (Fall 2024 Dashboard Rate - Additional Report) District:+1.3% AA: -1.2% EL: +2% LI: +1.3% FY: +20.7% SWD: +1.1%
4.9	Increase the percentage of students that feel a sense of belonging as measured by the district climate and safety survey	Percentage of students who feel a sense of belonging as measured by Panorama 2023 Elementary Students 49% Middle and High School Students 49%	Percentage of students who feel a sense of belonging as measured by Calvin 2024 Elementary Students 71% Middle and High School Students 64%		Percentage of students who feel a sense of belonging as measured by Panorama 2023 Elementary Students 55% Middle and High School Students 55%	Percentage of students who feel a sense of belonging as measured by Calvin 2024 Elementary Students + 22% Middle and High School Students +15%

Goal Analysis [2024-25]

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 2024-2025 School year Goal 4 was fully implemented with no substantive differences in planned actions and actual implementation of the actions

Action 4.1: Wellness Center
The implementation of the Wellness Center has continued to provide critical wraparound services to students and families, particularly those facing housing insecurity, food scarcity, and mental health challenges. With the support of strong community partnerships—including organizations like Feeding America, Love for Humanity, and Forever 21—the Wellness Center has been able to distribute essential items such as food, hygiene products, and clothing. The center also supports mental wellness through resources and referrals, contributing to a welcoming and respectful environment. A notable success is the center's role in reinforcing the district's commitment to "Collective Responsibility," ensuring school, home, and community collaboration. While the Wellness Center is functioning effectively, demand for services continues to grow, creating a need to further expand staffing and supply inventory to meet increasing community needs.

Action 4.2: Induction Program
The Induction Program was fully implemented and has been instrumental in supporting new educators through mentorship and professional learning. This has enhanced teacher retention and instructional quality, especially in high-need schools. Participants benefited from guided support and collaborative learning aligned with district priorities like Building Thinking Classrooms and LETRS literacy training. One area of continued development is ensuring more systematic communication and alignment across departments to connect new teachers with broader district initiatives, including social-emotional learning (SEL) and Positive Behavioral Interventions and Supports (PBIS). Overall, the program's success reflects the district's commitment to rigorous teaching and a well-supported learning environment.

Action 4.3: CWA Behavior Support Specialists
CWA Behavior Support Specialists were implemented as a key resource to support students with behavioral challenges. These specialists have provided targeted interventions and worked closely with site staff to improve student outcomes, contributing to a decrease in office referrals in schools where Structured Recess and SEL programs are in place. Additionally, these specialists helped reinforce PBIS practices and participated in initiatives to build positive school climates. While implementation was successful overall, some sites noted challenges in managing caseloads and ensuring timely access to specialist support, indicating a need for additional staffing or redistribution of resources.

Action 4.4: PBIS Program
The PBIS program continues to be a cornerstone of school culture transformation across the district. Schools implementing PBIS have reported improvements in student behavior, school climate, and family engagement. Initiatives such as Structured Recess and SEL programs—supported by grants like CalHOPE—have contributed to decreased behavioral referrals and enhanced emotional regulation skills among students. These efforts align with the district's goal of creating a respectful, inclusive, and emotionally safe learning environment. Some schools required additional training or reinforcement to maintain PBIS fidelity, but overall, the program was implemented effectively and is contributing to stronger social-emotional and academic outcomes.

Action 4.6: Safety and Security
Action 4.6 was enhanced significantly in 2024 with the rollout of new districtwide safety equipment, reflecting a proactive response to evolving campus needs. These upgrades include updated emergency supplies, access control systems, enhanced fencing, and additional signage. Notably, the district is preparing to launch the CENTEGIX CrisisAlert system, which will provide 100% coverage across school campuses and allow staff to summon help discreetly in emergencies. The district also introduced the CARE Portal in February 2024, enabling students to report safety concerns anonymously. These safety innovations were implemented in alignment with LCAP goals, and while full rollout of some tools is still in progress, the district has taken meaningful strides to ensure physical safety and emotional well-being on campuses.

Action 4.7: Attendance Specialists
Attendance Specialists have been vital in implementing the district's award-winning attendance model, recently recognized by the California State S.A.R.B. Board. Specialists work closely with students and families to address chronic absenteeism through personalized outreach, attendance monitoring, and referrals to supports like the Wellness Center. Their efforts have been bolstered by tools such as the ParentSquare communication platform and districtwide attendance campaigns. While results have been largely positive—contributing to improved attendance for many student groups—challenges remain at certain sites due to staffing limitations or the complexity of student needs. Continued professional development and integration with MTSS frameworks are areas of focus moving forward.

Action 4.8: CWA Alternative Supports
This action provided critical alternative supports for students struggling with traditional school settings. CWA staff offered behavioral, emotional, and academic interventions that aligned with MTSS practices and fostered a culture of care and accountability. Programs like the BARR (Building Assets, Reducing Risks) initiative, VAPA enrichment, and alternative pathways such as March Mountain and MVOA were supported through these efforts. Successes include greater re-engagement of at-risk students and reductions in disciplinary incidents. Site-specific implementation varied, and some campuses required additional coordination or staff training to fully embed these supports into existing structures. However, the overall impact of Action 4.8 was highly positive and aligned with district goals of equity, engagement, and student wellness.

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 planned expenditures for Goal 4 were $4,561,117 and the actual expenditures were $4,561,217 This goal was minimally overspent
Actions that exceeded the planned expenditures
Action 4.1 Wellness Center planned expenditures were $300,000 and actual expenditures were $559,999 due to increased staffing cost and resources available to students.
Action 4.2 Induction planned expenditures were $400,000 and actual expenditures were $636,354 due to increased number of new teachers and stipends for mentor teachers.
Action 4.7 Attendance Specialists planned expenditures were $268,465 and actual expenditures were $271,511 which was minimally overspent due to increased salary costs
Actions with Underspent Expenditures

Action 4.4 PBIS Support Program planned expenditures were $600,000 and actual expenditures were $597,831 which was minimally underspent due to the use of additional funding sources to meet this goal
Action 4.6 Safety and Security planned expenditures were $2,316,480 and actual expenditures were $1,840,007 due to unfilled positions
Action 4.8 CWA Alternative Supports planned expenditures were $140,000.00 and actual expenditures were $119,343.00 due to other resource being utilized for professional development and training materials

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

Overall, the actions implemented under Goal 4 have been effective in supporting progress toward key local indicators, with several important metrics showing positive movement. The District's student and parent surveys revealed that family satisfaction remains high, with over 80% favorable responses across all areas, and an impressive increase in parent participation from 2,038 respondents in 2023 to 10,679 in 2024. Elementary student feedback was generally favorable, although secondary student responses highlighted ongoing needs around school culture and safety, especially in social-emotional learning (SEL) and fostering a sense of belonging.

Among the metrics demonstrating clear success, the district's high school dropout rate declined from 5.4% to 4.2%, and the middle school dropout rate dropped significantly from 0.02% to 0.002%. Suspension rates improved notably, decreasing from 5.1% to 3.6% district-wide, with reductions seen among Foster Youth (14.3% to 12.3%) and African American students (10.5% to 8.5%). The expulsion rate also dropped from 0.1% to zero, while attendance increased from 87.9% to 90.1%, although still below the target of 95%. Chronic absenteeism showed improvement as well, decreasing from 32.8% to 27.1%, although it remains an area requiring further focus, particularly for subgroups such as English Learners, Foster Youth, and Pacific Islander students. The overall high school graduation rate rose from 91.5% to 92.8%, with substantial gains for Foster Youth (71.8% to 92.5%), English Learners, Low-Income students, and Students with Disabilities.

These positive outcomes can be linked to specific actions implemented under Goal 4. The establishment of Wellness Centers (Action 4.1) has enhanced student mental health and well-being, contributing to improved safety and engagement. The Induction Program (Action 4.2) has strengthened educator preparedness and retention, supporting better instructional quality. Behavior Support Specialists (Action 4.3) and Social Workers (Action 4.5) have addressed behavioral and social-emotional needs, helping to reduce suspensions and improve student support. Attendance Specialists (Action 4.7) have played a key role in raising attendance rates through targeted interventions and outreach. Additionally, the implementation of the CWA Alternative Supports (Action 4.8) has offered innovative approaches to re-engage students and prevent dropout, reflected in the improved graduation rates.

While these actions have had a measurable impact, the data highlight ongoing challenges in reducing suspension and chronic absenteeism rates and in increasing attendance to meet district targets. Continued focus on SEL, safety, and fostering a sense of belonging—particularly for secondary students—is essential to build on the gains made and drive further progress toward the district's goals.

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 following changes were made to Goal 4

"The district's climate and culture survey Kelvin will be utilized as we have results every year in real time."
Kelvin provides real-time, annualized data on school climate and culture, allowing the district to make more timely, data-informed decisions.
This shift likely reflects a desire to:
Replace or enhance less frequent or less dynamic tools.
Gain continuous feedback on staff and student perceptions.
Monitor progress on initiatives tied to school climate and culture.
Align survey tools with current district goals for improvement and accountability.

Action 4.1 – Wellness Center Budget Increased to $881,963.00
The increase in funding for the Wellness Center suggests a broadened scope or expansion of services, likely due
Increased demand for mental health, physical health, or social-emotional support services.
Expansion of staffing (e.g., adding counselors, therapists, or nurses).
Investment in facilities, programs, or partnerships (e.g., community health providers).
Acknowledgment of the importance of wellness in post-pandemic recovery, staff retention, and student performance.
This aligns with Goal 4's likely focus on supporting whole-child development and staff well-being.

Action 4.2 – Induction Program Budget Increased to $679,550
The increased budget for the induction program points to an investment in new teacher support and retention, and may reflect:
An increase in new hires (due to turnover, expansion, or enrollment changes)
Enhanced support structures such as mentorship programs, professional development, or stipends.
A need to improve teacher satisfaction and retention, especially for early-career educators.
Compliance with updated state or district standards for induction.
The funding increase l supports more comprehensive or differentiated services to ensure new teachers are successful and remain in the district

Action 4.4- PBIS Support Program Increased to $619,398
The Increased funding supports the Expansion of PBIS Implementation:
Extending PBIS to more schools or grade levels within the district
Implementing advanced tiers (Tier 2 and Tier 3) for students with greater needs.
Providing ongoing training for teachers, support staff, and administrators.
Purchasing or upgrading software to track behavioral data and interventions.
Increased Need for Behavioral Support:
.
Action 4.5-Social Worker Increased to $379,193
The increased funding for social workers reflects growing demand for mental health and family support services to support:
Rising Mental Health Needs
Staffing Expansion
More resources needed to respond to student crises, connect families with services, and provide case management.
Support for At-Risk Students

Targeting support for homeless, foster youth, English learners, and other vulnerable groups.

Action 4.7 – Attendance Specialists Budget Increased to $872,234

Increased funding for Attendance Specialists aims to address chronic absenteeism through:

Additional personnel or case management resources.

Strengthened outreach to students and families.

Proactive strategies to engage targeted student groups.

Integration of attendance support with social-emotional learning and family engagement efforts.

This aligns with broader district goals of improving student outcomes through consistent school attendance.

Action 4.8 – Child Welfare and Attendance (CWA) Alternative Supports Budget Increased to $340,897

The boost in funding for CWA Alternative Supports reflects a commitment to restorative, non-punitive interventions for students facing attendance or behavioral challenges. Increased investment supports

Expansion of alternative education or support programs.

Culturally responsive interventions and personalized case management.

Collaboration with families, counselors, and community partners.

Efforts to reduce suspensions, expulsions, and disengagement.

This action supports equity and student re-engagement, particularly for vulnerable or marginalized populations.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Wellness Center	The Community Wellness Center is designed to eliminate barriers to learning by providing students with a school-based program that promotes health safety and school engagement. There are provisions for basic needs such as clothes, food, laundry and shower facilities. Through community partnerships, the Center provides direct and indirect services with focused attention to homeless and students living in foster care Maintain Community Wellness Director The Wellness Center supports the provision of direct services to students and families will help meet the needs of our lowest performing schools and student groups as identified in the plan summary	$881,963.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Induction Program	Ensure that systems, including induction programs, are in place to support and foster continuous development of teachers in years one and two, as well as teachers needing additional support through Peer Assistance and Review (PAR) The induction program supports and builds beginning teacher instructional capacity that will help meet the needs of our lowest performing schools and student groups as identified in the plan summary	$679,550.00	Yes
4.3	CWA Behavioral Support Specialist	Expand behavior intervention program Maintain two Behavioral Support Specialists CWA Behavior Support Specialists s are a direct intervention that works with families and students to decrease incidents of negative behavior through cognitive restructuring, individual counseling, behavior plans, and providing additional resources. This service will help meet the needs of our lowest performing schools and student groups as identified in the plan summary	$293,709.00	Yes
4.4	PBIS Support Program	Maintain PBIS Coordinator Support for Middle School and High School PBIS Programs This action will support providing interventions strategies to students, staff and families that will promote positive behavior among students which include restorative practices, alternatives to suspensions, incentives for positive behavior, and the promotion of positive school climate. The PBIS support program will help meet the needs of our lowest performing schools and student groups as identified in the plan summary	$619,398.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Social Worker	Two Social Workers will provide support for the social and emotional needs of students A Social Worker who is available to school sites will help meet the needs of our lowest performing schools and student groups as identified in the plan summary	$379,193.00	Yes
4.6	Safety and Security	Ensure the safety of all students, staff and community members at all school sites and district buildings by providing additional Campus Security officers to reduce behavior incidents, reduce suspensions, support students as an additional person of contact , and support students sense of belonging and connections to school. Maintaining and enhancing a safety and security program will help meet the needs of our lowest performing schools and student groups as identified in the plan summary	$2,375,922.00	Yes
4.7	Attendance Specialists	Provide attendance specialists to maximize student attendance Ensure school sites exceed 95% attendance rate Attendance Specialists will help meet the needs of our lowest performing schools and student groups as identified in the plan summary This action will also address the needs of student groups in Differentiated Assistance Pacific Islander Students: Chronic Absenteeism (52.4%).	$872,234.00	Yes
4.8	CWA Alternative Supports	Provide training for Trauma Informed Schools Provide training for Restorative Practices	$340,897.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will support Social Emotional Learning, reduce suspension rates, and provide direct services to students and families that will increase connections to school. CWA Alternative supports will help meet the needs of our lowest performing schools and student groups as identified in the plan summary		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Improve effective communication throughout the district.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Research illustrates the importance of parent engagement as it increases academic success and overall student achievement. There is a need to promote effective communication to support student achievement, particularly increasing attendance rates for English Learner, Foster Youth, and Low Income students. The actions and metrics listed in this goal work together to achieve the desired outcome of better communication.

This goal will also address the needs of student groups in Differentiated Assistance Pacific Islander Students:Chronic Absenteeism (52.4%).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Communicate with parents regarding the importance of Goals 1-4 with an emphasis on the importance of attendance and Improve internal and external communications	Baseline Increase open rate on District wide news letter 2024-2025 37%	District Sends Weekly Messages regarding attendance; Messages regarding goals 1-4 will begin in the Spring Increase open rate on District wide news letter 2024-2025 34%		Baseline Increase open rate on District wide news letter 2024-2025 39%	Baseline will be established in 2024-2025 -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Number of community partnerships	Number of community partnerships 150 community partnerships (2024)	Number of community partnerships 75 community partnerships		Number of community partnerships 150 community partnerships (2027)	Number of community partnerships (2024) -75
5.3	The district will maintain Parent Ambassadors reflective of the district demographics	The district will maintain Parent Ambassadors reflective of the district demographics 27 Parent Ambassadors (2024)	The district will maintain Parent Ambassadors reflective of the district demographics 17 Parent Ambassadors (2024)		The district will maintain Parent Ambassadors reflective of the district demographics 27 Parent Ambassadors (2027)	The district will maintain Parent Ambassadors reflective of the district demographics -10 Parent Ambassadors (2024) Decreased
5.4	The district will maintain a functioning DELAC for parents of English Learners, AAAC for parents of African American Students, CAC for parents of students with disabilities	The district will maintain a functioning DELAC for parents of English Learners, AAAC for parents of African American Students, CAC for parents of students with disabilities 6 DELAC Meetings 5 AAAC Meetings 4 CAC Meetings	The district will maintain a functioning DELAC for parents of English Learners, AAAC for parents of African American Students, CAC for parents of students with disabilities 9 DELAC Meetings 4 AAAC Meetings 4 CAC Meetings		The district will maintain a functioning DELAC for parents of English Learners, AAAC for parents of African American Students, CAC for parents of students with disabilities 6 DELAC Meetings 5 AAAC Meetings 4 CAC Meetings	The district will maintain a functioning DELAC for parents of English Learners, AAAC for parents of African American Students, CAC for parents of students with disabilities +3 DELAC Meetings (Increased -1 AAAC Meetings (Decreased) 0 CAC Meetings (Maintained)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	Utilize social media to share content that resonates with students, staff, and community members to create a sense of belonging and increase engagement and outreach.	Utilize social media to share content that resonates with students, staff, and community members to create a sense of belonging.2024-2025 Social Media Engagement: 180,000 Impressions.	Utilize social media to share content that resonates with students, staff, and community members to create a sense of belonging.\n\n2024-2025 Social Media Engagement: 180,000 Impressions.		Utilize social media to share content that resonates with students, staff, and community members to create a sense of Belonging h Social Media Engagement Impressions: 225,000.	0%

Goal Analysis [2024-25]

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 2024-25 School Year Goal 5 was fully implemented with no substantive differences in planned actions and actual implementation of the actions.

Action 5.1: Districtwide Attendance Initiative
The Districtwide Attendance Initiative was successfully implemented and has played a central role in promoting student engagement and improving attendance rates. Leveraging a multifaceted approach that includes positive attendance campaigns, communication through ParentSquare, data monitoring, and site-level incentives, the initiative supports schools in creating a culture that values daily attendance. It is closely tied to efforts by Attendance Specialists and school site staff, and its impact was validated by MVUSD's recognition from the California State S.A.R.B. Board for implementing a model attendance program. However, while attendance has improved in many areas, some challenges remain in ensuring consistent family engagement and addressing root causes of chronic absenteeism, particularly in communities facing economic or housing instability. Planned strategies such as increasing access to Saturday Innovation Camps, after-school supports, and integrating counseling services will further enhance the impact of this initiative.

Action 5.2: Parent Ambassador Program

The Parent Ambassador Program has been a valuable asset in bridging the gap between families, schools, and the district. Parent Ambassadors serve as trusted liaisons, helping families navigate educational systems, access resources, and stay informed about engagement opportunities. Ambassadors have supported outreach for events, promoted district programs, and helped identify community needs. Their work is especially vital in reaching historically underserved populations, including families of English Learners and homeless students. As part of the district's continuous improvement model, additional training for Parent Ambassadors is planned to expand their capacity in helping families become effective advocates and partners in student success. Although the program is functioning well, further development is needed to ensure consistency across sites and maximize their ability to foster stronger family-to-family connections—a key area identified through family feedback and Safety & Culture Survey results.

Action 5.3: Parent, Student, Community Engagement and Outreach
Action 5.3 has been implemented broadly and successfully across the district, with substantial outreach and engagement efforts that reflect MVUSD's commitment to inclusive, effective communication and parent involvement. The district has offered a robust calendar of workshops and family-centered events, such as Social Emotional Learning trainings, mental health workshops, the Newcomer Summit, Health and Resource Fair, and family nights. These efforts have provided families with both academic and wellness support, while also promoting a sense of belonging. Communication methods, including multilingual outreach, Superintendent messages, social media, and website updates, have ensured families remain informed and engaged. Feedback mechanisms like the Safety and Culture Survey and advisory council input (PAC, DELAC, AAPAC, CAC) have guided LCAP planning and led to concrete investments, such as increased funding for safety and in-person tutoring. Despite high satisfaction levels, survey data revealed that some families still feel disconnected from one another. To address this, the district is implementing strategies that include increasing cross-cultural workshops, extending access to resources beyond regular hours, and strengthening inclusive activities and clubs. Ongoing enhancements in communication, training, and inclusive family engagement practices are planned to deepen relationships and empower all families as collaborative partners in student success.

All actions were fully implemented and there were no challenges to implementing Goal 5

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.

Planned expenditures for Goal 5 were $1,267,000 and actual expenditures were $1,333,629. This goal has been fully expended with no material differences as it relates to expenditures.
Actions Exceeding Expenditure Allocations
5.1 District Wide Attendance Due to increased staffing costs and student participation in attendance recovery programs
All other actions were minimally underspent.
5.2 Parent Ambassador Program- Due to unfilled vacancies
5.3 Parent, Student, and Community Engagement- Due to District utilizing other funding sources to support this program.

The implementation of actions under Goal 5 has demonstrated effectiveness in supporting progress toward meeting the local indicators. Over recent years, the District has actively worked to strengthen how parent engagement is measured and supported. A significant development in this effort is the launch of a Parent Engagement Report beginning in the 2024–25 school year. This tool equips school sites with monthly data on unduplicated usage rates for Parent Connect, empowering them to monitor and enhance their family outreach efforts over time. The District's Technology, Innovation, and Assessment Department provides weekly updates, helping sites make real-time adjustments to engagement strategies.

According to recent data, the District's current enrollment stands at 31,844 students, with 32,292 total parents listed. Of these, 86% (27,801 parents) have email addresses on file, and 81% (26,351 parents) have portal access. These high rates of connectivity reflect strong foundational access to communication tools. While parent portal login rates peak in August at 47%, they taper off to between 16% and 26% for most of the year, dropping to 12% in May. These trends help inform strategic planning for sustained parent engagement throughout the academic year.

The Parent Ambassador Program continues to be an essential bridge between schools and families. While the number of Parent Ambassadors decreased from 27 to 17, the District is committed to recruiting individuals who demonstrate a deeper level of engagement and capacity to connect with diverse families. Although, the district did not meet the goal for the number of Parent Ambassadors, an expansion of services were provided through the Wellness Center to meet the Increased demand for mental health, physical health, or social-emotional support services, expansion of staffing (e.g., adding counselors, therapists, or nurses) and investment in facilities, programs, or partnerships (e.g., community health providers). , this metric still met the annual target, underscoring program impact despite staffing shifts. Additionally, the District continues to maintain active DELAC, CAC, and AAAC advisory committees, and hosted a successful annual parent engagement conference, reinforcing the importance of inclusive decision-making and communication.

To further enhance data-informed engagement, the District launched a new feature through the CARE Portal, allowing families to log hours and attendance at events. The most recent data shows 3,229 submissions across 37 school sites, totaling 7,123 hours logged. Parent engagement activities include AAPAC, Back-to-School Nights, ELAC, Family Nights, Open Houses, SSC, Book Clubs, Resource Fairs, and Multicultural Fairs, reflecting a wide array of opportunities for families to stay involved.

In addition to outreach efforts, the District employs two Parent Engagement Specialists and continues to monitor effectiveness and equity across engagement activities. The Community Partnership program, while currently showing a decrease in active partnerships from 150 to 75, is being reassessed to ensure deeper, more sustainable relationships with community-based organizations.

On the student engagement front, the Schoolwide Attendance Initiative has gained significant traction, with 10,631 students registered for Saturday Innovation Camps in the 2024–25 school year. This reflects an intentional push to connect academic supports with enrichment opportunities that promote regular attendance and school connectedness.

To ensure continued growth and accountability, the District has implemented formal processes to train staff on Independent Study documentation and monitor attendance recovery. In parallel, parent/student engagement is being strengthened through the use of research-based outreach, feedback collection, and professional development for educators and families. A particular focus is being placed on ensuring

that advisory councils and engagement events reflect the diversity of the District's population, while also building learning communities and professional networks to support collaborative student success.

In summary, while opportunities for improvement remain—such as increasing consistency in portal usage and rebuilding the number of community partners—the District has made significant strides in cultivating meaningful relationships with families and communities. Through expanded tools, focused monitoring, and an equity-centered approach, Goal 5 continues to evolve in service of stronger outcomes for all students.

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.

Changes in Goal 5
Metrics 5.1 - Added a baseline "Increase open rate on District wide news letter"
Added Metric 5.5 Social Media Engagement
Adding these Metrics will allow us to measure Parent and student engagement more effectively through the following steps:
Utilize social media to share content that resonates with students, staff, and community members to create a sense of belonging.
- Collaborate with schools to increase social media presence to share content that is relevant to each school community in order to build a place for families to connect and engage.
- Launch a communication survey to get input from students, staff and families on their communication needs and interests.
- Incorporate school highlights, achievements and positive stories in weekly newsletters
- Increase student-generated and student-centered content on social media platforms
Middle/High School Representation
 Shining Brighter
 School Highlights
 Vision, Mission, Portrait of a Graduate
Action 5.1 – District-Wide Attendance Budget Increased from $520,000 to $739,866
The increased funding reflects a comprehensive, district-wide strategy to improve attendance and recover lost instructional time. This investment will support: Expanded staffing and outreach efforts to address chronic absenteeism, After-school programs and Saturday intervention camps that allow students to: Make up missed instruction; Receive targeted academic and socio-emotional support; Re-engage with school in a supportive, structured environment; Implementation of attendance incentive programs and personalized interventions; Improved data systems and early warning tools to monitor attendance trends in real time; Family engagement and communication efforts to reduce barriers to regular attendance (e.g., transportation, health, housing).
This holistic approach recognizes that improving attendance isn't just about monitoring, it's about creating accessible, supportive pathways for students to catch up, feel connected, and succeed.
Action 5.2-Parent Ambassador Program increased to $232,024
Action 5.3-Parent, Student, Community Engagement and Outreach Increased to $523,182

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	District Wide attendance	Increase District Wide attendance to 95% Communicate with parents regarding the importance of unduplicated student attendance Attendance Specialists The Districtwide attendance initiative will support the reduction of Chronic Absenteeism rates and will help meet the needs of our lowest performing schools and student groups as identified in the plan summary. This action will also address the needs of student groups in Differentiated Assistance Pacific Islander Students: Chronic Absenteeism (52.4%).	$739,866.00	Yes
5.2	Parent Ambassador Program	Hire parent ambassadors representative of the district student demographics to serve as liaisons between the school and community	$232,024.00	Yes
5.3	Parent, Student, Community Engagement and Outreach	Parent/Student Engagement Create and sustain a welcoming and inclusive environment Use data, research and parent input to plan and implement effective outreach to parents Ensure that district and school advisory groups reflect the diversity and demographics of the district and school communities Provide interactive professional learning to develop the knowledge, understanding, skills and confidence of both educators and families to work together to support student learning, and to build learning communities and networks Unity Conference	$523,182.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Parent, Student, Community and engagement outreach will help meet the needs of our lowest performing schools and student groups as identified in the plan summary.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Within three years, all students, and particularly EL, HY, SED, Hispanic/Latino/a students, at Bayside and March Mountain, will demonstrate 10% growth towards increasing the number of "Prepared" students as measured by the College and Career Indicators. Although Bayside and March Mountain show they have teachers working out of field, they are working as part of the local assignment option at alternative education sites and are fully credentialed teachers. Within three years we want students to improve ELA and Math by decreasing the DFS by 10%. 2024 CA Dashboard indicates the following student groups are are red on one or more indicators at March Mountain: African American- Suspension English Learner- Suspension Long Term English Learner- Suspension Homeless-CCI Hispanic- CCI Socioeconomically Disadvantaged- CCI There are no students groups in red for Bayside according to Fall 2024 Dashboard Reports	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal applies to the following school sites that are eligible to receive equity multiplier (EM) funding: March Mountain Continuation School and Bayside Community Day School.

The 2024 Dashboard data highlights a critical need to develop a goal focused on improving outcomes for targeted student groups at both March Mountain High School and Bayside Community Day School. At March Mountain, several student populations—including African American, English Learner, Homeless, Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged students—are performing at the lowest levels on one or more State Indicators. These indicators span across academic achievement in English Language Arts and Mathematics, college and career readiness (CCI), graduation rates, and school climate as measured by suspension rates. Similarly, at Bayside Community Day School, Hispanic and Socioeconomically Disadvantaged students are also showing low performance in ELA, Math, and CCI. The consistent underperformance across multiple groups and indicators reveals persistent equity gaps and systemic barriers to

success. Developing a goal that addresses these disparities is not only necessary but urgent. Such a goal will help ensure that resources, supports, and interventions are strategically directed to the students who need them most, ultimately promoting a more equitable educational experience and improving long-term outcomes for all learners. Our educational partner feedback highlighted the need for parent engagement opportunities, social emotional barriers, lack of feelings of belonging and connectedness, tutoring support and professional development.

Feedback also highlighted that attendance is the heart of success which is the motto of our Student Services Department. The district needs to continue efforts to engage students and increase student attendance as well as decrease chronic absenteeism.

Each of the following educational partner groups were consulted at separate meetings in April 2025 and May 2025

SSC: Audience: Parents/community members, teachers, principal and staff
Topics discussed: Needs assessment consisting of a review of all data, survey information, LCAP Goals which align to SPSA Goals, Equity Multiplier Funds
ELAC: Audience: Parents of EL students/community members
Topics discussed: Needs Assessment relative to EL students and families consisting of a review of all data, survey information, LCAP Goals-which align to SPSA Goals, importance of attendance, Equity Multiplier Funds

The feedback resulted in the development of the SPSAs which includes actions and strategies to achieve the goals.

A breakdown of site and student group data at each EM site is available in metrics 6.1 and 6.2

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Bayside Community Day School Distance from Standard (DFS) in ELA and Math on the CAASPP	2023 CA Dashboard ELA All -114.3 SED 113.0 Hispanic/Latino -114.9 MATH All -210.8 SED -212.7 Hispanic/Latino -201.7	2024 CA Dashboard ELA All -107.3 SED 103.6 Hispanic/Latino -105.5 MATH All -235.3 SED -229		2023 CA Dashboard ELA All -104.3 SED 103.0 Hispanic/Latino -104.9 MATH All -200.8 SED -202.7	2024 CA Dashboard ELA All -+7 SED +9.4 Hispanic/Latino +9.4 MATH All +24.5 SED -16.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic/Latino -224		Hispanic/Latino -191.7	Hispanic/Latino -22.3
6.2	March Mountain High School Distance from Standard (DFS) in ELA and Math on the CAASPP	2023 CA Dashboard ELA All -104.6 EL -123.0 SED -110.0 Hispanic/Latino -99.7 MATH All -227.2 EL -241.4 SED -229.4 Hispanic/Latino -222.3	2024 CA Dashboard ELA All -92.3 EL -No Data; Fewer than 11 Students (8) SED -95 Hispanic/Latino -85.2 MATH All -181.6 EL -No Data Fewer than 11 Students (7) SED -182.9 Hispanic/Latino -180.2		2023 CA Dashboard ELA All -94.6 EL -113.0 SED -100.0 Hispanic/Latino -89.7 MATH All -217.2 EL -231.4 SED -219.4 Hispanic/Latino -212.3	2024 CA Dashboard ELA All +12.3 EL -No Data; Fewer than 11 Students (8) SED +15.0 Hispanic/Latino +14.5 MATH All +45.6 EL -No Data Fewer than 11 Students (7) SED +46.5 Hispanic/Latino +42.1
6.3	Bayside Community Day School CCI Percentage of Students Prepared	2023 CA Dashboard All- .8% EL-.2% SED-0.9% Hispanic/Latino-1%	2024 CA Dashboard All- 5.3% EL- 0.23% SED 5.3% Hispanic/Latino-6.6%		2023 CA Dashboard All- 10% EL-5% SE10% Hispanic/Latino-6%	2024 CA Dashboard All- 4.5% Increase EL- 1.77% Decrease SED- 4.4% Increase Hispanic/Latino-5.5% Increase
6.4						

Goal Analysis [2024-25]

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.

Goal 6 was fully implemented as planned.

Focused on Bayside, March Mountain

The implementation of professional development at Bayside and March Mountain High Schools under Action 6.1 has been robust and impactful, significantly contributing to staff capacity-building and instructional improvement. The action exceeded its Year 1 budget due to expanded professional learning opportunities, including specialized training tailored to the unique needs of alternative education environments and the students they serve. Both schools benefited from targeted coaching, focused sessions on evidence-based instructional practices, and participation in Professional Learning Networks (PLNs), which were restructured to enhance collaboration and continuous improvement. These efforts positioned principals and administrators as "lead learners," fostering a culture of inquiry and growth. While the expansion of PD opportunities was a success, the unexpectedly high demand highlighted the need for more efficient resource planning in future years. Based on feedback and further analysis of Goal 6, the district plans to strengthen this work by aligning professional development to strategic school implementation plans, emphasizing short instructional cycles, and increasing support for collaborative leadership teams. These efforts will better position staff to meet the diverse needs of students, particularly at Equity Multiplier schools.

Action 6.2: Career Technical Education (CTE) Pathways

CTE Pathway support at Bayside under Action 6.2 was highly successful in expanding access to hands-on, career-aligned learning experiences for students, many of whom benefit from alternative education models. Implementation exceeded expectations, but also exceeded its three-year budget allocation in the first year due to higher-than-anticipated costs related to equipment, staffing, and facilities upgrades necessary to launch and scale high-quality pathways. Despite the financial challenge, the early investment yielded strong student engagement, created new opportunities for college and career readiness, and laid the groundwork for sustained pathway development. In response to this experience, the district is strengthening its data-driven resource allocation process to ensure ongoing equity and sustainability. Strategic adjustments will be made to better analyze subgroup performance, identify resource inequities, and align supports accordingly. Moving forward, enhanced after-school tutoring and targeted academic interventions will be integrated with CTE pathways to better support underperforming student groups. The district also plans to deepen partnerships with organizations such as Solution Tree and Epiphany Learning to provide aligned professional development and strategic guidance, ensuring that CTE continues to be both impactful and equitable across EM 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.

Planned expenditures were $164,296 and actual expenditures were $237,097. This goal was overspent for the current year by $72,801
Expenditures by action
Action 6.1 Professional Development Planned Expenditures were $85,000 and actual expenditures are $90,020 due to increased salary costs

Action 6.2 CTE Pathways Support planned expenditures were $79,296 a year for 3 years; however, actual expenditures were $147,077 within the first year which caused this goal to be fully expended
The material difference stems from Action 6.2, where the cost of implementing CTE pathway support was substantially higher than anticipated, leading to early depletion of funds allocated for the full three-year cycle.

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

Overall, the actions implemented have been effective in supporting progress toward the local indicators. The district achieved measurable success in several key metrics. At March Mountain High School, students demonstrated significant growth in Math, with all students improving their Distance from Standard (DFS) by +45.6 points. SED students improved by +46.5 points, and Hispanic/Latino students by +42.1 points. In ELA, March Mountain also saw gains, with all students improving by +12.3 points. Bayside Community Day School showed improvement in ELA as well, with all students gaining +7 points, and both SED and Hispanic/Latino students improving by +9.4 points. Additionally, Bayside's CCI improved from 0.8% to 5.3% overall, with Hispanic/Latino students increasing to 6.6%.

The most impactful actions contributing to these outcomes were Action 6.1 (Professional Development) and Action 6.2 (CTE Pathway Support). Action 6.1 provided targeted professional development for staff at March Mountain, focusing on evidence-based instructional strategies and data-driven teaching practices. This action helped build teacher capacity and directly supported improvements in ELA and Math performance. Action 6.2 supported the expansion of Career Technical Education (CTE) pathways at Bayside, which contributed to the increase in CCI and student engagement. Although this action exceeded its three-year budget in the first year due to high implementation costs, it was instrumental in providing students with real-world, career-connected learning opportunities that improved motivation and academic outcomes.

Together, these actions reflect a strategic and equity-focused approach to addressing persistent achievement gaps at high-need school sites. The district's investment in professional learning and career readiness programming has begun to yield positive results, particularly for historically underserved student groups. Continued monitoring and targeted support will be essential to sustain and build on this progress in the coming years.

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.

Goal Description- Alessandro and Moreno Valley Online Academy were removed from this goal as it only applies to March Mountain and Bayside Community Day School
Metric 6.2 (Moreno Valley Online Academy Distance from Standard)- Removed due to this goal not applying to to Moreno Valley Online Academy
Metric 6.3 (March Mountain High School Distance from Standard (DFS) in ELA and Math on the CAASPP) is now Metric 6.2
Metric 6.3 Added CCI % of Students Prepared for Bayside Community Day School. This is indicated in the Goal Description but no Metric was previously identified
Metric 6.4 (Alessandro School Distance from Standard)- Removed due to this goal not applying to Alessandro

Action 6.1 (Professional Development) will be decreased to $45,980 for March Mountain High School as apart of the 3 Year budget plan, this will complete the allocation for this goal
Action 6.1 (Professional Development) Removed Alessandro, Moreno Valley Online, and Bayside Community Day School from location under description table. This Action only applies to March Mountain
Action 6.2 (CTE Pathway Support)The entire 3-year budget for Goal 6.2 has a remaining balance of $90,813 in which the budget amount of $79,296 a year is nearly expended. Bayside Community Day School may have a remaining balance of $90,813 which will be allocated to continue to support CTE programs.
Final amounts will be determined by the end of the Fiscal Year.
Action 6.2 Removed Alessandro, Moreno Valley Online Academy and March Mountain from location under description table. This action only applies to Bayside.

There will now be 3 Metrics for this goal instead of 4 after removal of the sites indicated in the above explanations.

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
6.1	Professional Development	Professional Development will be provided to certificated staff through consultants, conferences, workshops, and coaches. These opportunities will focus on evidence-based instructional strategies, data-driven teaching practices, inclusive pedagogy, and support for Career and Technical Education (CTE) integration. Professional learning will be aligned to district goals, with an emphasis on improving student outcomes at Equity Multiplier (EM) schools and increasing instructional effectiveness for unduplicated student groups.	$45,980.00	No
6.2	CTE Pathway	Provide additional staffing and support for CTE pathways CTE pathways include evidence based practices that engage students in real-world, career-connected learning, which research shows can: increase academic motivation, improve attendance and engagement, and connect learning to post-secondary goals, especially for unduplicated Pupils	$90,813.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	All students, and particularly EL, SED, SWD, AA, and Hisp./Latino/a students, at Moreno Valley Online Academy will demonstrate 10% improvement in ELA DFS over the course of the three year LCAP cycle. LTEL and EL students will also demonstrate 5% improvement on the ELPI by 2027. MVOA has no teachers working out of field. 2024 CA Dashboard indicates the following student groups are are red on one or more indicators at MVOA: African American- ELA, Math, and CCI English Learner- ELPI, ELA, Math, and CCI Long Term English Learner- ELPI Homeless-CCI Students With Disabilities- ELA, Math, and CCI Hispanic-ELA, Math, Chronic Absenteeism, and CCI Socioeconomically Disadvantaged-Math, CCI	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal applies to the following school sites that are eligible to receive equity multiplier (EM) funding: Moreno Valley Online Academy

The district's goal to improve English Language Arts (ELA) achievement at Moreno Valley Online Academy is driven by clear evidence from the 2023 and 2024 California School Dashboard, which highlights significant and ongoing challenges in ELA performance among several student groups. English Learners and Homeless students have demonstrated particularly low outcomes in ELA, and these patterns are consistent with broader academic and engagement concerns. Additional groups, including African American, Hispanic/Latino, Students with Disabilities, and Socioeconomically Disadvantaged students, also show some of the lowest performance levels in ELA.

According to the Dashboard data, ELA scores in 2023 were well below standard, with English Learners scoring -208.0 points, Students with Disabilities at -221.1, and African American students at -188.0. In 2024, despite small gains in some groups, gaps remained substantial: Students with Disabilities dropped further to -248.0, African American students to -204.3, and Hispanic/Latino students were identified with a score of -165.5. While overall student performance improved slightly from -181.8 to -169.4. These outcomes confirm the urgent need for

intensified and sustained support in ELA instruction. Our educational partner feedback highlighted the need for tutoring support and professional development.

Each of the following educational partner groups were consulted at separate meetings in April 2025 and May 2025

SSC: Audience: Parents/community members, teachers, principal and staff
Topics discussed: Needs assessment consisting of a review of all data, survey information, LCAP Goals which align to SPSA Goals, Equity Multiplier Funds
ELAC: Audience: Parents of EL students/community members
Topics discussed: Needs Assessment relative to EL students and families consisting of a review of all data, survey information, LCAP Goals-which align to SPSA Goals, importance of attendance, Equity Multiplier Funds

The feedback resulted in the development of the SPSAs which includes actions and strategies to achieve the goals.
A breakdown of site and student group data at each EM site is available in metric 7.1

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Metrics/Indicators MVOA Distance from Standard (DFS) in ELA on the CAASPP	Baseline 2023 CA Dashboard ELA All students -181.8 EL -208.0 SED -186.1 SWD -221.1 AA -188.0	CA Dashboard 2024 ELA All -169.4 EL -173.4 SED -168.7 SWD -248 AA -204.3 Hispanic/Latino -165.5		All students 127.26 EL - 145.6 SED -130.27 SWD -154.77 AA -131.6 H/L -133.91	CA Dashboard 2024 ELA All +12.4 EL+34.6 SED +17.4 SWD -26.9 AA -16.3 Hispanic/Latino +25.8
7.2	Metrics/Indicators MVOA Percentage of Students Making Progress Towards English Language Proficiency	Baseline 2023 CA Dashboard EL- 37.6%	CA Dashboard 2024 EL- 32.6%		EL-	CA Dashboard 2024 EL--5% Declined

Goal Analysis [2024-25]

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.

This goal was partially implemented as planned, with targeted efforts focused on professional development and tutoring to support growth in English Language Arts (ELA). However, the implementation faced several unique challenges due to the nature of Moreno Valley Online Academy (MVOA) as a virtual learning environment.

For Action 7.1 – Professional Development, implementation was partially achieved. While the original plan anticipated using specific funds, professional development activities were instead supported through alternative funding sources, including grants and other district-provided resources. This ensured that staff still had access to capacity-building opportunities aligned with the goal, despite limitations in expending the originally allocated funds.

Action 7.2 – Tutoring was also partially implemented. One significant barrier was low student participation, which is a common challenge in online settings where engagement outside of scheduled class time can be difficult. The site made efforts to overcome this by leveraging additional funding sources to expand access to tutoring services, but overall student utilization remained limited.

While key components of the goal were initiated, challenges related to the virtual learning format and funding restrictions impacted full implementation. The site experienced some success in resource allocation and flexibility, yet continues to face the challenge of student engagement in online intervention services.

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.

Total Year 1 Expenditures Planned for this goal is $321,569. Estimated actual expenditures are $78,297. The Goal is underspent by $243,272.

Action 7.1 (Professional Development) Planned Expenditures were $271,569.00 and the Estimated Actual Expenditures were $73,733.00. This action was underspent by $243,272 due to the District utilizing other funding sources to support this action.
Action 7.2 (Tutoring), the Last Year's Planned Expenditures were $50,000.00 and the Estimated Actual Expenditures were $4,564.00. This action was underspent by $45,436 due to the challenge in getting students who are attending online to access services.

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

Overall, the actions implemented have been effective in supporting progress toward the local indicators.
The District continues to demonstrate growth in areas aligned to Goal 7, which focuses on improving academic outcomes through targeted supports such as professional development and tutoring. Year 1 outcomes indicate that Action 7.1, which emphasized professional

development in English Language Arts (ELA), had a measurable positive impact on several student groups. According to the 2024 CA Dashboard, English Learners showed a gain of +34.6 points, Socioeconomically Disadvantaged students improved by +17.4 points, and Hispanic/Latino students improved by +25.8 points in ELA Distance from Standard (DFS). These improvements suggest that the professional learning provided to staff—centered on evidence-based instructional strategies, standards alignment, and language development—was effective in closing learning gaps for these targeted populations.

Action 7.2, which provided tutoring support, likely contributed to student progress as well, although its direct impact is more difficult to isolate due to the lack of disaggregated performance data specific to tutoring recipients. Implementation challenges, particularly in online settings, limited student engagement in some cases. Nonetheless, the general upward trend among key student groups implies that tutoring support offered a supplemental benefit to core instruction.

Despite these gains, the data also highlights persistent challenges. Students with Disabilities experienced a decline of -26.9 points, and African American students declined by -16.3 points in ELA DFS. These results indicate that existing strategies were not sufficiently effective in meeting the instructional needs of these student populations. To respond, the District plans to strengthen Action 7.1 by expanding professional development to include Universal Design for Learning (UDL) and structured literacy training. Additional instructional models such as co-teaching and increased use of assistive technology (e.g., text-to-speech, speech-to-text) will be implemented to support accessibility and differentiation. Formative assessment and progress monitoring cycles will be increased to allow for more frequent instructional adjustments.

To support African American students more effectively, culturally responsive teaching strategies will be emphasized in future professional development, including inclusive curriculum design and relationship-centered pedagogy. The District also plans to enhance mentorship opportunities and family engagement activities that affirm cultural identity and promote academic confidence.

While Actions 7.1 and 7.2 have shown promise, particularly for English Learners and Socioeconomically Disadvantaged students, year 1 outcomes underscore the need for more intensive, inclusive, and culturally responsive practices to address the persistent gaps for Students with Disabilities and African American students. These refinements will be central to improving Goal 7 outcomes in the coming year

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.

Goal 7: Improve ELA Performance at Moreno Valley Online Academy

Action 7.1: Planned funds increased to $469,405.00 which includes unexpended funds from the 24-25 allocation as apart of the 3 Year Budget
Action 7.2: Planned funds increased to $95,436.00 Which included unexpended funds from 24-25 allocation as apart of the 3 year budget
The total 3 year budget allocation for Moreno Valley Online Academy is $1,474,707. Total amount allocated for this goal over a 3 year period is $846,000
Actions 7.1 and 7.2- Bayside Community Day School, March Mountain and Alessandro were removed from the Description (Location) in the Actions Table. Goal 7 only applies to Moreno Valley Online Academy

Metric 7.1 Changed wording to "Distance from Standard (DFS) in ELA on the CAASPP" to Indicate DFS rather than percentage for alignment to baseline, outcome, and difference from baseline. This Metric formerly stated "SBAC ELA 30% Distance from Standard".
Metric 7.2 Added to reflect ELPI Indicator

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
7.1	Professional Development	Provide professional development in the area of ELA This action provides targeted professional development (PD) for teachers at MVOA to enhance instructional practices in English Language Arts (ELA), particularly within the independent study and virtual learning environment. The PD focuses on standards-aligned instruction, digital engagement strategies, data-driven decision-making, and differentiated supports to meet the diverse needs of students. This action is principally directed toward and effective in improving outcomes for unduplicated students, including English learners (ELs), Long Term English Learners (LTEL). foster youth, and low-income students, who benefit from high-quality, responsive instruction tailored to online learning environments. These student groups often require additional scaffolds and interventions in literacy, and professional development ensures that teachers are equipped to provide culturally responsive, accessible, and engaging ELA instruction.	$469,405.00	No
7.2	Tutoring	Provide in person and online tutoring This action in research based and provides in-person and online tutoring in English Language Arts (ELA) for students at March Mountain High School, a continuation high school with a high population of unduplicated students, including English learners, foster youth, and low-income	$95,436.00	No

Action #	Title	Description	Total Funds	Contributing
		students. Tutoring sessions are available during and after the school day to provide flexible, accessible, and targeted support. This action is principally directed toward improving ELA outcomes for unduplicated students, who often need additional instructional time and support to meet grade-level literacy standards and recover credits toward graduation. By offering individualized tutoring, students receive focused intervention in reading comprehension, academic writing, vocabulary, and language development—areas critical to postsecondary readiness.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	All students, and particularly EL, SED, SWD, AA, and Hisp/Latino/a students, at Moreno Valley Online Academy and March Mountain will improve 10% in Math DFS over the course of the three-year LCAP cycle. Although March Mountain has teachers working out of field, they are working as part of the local assignment option at an alternative education site and are fully credentialed teachers. MVOA has no teachers working out of field. 2024 CA Dashboard indicates the following student groups are are red on one or more indicators at MVOA: African American- ELA and Math English Learner- ELPI, Math and CCI Long Term English Learner-ELPI Homeless-CCI Hispanic- Math and CCI Socioeconomically Disadvantaged- Math and CCI 2024 CA Dashboard indicates the following student groups are are red on one or more indicators at March Mountain: March Mountain African American- Suspension Rates English Learner- Suspension Rate Homeless- CCI Hispanic-CCI Socioeconomically Disadvantaged- CCI	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal applies to the following school sites that are eligible to receive equity multiplier (EM) funding: Moreno Valley Online Academy and March Mountain Continuation School.

The district's goal to increase student achievement in Mathematics at March Mountain High School and Moreno Valley Online Academy is clearly driven by performance data from the 2023 and 2024 California School Dashboard. Academic achievement in Math remains a critical area of need for multiple student groups, particularly English Learners, Homeless, Socioeconomically Disadvantaged (SED), Hispanic/Latino, and Native Hawaiian or Pacific Islander students.

At Moreno Valley Online Academy (MVOA), 2023 baseline data showed all student groups scoring significantly below standard in Math: All Students (-230.7), English Learners (-250.1), SED (-235.0), Students with Disabilities (-249.8), and African American students (-237.8). In 2024, while some groups showed marginal change, others declined further. Students with Disabilities dropped to -289.2—the lowest performance level across both years—while English Learners remained significantly behind at -247.3 and SED students at -236.9. These persistent gaps clearly demonstrate that MVOA students are not making sufficient progress in Math and require sustained, targeted support.

At March Mountain High School, the trend is similar. In 2023, All Students scored -227.2 in Math, with SED students at -229.4 and Hispanic/Latino students at -222.3. By 2024, overall performance improved slightly—All Students improved to -181.6, SED to -182.9, and Hispanic/Latino students to -180.2. However, these scores remain well below standard, and data for English Learners was not reported due to low numbers, which makes monitoring progress in this group particularly challenging. Our educational partner feedback highlights the need for tutoring support and professional development.

Each of the following educational partner groups were consulted at separate meetings in April 2025 and May 2025

SSC: Audience: Parents/community members, teachers, principal and staff
Topics discussed: Needs assessment consisting of a review of all data, survey information, LCAP Goals which align to SPSA Goals, Equity Multiplier Funds
ELAC: Audience: Parents of EL students/community members
Topics discussed: Needs Assessment relative to EL students and families consisting of a review of all data, survey information, LCAP Goals-which align to SPSA Goals, importance of attendance, Equity Multiplier Funds

The feedback resulted in the development of the SPSAs which includes actions and strategies to achieve the goals.
A breakdown of site and student group data at each EM site is available in metrics 8.1 and 8.2

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Metrics/Indicators MVOA Distance from Standard (DFS) in Math on the CAASPP	Baseline 2023 CA Dashboard MVOA MATH	CA Dashboard 2024 MATH MVOA All -235.5		All -161.49 EL -175.07 SED -164.5 SWD -174.86 AA -166.46	CA Dashboard 2024 MATH MVOA All -4.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students -230.7 EL -250.1 SED -235.0 SWD -249.8 AA -237.8	EL -247.3 SED - 236.9 SWD -289.2 AA -227.8			EL +2.8 SED -1.9 SWD -39.4 AA -+10.0
8.2	Metrics/Indicators March Mountain Distance from Standard (DFS) in Math on the CAASPP	Baseline 2023 CA Dashboard March Mountain MATH All students -227.2 SED - 229.4 H/L -222.3	CA Dashboard 2024 MATH March Mountain All -181.6 EL -No Data Fewer than 11 Students (7) SED -182.9 Hispanic/Latino - 180.2		All -159.04 SED -160.58 H/L -155.61	CA Dashboard 2024 MATH March Mountain All +45.6 EL -No Data Fewer than 11 Students (7) SED +46.5 Hispanic/Latino +42.1

Goal Analysis [2024-25]

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.

This goal was partially implemented, with focused efforts at March Mountain High School and Moreno Valley Online Academy (MVOA).

Action 8.1 – Professional Development for Moreno Valley Online Academy:
Although originally allocated funds were not utilized, professional development was provided using alternative funding sources. This training targeted instructional strategies, including those aligned with improving mathematics instruction and student engagement in virtual learning environments. To ensure full implementation in the 2025–26 school year, the site plans to contract with Solution Tree to provide comprehensive professional development that includes support in data-driven instruction and evidence-based strategies for math achievement. This will strengthen teacher capacity and directly support improved outcomes in mathematics.

Action 8.2 – Tutoring for March Mountain High School:

While funds were not fully expended, tutoring services were provided to students, with a focus on supporting those struggling in core academic areas, particularly mathematics. These tutoring sessions offered targeted intervention aligned with students' classroom instruction and assessment data. For the 2025–26 school year, the site will fully implement a structured tutoring program with consistent scheduling, qualified tutors, and a focus on foundational math skills. This action is intended to close learning gaps, increase student confidence in math, and improve overall academic performance.

Challenges and Successes:
Challenges included the need to reallocate funding and adjust implementation timelines, which led to some differences between planned and actual activities. Despite this, services continued through alternative means, ensuring students still received support. A key success was the ability to adapt and maintain services that directly supported students' academic needs. Looking ahead, both actions are being strategically aligned to enhance instructional quality and provide direct student support, with a particular emphasis on improving mathematics achievement across both 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.

Planned expenditures for Year 1 of the 3 Year plan are $140,000 and actual expenditures were $24,171. This goal was underspent by $115,829

Action 8.1 – Professional Development: Total Planned Expenditures: $110,000 Estimated Actual Expenditures are $0. (MVOA) due to MVOA utilizing other funding sources for professional development activities
Action 8.2 – Tutoring: Total planned Expenditures are $30,000: Estimated Actual Expenditures are $24,171 (March Mountain) dut to tutor availability and and student participation.

The total amount allocated for this goal for 3 years is $405,000
The remaining balance for year 1 will be added to year 2 funding allocation. There were challenges for MVOA in expending funds allocated for Professional Development. Professional Development was provided on the District level although MVOA did not expend allocated resources.

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

March Mountain High School demonstrated significant success in improving math achievement, with all students increasing their Math DFS by an average of +45.6 points. Notably, Students Economically Disadvantaged (SED) improved by +46.5 points, and Hispanic/Latino students by +42.1 points. These gains indicate a strong upward trend in math performance and suggest that targeted interventions are having a meaningful impact. In contrast, Moreno Valley Online Academy (MVOA) showed mixed results during the same period. While African American students improved by +10 points and English Learners by +2.8 points, Students with Disabilities (SWD) experienced a significant decline of -39.4 points, and SED students saw a slight decrease of -1.9 points. These outcomes highlight both progress and ongoing challenges in supporting diverse learners within a virtual environment.

The most impactful actions contributing to these outcomes were Action 8.1, which focused on professional development, and Action 8.2, which involved tutoring services. Action 8.1 provided targeted professional development in mathematics instruction, equipping teachers with research-based strategies suitable for both in-person and virtual learning settings. This action was particularly effective at March Mountain, where staff leveraged the training to implement data-driven instruction and enhance student outcomes. Action 8.2 supported flexible, individualized tutoring services available both in-person and online, aiding students struggling with math. While tutoring was successfully implemented at March Mountain, MVOA encountered challenges with student participation, limiting the effectiveness of this support.

Overall, Goal 8 reflects a strategic effort to close achievement gaps in mathematics through professional learning and direct student support. The success at March Mountain underscores the importance of sustained and targeted interventions, while the mixed results at MVOA reveal the need for improved engagement strategies and differentiated supports for students in virtual settings. Key metrics to continue monitoring include DFS growth by student subgroup, college and career pathway enrollment and completion, and math course pass rates.

To further support and improve outcomes at MVOA, strategies include expanding mentoring programs to provide personalized support and foster engagement, maintaining an intentional focus on underperforming groups such as SWD and English Learners, and enhancing access to Career and Technical Education (CTE) pathways with an emphasis on skill development for SWD and SED students. Strengthening math-specific professional development tailored to online instruction, increasing tutoring availability with a focus on at-risk students, and implementing data-driven interventions through regular formative assessments are also critical steps to address learning gaps and personalize instruction effectively.

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.

Action 8.1 Professional Development Will Increase to $220,000
Action 8.2 Tutoring will Increase to $50,826
Metrics 8.1 and 8.2 Changed wording to "Distance from Standard (DFS) in Math on the CAASPP" to Indicate DFS rather than percentage for alignment to baseline, outcome, and difference from baseline. This Metrics formerly stated "SBAC Math 30% Distance from Standard"

Various changes and continued efforts are planned to support sites and improve outcomes by enhancing the implementation and effectiveness of both professional development and tutoring. These efforts aim to ensure that allocated funds are used efficiently to provide necessary opportunities for student success.

Regarding professional development, the district recognizes that despite previous efforts, academic challenges remain, highlighting the need to refine and strengthen support, especially through ongoing, data-informed PD. Future priorities include equipping teachers with effective instructional strategies closely aligned with SBAC standards. Key areas for development involve increased training in Multi-Tiered System of Supports (MTSS) and Professional Learning Networks (PLNs), supported by partnerships with organizations such as Epiphany and Solution Tree. The district also plans to revitalize Professional Learning Communities (PLCs) by implementing a more structured process and cycle, with a strong focus on collaborative work through Math PLNs. Specific professional development initiatives underway or planned include Integrated English Language Development (I-ELD) training, enhanced instructional strategies for English Learners, teacher coaching, and targeted training on Special Education goals and expectations.

In terms of tutoring, the district plans to continue and expand tutoring opportunities in response to feedback from educational partners emphasizing its importance under Goals 6, 7, and 8. Site-specific tutoring interventions are designed to address the needs of individual schools, with particular attention to supporting unduplicated students. Tutoring is made regularly available through school staff, FEV Tutoring, and Paper Tutoring, with online and in-person options specifically accessible to English Learners. Additional academic support strategies include tutoring provided by site staff, AmeriCorps, and Tutors of America, as well as after-school tutoring targeted at students not meeting benchmark expectations. The district is currently evaluating the effectiveness of virtual versus in-person tutoring models, such as those offered by AmeriCorps, to inform future decisions. Parent feedback has also contributed to a $500,000 increase in funding to expand in-person tutoring through AmeriCorps, particularly as part of the P-3 Reading by Third Grade initiative.

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
8.1	Professional Development	Professional development in the area of mathematics. This action is research based and provides ongoing professional development (PD) in mathematics instruction for educators at Moreno Valley Online Academy (MVOA). The PD is focused on equipping teachers with research-based instructional strategies for virtual math instruction, supporting standards-aligned lesson design, data-driven decision-making, and effective use of digital tools. This action is principally directed toward improving math outcomes for unduplicated students, including English learners, foster youth, and low-income students, who are often disproportionately represented among those performing below grade level in mathematics. The virtual learning environment presents unique instructional challenges, and targeted PD ensures that teachers are equipped to meet the diverse mathematical learning needs of their students	$220,000.00	No
8.2	Tutoring	Provide in person and online tutoring.	$50,826.00	No

Action #	Title	Description	Total Funds	Contributing
		This action is research based provides in-person and online tutoring in Mathematics for students at March Mountain High School, targeting those who are credit-deficient or performing below grade level. Tutoring is offered both during and after school to increase access and flexibility, with a focus on foundational skills, standards mastery, and credit recovery. This action is principally directed toward supporting unduplicated students, including English learners, foster youth, and low-income students, who often face systemic barriers to academic achievement and require personalized, supplemental support to succeed in mathematics. The tutoring provides timely intervention aligned with course content and individualized learning needs.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	All students, and particularly LTELs. EL, SED, SWD, AA, and Hisp/Latino/a students, at Alessandro and March Mountain High School will demonstrate growth towards improving student behavior by decreasing the suspension rate by 2% over the course of the three-year LCAP cycle. Although March Mountain has teachers working out of field, they are working as part of the local assignment option at an alternative education site and are fully credentialed teachers. 2024 CA Dashboard indicates the following student groups are are red on one or more indicators at Alessandro: African American- Suspension Rates and Chronic Absenteeism English Learner- Suspension Rates Students With Disabilities- ELA, Math, Suspension Rates, and Chronic Absenteeism Hispanic-ELA, Math, Suspension Rates, and Chronic Absenteeism Socioeconomically Disadvantaged-ELA, Math, Suspension Rates, and Chronic Absenteeism 2024 CA Dashboard indicates the following student groups are are red on one or more indicators at March Mountain: March Mountain African American- Suspension Rates and CCI English Learner- ELA, Math, and CCI Homeless- Suspension Rates and CCI Students With Disabilities- Suspension Rates, Graduation Rates, and CCI Hispanic-ELA, Math, and CCI Socioeconomically Disadvantaged-ELA, Math, Suspension Rates, and CCI LTEL- Suspension and CCI	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal applies to the following school sites that are eligible to receive equity multiplier (EM) funding: Alessandro and March Mountain.

The district's goal to reduce suspension rates at March Mountain High School and Alessandro School is supported by data from the 2023 and 2024 California School Dashboard, which highlights persistent and in some cases increasing suspension rates among several high-need

student groups. This data indicates the need to provide additional and continued supports in the area of suspension. Furthermore, feedback from educational partners has emphasized the importance of increasing parent engagement opportunities, addressing social-emotional barriers, and improving students' sense of belonging—factors that directly influence disciplinary outcomes.

At March Mountain High School, the overall suspension rate decreased from 12.6% in 2023 to 10.3% in 2024, showing some progress. However, several student groups continue to experience high or increasing rates. African American students saw an increase from 17.8% to 20%, the highest among all groups in 2024. English Learners also experienced an increase in suspension rates, rising from 12.0% to 13.1%. Though Students with Disabilities (SWD) showed improvement—from 25.8% in 2023 to 9.7% in 2024—this group remains a priority due to their historically elevated rates. Socioeconomically Disadvantaged (LI) students decreased slightly from 11.5% to 10.7%, but the rate still exceeds the state average and warrants attention.

Alessandro School experienced a significant increase in suspension rates. The overall rate rose from 6.6% in 2023 to 16% in 2024, more than doubling within a year. This increase was mirrored across key student groups: Students with Disabilities rose from 6.6% to 16%, African American students from unreported to 16%, and Low-Income (LI) students from 7.9% to 15.3%. While English Learners showed a slight decrease from 10% to 8.3%, their rate remains disproportionately high.
Each of the following educational partner groups were consulted at separate meetings in April 2025 and May 2025

SSC: Audience: Parents/community members, teachers, principal and staff
Topics discussed: Needs assessment consisting of a review of all data, survey information, LCAP Goals which
align to SPSA Goals, Equity Multiplier Funds
ELAC: Audience: Parents of EL students/community members
Topics discussed: Needs Assessment relative to EL students and families consisting of a review of all data,
surve information, LCAP Goals-which align to SPSA Goals, importance of attendance, Equity Multiplier Funds

The feedback resulted in the development of the SPSAs which includes actions and strategies to achieve the goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Suspension Rates for March Mountain	Suspension Rate CA Dashboard 2023 All students 12.6% EL 12% LI 11.5% SWD 25.8% AA 17.8%	Suspension Rate 2024 CA Dashboard All students 10.3% EL- 13.1% LI - 10.7% SWD 9.7%		Suspension Rate CA Dashboard All students 10.6% EL -10% LI - 9.5% SWD-23.8% AA - 15.8%	Suspension Rate 2024 CA Dashboard All students +1.7% EL- 1.6% LI +.8% SWD -16.1% AA- 2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			AA- 20%			
9.2	Suspension Rates for Alessandro	Suspension Rate CA Dashboard 2023 All students 6.6% EL 10% LI 7.9% SWD 6.6% AA 13%	Suspension Rate 2024 CA Dashboard All students 16% EL- 8.3% LI - 15.3% SWD 16% AA- 16%		Suspension Rate CA Dashboard All students 4.6% EL- 8% LI - 5.9% SWD 4.6% AA- 11%	Suspension Rate CA Dashboard All students 10.6% Increased EL- 1.7% Decreased LI - 7.4% Increased SWD 10.6% Increased AA- 3% Increased

Goal Analysis [2024-25]

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.

Goal 9 was fully implemented. The sites focused on for this goal were March Mountain High School and Alessandro School

Action 9.1: Intervention Software – Renaissance Learning (March Mountain High School)
The implementation of Renaissance Learning intervention software at March Mountain High School has supported student progress monitoring and personalized academic intervention. The tool provided teachers with real-time data to inform instruction, identify learning gaps, and differentiate support for students in need. Early results indicated improved engagement in reading and math practice, especially for students who had previously struggled with consistent academic performance. The software also allowed for better tracking of student growth over time, helping to guide academic conferencing and targeted interventions. A notable success was the increased frequency of student assessment cycles, which contributed to more responsive instructional adjustments. While implementation was largely successful, some challenges emerged related to onboarding and consistent software usage across staff. In response, the district provided targeted professional development and coaching to maximize the platform's effectiveness and ensure alignment with short instructional cycles and high-yield strategies. Moving forward, continued training and integration with other MTSS tools will be essential to deepening impact and sustaining student achievement gains at this EM site.

Action 9.2: Intervention Staff (Alessandro High School)
Alessandro High School made substantial progress under Action 9.2 by hiring additional intervention staff to address the academic and behavioral needs of students. These staff members played a vital role in the school's Multi-Tiered System of Supports (MTSS), offering

small-group instruction, academic tutoring, and social-emotional check-ins tailored to students' individual needs. The presence of dedicated intervention personnel allowed for more targeted support, especially for students identified as being at risk of falling behind. The staff also worked closely with counselors, administrators, and classroom teachers to implement intervention cycles aligned with assessment data and student progress monitoring. A key success was the enhanced connection students felt through consistent, supportive adult relationships, which positively impacted both behavior and attendance. However, challenges included balancing intervention staff time across a wide range of needs and ensuring adequate coverage for all students requiring support. To strengthen implementation, the district is working on clarifying intervention roles, improving data-driven scheduling, and connecting intervention efforts with schoolwide strategic implementation plans. These improvements aim to ensure equity, consistency, and sustained academic growth at Alessandro High School

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.

Year 1 of 3 year Planned expenditures were $119.998 and actual expenditures were $90,686. This Goal is nearly expended and is underspent by $29, 312 with services still being continued. Final amounts will be determined by the end of the Fiscal year

Action 9.1 Intervention Software Year 1 planned expenditures $40,000 and Estimated Actual Expenditures are $44,932. This action has been overspent by $4,932 due to increased cost of software.
Action 9.2 Intervention Staff Planned Expenditure $79,998, Estimated Actual Expenditures are $45,474 with this goal being underspent due to utilizing other funding sources to support this action. The remaining funds will be added to 25-26 allocation for year 2.

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

The following actions have been implemented to address suspension rates:

Action 9.1: Intervention Software – March Mountain High School
Current MTSS data indicates a suspension rate of 2.08% at March Mountain High School, which is significantly lower than the 12% suspension rate reported on the Dashboard. This suggests that the intervention software and related supports are contributing to a reduction in student suspensions.

Action 9.2: Intervention Specialist – Alessandro School
At Alessandro School, the suspension rate is currently 5.88%. The presence of an Intervention Specialist, including support from a Registered Behavior Technician, aims to reduce behavioral incidents and suspensions by providing targeted behavioral interventions and supports.

Assessment of Effectiveness
Both schools show positive trends in reducing suspensions, with March Mountain High School demonstrating notably low suspension rates. The targeted behavioral supports provided through Actions 9.1 and 9.2 are helping to mitigate disciplinary issues that lead to suspensions.

However, challenges remain, as suspension rates at Alessandro School, while improved, are still an area of focus. Continued behavioral interventions, alongside district-wide strategies such as Positive Behavioral Interventions and Supports (PBIS), social-emotional learning, and community wellness initiatives, are essential to sustain and further reduce suspension rates, especially at schools serving high-needs populations.

In summary, Actions 9.1 and 9.2 have contributed to lower suspension rates at both schools but must remain integrated with broader district efforts to address the root causes of disciplinary actions and promote a positive school climate.

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.

Planned Changes to This Goal
Action 9.1's Year 2 allocation has been reduced to $20,068 as part of a three-year spending plan. If the full amount is expended in Year 2, no Equity Multiplier funding will be available for this action in Year 3. Action 9.2's Year 2 allocation will be $34,244, reflecting carryover from unspent Year 1 funds, with a total allocation of $79,998 for this action. Similar to Action 9.1, if the full Year 2 amount is used, no Equity Multiplier funds will remain for Year 3. Additionally, March Mountain has been removed from the expenditures table for Action 9.2, with Alessandro added instead, making this the only action in the plan that applies to Alessandro. Metric 9.3 has also been updated to include the suspension rate for Alessandro, which was not previously measured.

To improve outcomes for this goal, the district will maintain a focus on several key strategies. Attendance Specialists will engage with chronically absent students and their families to encourage consistent attendance. Social Workers will address socio-emotional and family-related barriers that impact attendance. Positive Behavioral Interventions and Supports (PBIS) programs will continue to promote a positive school climate and reduce behavioral incidents. Community Wellness Advocates (CWAs) will provide wraparound support and referrals for students in need, while Social Emotional Learning (SEL) programs aim to improve student engagement and classroom behavior.

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
9.1	Intervention Software	Provide Renaissance STAR program at March Mountain High School This action implements the Renaissance STAR program at March Mountain High School, a continuation high school with a significant population of unduplicated students, including English learners, foster youth, and low-income students. The program is designed to support	$20,068.00	No

Action #	Title	Description	Total Funds	Contributing
		student behavior, engagement, and academic success with the goal of reducing suspension rates and improving overall school climate. The Renaissance STAR program provides real-time data on student attendance, behavior incidents, and academic progress. It enables staff to identify at-risk students early and intervene with targeted supports such as counseling, behavior contracts, and restorative practices. This proactive approach helps address the underlying causes of disruptive behaviors that often lead to suspensions.		
9.2	Intervention Staff	Provide Registered Behavior Technician This action funds a Registered Behavior Technician at Alessandro School to provide direct behavioral support to students, with a focus on reducing suspension rates and improving overall student behavior and engagement. The RBT works under the supervision of a Board Certified Behavior Analyst to implement individualized behavior intervention plans (BIPs), collect data on student behavior, and provide targeted interventions to students exhibiting challenging behaviors. This action is principally directed toward unduplicated students, including English learners, foster youth, and low-income students, who are at higher risk of experiencing disciplinary actions and suspensions. By providing specialized, evidence-based behavioral support within the school setting, the RBT helps address the root causes of disruptive behavior, promotes positive social skills, and supports students in maintaining appropriate conduct.	$34,244.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	All students, and particularly Long-term English Learners, SWD and TOM students, at Moreno Valley Online Academy will demonstrate growth towards improving student attendance by decreasing the chronic absenteeism rate by 2% over the course of the three-year LCAP cycle. MVOA does not have any teachers working out of field. 2024 CA Dashboard indicates the following student groups are are red on one or more indicators at MVOA: African American- ELA, Math, Chronic Absenteeism, and CCI English Learner- ELA, Math, Chronic Absenteeism, and CCI Homeless-Chronic Absenteeism and CCI Students With Disabilities- ELA, Math, Chronic Absenteeism, and CCI Hispanic-ELA, Math, Chronic Absenteeism, and CCI Socioeconomically Disadvantaged-ELA, Math, Chronic Absenteeism, and CCI	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal applies to the following school sites that are eligible to receive equity multiplier (EM) funding: Moreno Valley Online Academy.

he district's goal to increase student achievement in ELA and Math at Moreno Valley Online Academy is driven by data from the 2023 and 2024 California School Dashboard, which shows that English Learners and Homeless students are in the red performance level for both academic areas, and that Socioeconomically Disadvantaged, Hispanic/Latino, and Native Hawaiian or Pacific Islander students are in the red for Math. Chronic absenteeism is a critical barrier to academic success, and the data clearly indicates the need to provide additional and continued supports in the area of attendance and chronic absenteeism.

In 2023, chronic absenteeism rates at Moreno Valley Online Academy were high across nearly all student groups. The overall rate was 49.5%, with particularly high rates among English Learners (58.3%), Students with Disabilities (55.6%), Homeless Youth (46.7%), Socioeconomically Disadvantaged students (54.2%), and African American students (50.6%). The highest chronic absenteeism rate was seen among Two or More Races (61.3%), followed closely by Hispanic/Latino students (50.7%).

Although the 2024 Dashboard shows slight improvement in the overall chronic absenteeism rate—declining from 49.5% to 46.9%—the rates remain extremely high and continue to impact student learning. English Learners remain at 57%, Homeless Youth increased to 55%, and

Socioeconomically Disadvantaged students remain high at 49.6%. African American students saw only a minimal improvement to 50%, and Hispanic/Latino students improved to 46.8%, yet both rates still signal urgent need. Notably, Two or More Races dropped significantly to 31.6%, but the rate is still well above acceptable levels. Our educational partner feedback highlighted the need for parent engagement opportunities, social emotional barriers, lack of feelings of belonging and connectedness.

Educational partner feedback also highlighted that attendance is the heart of success which is the motto of our Student Services Department. The district needs to continue efforts to engage students and increase student attendance as well as decrease chronic absenteeism.

Each of the following educational partner groups were consulted at separate meetings in April 2025 and May 2025

SSC: Audience: Parents/community members, teachers, principal and staff
Topics discussed: Needs assessment consisting of a review of all data, survey information, LCAP Goals which align to SPSA Goals, Equity Multiplier Funds
ELAC: Audience: Parents of EL students/community members
Topics discussed: Needs Assessment relative to EL students and families consisting of a review of all data, surve information, LCAP Goals-which align to SPSA Goals, importance of attendance, Equity Multiplier Funds

The feedback resulted in the development of the SPSAs which includes actions and strategies to achieve the goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	Chronic Absenteeism at MVOA	2023 CA Dashboard Results All Students 49.5% EL 58.3% HY 46.7% SED 54.2% SWD 55.6% AA 50.6% H/L 50.7% TOM 61.3%	2024 CA Dashboard Results All Students- 46.9% EL-57% HY - 55% SED- 49.6% SWD- 43.2% AA - 50% H/L - 46.8% TOM - 31.6%		2023 CA Dashboard Results All Students EL HY SED SWD AA H/L TOM	2024 CA Dashboard Results All Students -2.6% EL -1.3% HY +8.3 % SED -4.6% SWD -12.4% AA -0.6% H/L -3.9 % TOM -29.7%

Goal Analysis [2024-25]

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.

This goal was not fully implemented due to Moreno Valley Online Academy (MVOA) not fully utilizing the allocated expenditures funded for this purpose. Specifically, Action 10.1 involved the use of itinerant substitutes to support attendance interventions; however, MVOA relied on other funding sources to support efforts aimed at reducing chronic absenteeism.

To strengthen Goal 10 moving forward and ensure success across all student groups—especially those facing the greatest attendance barriers—the District and MVOA will fully implement the intended strategies and integrate them within a broader system of support. Districtwide actions supporting progress toward this goal include increased staffing, such as hiring 10 District Social Workers, establishing a Social Worker Intern Program with 128 interns in 2023–24, assigning counselors to every elementary school, and deploying six District Behavior Specialists. These efforts are funded through LREBG and Concentration Grants.

Dedicated attendance support is provided through the deployment of Attendance Specialists, including three Community Wellness Advocate (CWA) specialists, who lead the District-Wide Attendance Initiative. Social Workers and Attendance Specialists conduct frequent home visits to identify student and family needs and reduce absenteeism. Communication and outreach efforts utilize platforms such as ParentSquare, attendance letters, and the Parent Ambassador Program to engage families and emphasize the importance of regular attendance. Monitoring and intervention systems include Attendance Intervention Team training, site-based MTSS Dashboards, SART/SARB meetings, and real-time data reviews between district staff and administrators.

To foster a positive school climate and enhance engagement, programs like Positive Behavioral Interventions and Supports (PBIS), RUHS mental health partnerships, and Visual and Performing Arts (VAPA) enrichment activities are in place. The BARR program and alternative education settings such as MVOA, Bayside, and March Mountain support re-engagement of at-risk students. Incentives and recognition initiatives motivate and reward consistent attendance, while academic supports like Saturday Innovation Camps (SIC) and Independent Study Programs (ISP) provide flexible learning options for chronically absent students. Basic needs are addressed through the Community Wellness Center (Action 4.1), which offers food, clothing, hygiene resources, and mental health support—critical for homeless and foster youth. Additionally, professional development in trauma-informed practices and restorative approaches equips staff to better address social-emotional factors contributing to absenteeism.

Although most student groups at MVOA showed decreases in chronic absenteeism according to the 2024 CA Dashboard data compared to the 2023 baseline—particularly significant improvements among Students with Disabilities (SWD) and Transitional Opportunities for Mobility (TOM) students—the Homeless Youth group experienced a notable increase. The District continues to prioritize addressing chronic absenteeism and ensuring that provided resources are fully utilized to support all students effectively.

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

Action 10.1 Itinerant Substitutes to Reduce Chronic Absenteeism. Year 1 of a 3 year Plan for expenditures for this goal were $105,000 and actual expenditures were $30,875. This goal was underspent due to site utilizing other funding sources to support this action.

The total amount allocated to this Goal is $315,000 to be spent over 3 years. The remaining unspent funds will be during the 25-25 school year

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

Ongoing district actions aligned with Goal 10 have contributed to a notable decrease in chronic absenteeism across most student groups, demonstrating the effectiveness of the implemented strategies. Overall, the chronic absenteeism rate for all students dropped modestly by 2.6%, from 49.5% in 2023 to 46.9% in 2024. Socioeconomically Disadvantaged (SED) students experienced a more significant reduction of 4.6%, while Students with Disabilities (SWD) saw a dramatic decline of 12.4%, indicating strong impact for high-need learners. Hispanic/Latino and English Learner (EL) students also showed meaningful decreases, with EL students improving by 1.3%. The most remarkable progress was among the TOM student group, which saw chronic absenteeism drop sharply by 29.7%, reflecting highly effective targeted support strategies for this subgroup. African American students experienced a slight decrease of 0.6%.

Despite these positive trends, challenges remain. The Homeless Youth (HY) group experienced a troubling increase in chronic absenteeism, rising from 46.7% in 2023 to 55% in 2024, an increase of 8.3%. This highlights a significant gap in meeting the complex needs of homeless students and signals an area needing urgent improvement. The lack of full utilization of the itinerant substitute role, originally designed to support attendance interventions, contributed to this challenge. This role was not sufficiently aligned with necessary wraparound services such as transportation, housing referrals, and mental health support—critical resources for homeless students to maintain consistent school attendance.

Had the itinerant substitute position been fully implemented, it could have played a vital role in reducing absenteeism among Homeless Youth by providing consistent daily check-ins, academic support, and facilitating access to essential services. Trained in trauma-informed practices and integrated with McKinney-Vento supports, this role could have offered stability and advocacy essential for re-engaging homeless students.

In summary, while Goal 10 has shown clear success in reducing chronic absenteeism for many high-need groups, its inconsistent impact—especially for Homeless Youth—underscores the need for full implementation and stronger integration of comprehensive wraparound supports. With the District's existing broad support framework and targeted refinements, future efforts can more effectively address the diverse needs of all students, ensuring consistent attendance and academic success regardless of their circumstances.

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.

Goal 10.1 funding for the itinerant substitute will increase to $196,275 for Year 2 of the Equity Multiplier Funds, which includes the remaining balance carried over from the 2024-25 school year. To support Moreno Valley Online Academy (MVOA) in effectively deploying these funds, the District will take several strategic actions focused on reducing chronic absenteeism.

First, the District will clarify the purpose and alignment of the itinerant substitute role to ensure responsibilities are directly tied to improving attendance. This role will provide instructional continuity for students returning from absences, conduct outreach and academic support for frequently absent students, and collaborate with attendance teams to engage families and offer targeted interventions.

The District will also offer data and planning tools to assist MVOA in analyzing chronic absenteeism trends, identifying high-need students, and developing a clear, actionable implementation plan. Utilizing District resources and MTSS data reports will help track the substitute's impact and enable adjustments to strategies as needed.

To maximize effectiveness, the itinerant substitute will be integrated within MVOA's Multi-Tiered System of Supports (MTSS), working directly with Tier 2 and Tier 3 students through check-ins and coordinating services with counselors and social workers.

Sustainability will be ensured by guiding MVOA in creating a multi-year spending plan that fully utilizes both rolled-over and annual funds. This plan will include allocations for related professional development and the purchase of supplemental materials or digital tools that support student re-engagement and attendance monitoring.

Finally, the District will support MVOA in developing clear metrics to monitor and report the itinerant substitute's impact on reducing chronic absenteeism, ensuring accountability and continuous improvement.

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
10.1	Itinerant Sub	Itinerant subs will be hired to support intervention efforts in decreasing chronic absenteeism This action is research based and provides itinerant substitutes at Moreno Valley Online Academy (MVOA) to support targeted intervention efforts focused on reducing chronic absenteeism among students. Because MVOA operates in a fully virtual environment, these substitutes provide critical coverage to allow regular staff to conduct personalized outreach,	$196,275.00	No

Action #	Title	Description	Total Funds	Contributing
		attendance monitoring, and small-group or individual support sessions aimed at improving student engagement and consistent participation in online learning. This action is principally directed toward unduplicated students, including English learners, foster youth, and low-income students, who face unique challenges in maintaining regular attendance in a virtual setting due to barriers such as limited technology access, home environment distractions, and socio-economic factors. By increasing staff capacity through itinerant substitutes, MVOA can implement proactive attendance interventions that help identify and address these barriers promptly.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$124,296,911	$$15,548,833

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
37.515%	0.000%	$0.00	37.515%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** On the 2023 Dashboard, English Learners, and Homeless Youth received a red performance level in both ELA and MATH. The ELA and Math Distance from Standard (DFS) are ELA -47.6 and Math -92.5 for All Students.	To address this need, ongoing professional development, is needed to ensure that classroom teachers are effectively providing the most effective instruction to students which in turn increases their academic achievement. This action is being provided on an LEA-wide basis because multiple student groups, in addition to unduplicated pupils, are demonstrating academic, needs in the area of ELA and MATH.	1.1-SBAC rates in ELA and MATH 1.3 Proficiency rates of teachers trained and implementing California State Standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL students are -83.3 (ELA) and -117.2 (MATH) HY students are -92.3 (ELA) and -122.8 (MATH) which are farther from DFS than the all students group. **Scope:** LEA-wide		
1.2	**Action:** Technology **Need:** 2023 Dashboard results indicate , EL, FY, LI and HY are Low in the area of College and Career Indicator. SWD are very low in the area of CCI. The All students group is Low at 33.6% EL 12.7% FY 13.2% HY 22.4% LI 32.9% SWD 8% The unduplicated students fall below the all students group in the area of CCI. **Scope:** LEA-wide	To address this need each EL, FY, HY and LI student in grades TK-12 will receive a Chromebook which will enhance the learning opportunities for students, improve engagement, and facilitate efficient teaching and classroom management. This will ensure our students graduate college and or career ready as outlined in our portrait of a graduate. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating College and Career Readiness needs.	1.4 Student Access to aligned Instructional Materials 2.6 College Career Indicator 2.7 High School Readiness Indicator for Middle Schools

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Access to supplemental instructional materials **Need:** On the 2023 Dashboard, English Learners, and Homeless Youth received a red performance level in both ELA and MATH. The ELA and Math Distance from Standard (DFS) are ELA -47.6 and Math -92.5 for All Students. EL students are -83.3 (ELA) and -117.2 (MATH) HY students are -92.3 (ELA) and -122.8 (MATH) which are farther from DFS than the all students group. **Scope:** LEA-wide	Supplemental instructional materials will be provided to support core instruction. Supplemental materials will fill in the gaps to engage students, to help differentiate instruction and provide skills practice, extend learning, and address the gaps in student achievement in ELA and Math for EL, FY, LI and HY. This action is provided on an LEA Wide basis because multiple student groups including EL, FY, LI, and HY are demonstrating needs in the area of ELA and MATH.	SBAC ELA and MATH scores College Career Indicator Increased Graduation Rate Percentage of Teachers Trained and Implementing California State Standards
1.4	**Action:** Provide Instructional and District Support Staff **Need:** On the 2023 Dashboard Data HY, LI, and SWD are Very High in the area of chronic absenteeism. The All student group is VH at 33.7% HY 49.1% LI 36.8% SWD 40.2	To address this need instructional and district support staff including administrators will work with teachers, school support staff, parents, community members, and other education stakeholders to decrease chronic absenteeism for LI, FY and HY students and remove learning barriers while examining individual strengths, talents and interests. This action is provided on an LEA Wide basis because multiple student groups including EL, FY, LI, and HY are demonstrating needs to decrease high rates of Chronic Absenteeism	4.6 Attendance Rates 4.7 Chronic absenteeism rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	HY and LI students have a higher rate of chronic absenteeism than the all students group. **Scope:** LEA-wide		
1.5	**Action:** PAR Program **Need:** In MVUSD, 11 teachers who have voluntarily enrolled in the PAR program Districtwide survey results indicate 49% of EL, LI, FY and HY lack a sense of belonging which indicates a need to strengthen instructional strategies to support SEL needs for UPPP as well as for all students.. **Scope:** LEA-wide	To address this need, intensive assistance and training from skilled colleagues are provided to teachers in the PAR program. This action is provided on an LEA Wide basis to ensure all students including LI, EL, FY and HY are provided instruction from highly skilled teachers .	4.9 Improved sense of belonging among students
1.7	**Action:** Maintain and Expand the Dual Immersion Program **Need:** On the 2023 Dashboard, English Learners, and Homeless Youth received a red performance level in both ELA and MATH. The ELA and Math Distance from Standard	To address this need, EL and HY Students in Dual Immersion Programs will be provided a program of instruction leading to increased levels of student achievement. This program will be expanded to benefit increased numbers of unduplicated students. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY,	1.1 SBAC ELA and MATH scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(DFS) are ELA -47.6 and Math -92.5 for All Students. EL students are -83.3 (ELA) and -117.2 (MATH) HY students are -92.3 (ELA) and -122.8 (MATH) which are farther from DFS than the all students group. **Scope:** Schoolwide	and HY pupils are demonstrating academic needs in ELA and MATH.	
1.8	**Action:** District software programs to support intervention **Need:** EL students are red in both ELA and Math LI students are orange in ELA and red in Math FY students are orange in both ELA and MATH HY are red in both ELA and MATH **Scope:** LEA-wide	To address this need, EL, LI, FY and HY students will be provided software programs to support intervention and integrate software with what's happening in the classroom. Students must be educated in the 21st century in ways that go beyond the traditional classroom model. This will lead to increased student achievement in our EL, LI, FY and HY students in MVUSD. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY and LI pupils are demonstrating academic needs. in ELA and MATH.	1.1 SBAC ELA and MATH scores
1.9	**Action:** Full Day KDG Program **Need:**	To address this need each elementary site will provide a full-day kindergarten program. Full day programs provide a relaxed, unhurried school day, with more time for a variety of experiences, greater	2024 Renaissance STAR Spring Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Reading Data 2023 Renaissance STAR Spring Data All Elementary 62.13% BELOW BENCHMARK EL-64% Below Benchmark FY-73% Below Benchmark LI-57% Below Benchmark 2nd Grade- 66.74% BELOW BENCHMARK 3rd Grade – 70.60% BELOW BENCHMARK 62.13% of all Students in primary grades in MVUSD are reading below grade level. **Scope:** LEA-wide	opportunity for screening and assessment to detect and deal with potential learning problems, and more occasions for good quality interaction between adults and students. This action will benefit all Kindergarten students across the district, but it has been implemented specifically to address the needs of unduplicated students. This action is principally directed to our unduplicated students. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating areas of academic gaps in kindergarten in the subject area of ELA.	
1.10	**Action:** Summer Learning Programs **Need:** On the 2023 Dashboard, EL and HY are orange in the area of graduation rate.FY is Yellow The all students graduation rate is High at 91.5% EL students graduation rate is Medium at 87.8% HY students graduation rate is Medium at 87.8% There is a gap between the EL and HY graduation rate and the all students graduation rate.	To address this need High School Summer Programs will be offered to all students who are credit deficient to increase the graduation rate. Services will be provided based on transcript analysis of needs at each site. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are failing to meet graduation requirements.	4.1 High School Drop out rate 4.8 HS Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.11	**Action:** Site Specific Interventions and Programs **Need:** On the 2023 Dashboard, English Learners, and Homeless Youth received a red performance level in both ELA and MATH. The ELA and Math Distance from Standard (DFS) are ELA -47.6 and Math -92.5 for All Students. EL students are -83.3 (ELA) and -117.2 (MATH) HY students are -92.3 (ELA) and -122.8 (MATH) which are farther from DFS than the all students group. **Scope:** LEA-wide	This action provides each school site an allocation to address academic, behavioral and attendance concerns specific to their school site. Sites will include details about planned expenditures of the allocation within their School Plan for Student Achievement (SPSA). School sites will complete a comprehensive needs analysis and determine evidence-based interventions to address student challenges. This action is principally directed to meet the needs of unduplicated students. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating needs in ELA and Math.	1.1 SBAC scores in ELA and MATH
1.12	**Action:** Reading by 3rd Grade Initiative **Need:** 2023 Renaissance STAR Spring Data All Elementary 62.13% BELOW BENCHMARK 1st Grade- 57.30 BELOW BENCHMARK 2nd Grade- 66.74% BELOW BENCHMARK 3rd Grade – 70.60% BELOW BENCHMARK	This action provides unduplicated students with small group instruction utilizing high level interest materials to support literacy skills in ELA. Students will also be provided in person tutoring to remediate skill gaps in ELA. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating academic need in the area of ELA.	2024 Renaissance STAR Spring Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL-64% Below Benchmark FY-73% Below Benchmark LI-57% Below Benchmark 62.13% of all Students in primary grades in MVUSD are reading below grade level. **Scope:** LEA-wide		
1.13	**Action:** Mental Health Supports **Need:** On the 2023 Dashboard Data HY, LI, and SWD are Very High in the area of chronic absenteeism. The All student group is VH at 33.7% HY 49.1% LI 36.8% SWD 40.2 HY and LI students have a higher rate of chronic absenteeism than the all students group. **Scope:** LEA-wide	The needs of EL, FY and LI students will be met by this action in providing mental health supports to students. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating chronic absenteeism.	4.9 Kelvin

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Visual and Performing Arts (VAPA) **Need:** On the 2023 Dashboard Data HY, LI, and SWD are Very High in the area of chronic absenteeism. The All student group is VH at 33.7% HY 49.1% LI 36.8% SWD 40.2 HY and LI students have a higher rate of chronic absenteeism than the all students group. **Scope:** LEA-wide	EL, FY, LI and other students will be provided a visual and performing arts program that supports the development of student social-emotional and interpersonal skills, enriches their experiences in school and allows them to better handle constructive criticism and improve academic achievement and overall mental focus. This action will lead to decreased chronic absenteeism. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating needs that address high rates of chronic absenteeism and college and career readiness.	2.3 College Readiness rates 4.7 Chronic Absenteeism
2.2	**Action:** Mentoring **Need:** FY, HY, SED and SWD students in MVUSD are orange in the suspension rate indicator. The all student group is high in suspension at 5.1% FY VH 14.3% HY H 5.6% LI H 5.4%	This action provides FY HY, and LI students with mentoring services to encourage and empower their personal development. They will also be helped to identify and achieve career and behavioral goals and to identify and correct gaps in skills and knowledge. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating student engagement and student behavioral needs.	4.3 Suspension Rates 4.4 Expulsion Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY, HY and LI students have a higher rate of suspension than the all students group. FY is more than double the rate of the all student group. **Scope:** LEA-wide		
2.3	**Action:** Alternative School Supports **Need:** On the 2023 Dashboard, EL and HY are orange in the area of graduation rate.FY is Yellow The all students graduation rate is High at 91.5% EL students graduation rate is Medium at 87.8% HY students graduation rate is Medium at 87.8% FY students graduation rate is Low at 71.8% There is a gap between the EL, FY and HY graduation rate and the all students graduation rate. **Scope:** Schoolwide	This action provides students with alternatives to traditional schools to support their individual learning needs and ensure success. Alternative sites include: Moreno Valley Online Academy Bayside Community Day School March Mountain Continuation High School The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating student engagement and student behavioral needs.	Graduation Rates Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Maintain a robust college and career program **Need:** 2023 Dashboard results indicate , EL, FY, LI and HY are Low in the area of College and Career Indicator. SWD are very low in the area of CCI. The All students group is Low at 33.6% EL 12.7% FY 13.2% HY 22.4% LI 32.9% SWD 8% The unduplicated students fall below the all students group in the area of CCI. **Scope:** LEA-wide	This action supports the needs of EL, FY, HY and LI students. Students will be provided a broad range of College and Career opportunities including CTE pathways. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating College and Career Readiness needs.	2.4 CTE Course Completion Rate 2.5 Percentage of students who have completed both A-G and CTE 2.6 College Career Indicator
2.5	**Action:** Provide Course Access **Need:** 2023 Dashboard results indicate , EL, FY, LI and HY are Low in the area of College and Career Indicator. SWD are very low in the area of CCI. The All students group is Low at 33.6% EL 12.7% FY 13.2% HY 22.4%	This needs of EL, HY, FY and LI will be met by students being provided the IB program. IB enables EL, FY, LI and HY students to direct their own learning pathway and develop the skills and confidence they need to thrive and make a lasting difference. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating College and Career Readiness needs.	2.4 CTE Course Completion Rate 2.5 Percentage of students who have completed both A-G and CTE 2.6 College Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LI 32.9% SWD 8% The unduplicated students fall below the all students group in the area of CCI **Scope:** Schoolwide		
2.6	**Action:** AVID Program **Need:** On the 2023 Dashboard, EL and HY are orange in the area of graduation rate. FY is Yellow The all students graduation rate is High at 91.5% EL students graduation rate is Medium at 87.8% HY students graduation rate is Medium at 87.8% FY students graduation rate is Low at 71.8% There is a gap between the EL, FY and HY graduation rate and the all students graduation rate. **Scope:** Schoolwide	EL, FY, HY, LI, and SED students will be provided the AVID program. AVID seeks to prepare students for college eligibility and empowers them to strive for academic excellence. In the AVID class, students are educated on the numerous skills required to achieve academic success. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating College and Career Readiness needs.	2.1 A to G Course Completion Rate 2.6 College Career Indicator
2.7	**Action:** SHINE Students	EL, FY, LI, HY and SWD students will be provided the opportunity to participate in the SHINE	2.6 College Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 2023 Dashboard results indicate , EL, FY, LI and HY are Low in the area of College and Career Indicator. SWD are very low in the area of CCI. The All students group is Low at 33.6% EL 12.7% FY 13.2% HY 22.4% LI 32.9% SWD 8% The unduplicated students fall below the all students group in the area of CCI **Scope:** LEA-wide	program. Internships benefit both the student and the employee. On-the-job learning reinforces what MVUSD students see in the classroom and teaches them invaluable skills like time management, communication, working with others, problem-solving, and, most importantly, the willingness to learn. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating College and Career Readiness needs.	
2.8	**Action:** AP and PSAT/SAT Testing **Need:** 2023 Dashboard results indicate , EL, FY, LI and HY are Low in the area of College and Career Indicator. SWD are very low in the area of CCI. The All students group is Low at 33.6% EL 12.7% FY 13.2% HY 22.4% LI 32.9% SWD 8%	To meet the needs of EL, FY, HY and SED students, they will be provided AP classes and financial support to take the AP tests and earn college credit and weighted GPA. AP classes and exams help our students get ahead in high school and college. Students will, build skills and confidence. AP students in MVUSD learn essential time management and study skills needed for college and career and career success. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating College and Career Readiness needs.	2.6 College Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The unduplicated students fall below the all students group in the area of CCI **Scope:** LEA-wide		
2.9	**Action:** STEAM Program **Need:** On the 2023 Dashboard, English Learners, and Homeless Youth received a red performance level in both ELA and MATH. The ELA and Math Distance from Standard (DFS) are ELA -47.6 and Math -92.5 for All Students. EL students are -83.3 (ELA) and -117.2 (MATH) HY students are -92.3 (ELA) and -122.8 (MATH) which are farther from DFS than the all students group. **Scope:** Schoolwide	EL, FY, HY and SED students will be provided with STEAM Education programs. STEAM education is an exciting way to include cross-curricular subject matter in a way that's meaningful to students. This effective teaching method not only concentrates on the development of students' critical thinking and problem-solving skills but also promotes creativity and innovation through hands-on, collaborative experiences. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating College and Career Readiness needs.	2.6 College Career Indicator
2.10	**Action:** Building Assets Reducing Risks (BARR) Program **Need:**	EL, FY, LI and HY will be enrolled in the BARR Program. The BARR Program works to increase student engagement and reduce chronic absenteeism. MVUSD students in BARR show	1.1 SBAC ELA and MATH Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the 2023 Dashboard, English Learners, and Homeless Youth received a red performance level in both ELA and MATH. The ELA and Math Distance from Standard (DFS) are ELA -47.6 and Math -92.5 for All Students. EL students are -83.3 (ELA) and -117.2 (MATH) HY students are -92.3 (ELA) and -122.8 (MATH) which are farther from DFS than the all students group. **Scope:** LEA-wide	increased student achievement rates, and a reduction in high risk behavior. This action is provided on an LEA-Wide basis because multiple student groups including EL, FY and LI pupils are demonstrating ELA and MATH needs.	
2.11	**Action:** Maintain contract with Riverside County Office of Education for Career Technical Education (CTE) programs **Need:** 2023 Dashboard results indicate , EL, FY, LI and HY are Low in the area of College and Career Indicator. SWD are very low in the area of CCI. The All students group is Low at 33.6% EL 12.7% FY 13.2% HY 22.4% LI 32.9% SWD 8%	FY, EL, LI and HY will be enrolled in CTE courses. CTE courses allow our students to explore carer skills, bridge future education, help students see the relevance of their studies, provide opportunities for real-world applications and improve graduation rates. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating College and Career Readiness needs.	2.6 College Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The unduplicated students fall below the all students group in the area of CCI **Scope:** LEA-wide		
2.12	**Action:** Middle College Program **Need:** 2023 Dashboard results indicate , EL, FY, LI and HY are Low in the area of College and Career Indicator. SWD are very low in the area of CCI. The All students group is Low at 33.6% EL 12.7% FY 13.2% HY 22.4% LI 32.9% SWD 8% The unduplicated students fall below the all students group in the area of CCI **Scope:** LEA-wide	To meet the needs FY, EL, and LI students, they will be enrolled in the Middle College Program. Students will have the opportunity to earn college credits while they are in high school. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating College and Career Readiness needs.	2.6 College Career Indicator
2.13	**Action:** UCAN College Fair **Need:**	To meet this need EL, FY and LI students will be provided with the opportunity to apply and receive scholarships on the spot to Historically Black Colleges and Universities to maximize the	2.6 College Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 Dashboard results indicate , EL, FY, LI and HY are Low in the area of College and Career Indicator. SWD are very low in the area of CCI. The All students group is Low at 33.6% EL 12.7% FY 13.2% HY 22.4% LI 32.9% SWD 8% The unduplicated students fall below the all students group in the area of CCI **Scope:** LEA-wide	opportunity to apply to and be accepted to a 4 year college. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating College and Career Readiness needs.	
3.1	**Action:** Gifted and Talented Education (GATE) **Need:** 2023 Dashboard results indicate , EL, FY, LI and HY are Low in the area of College and Career Indicator. SWD are very low in the area of CCI. The All students group is Low at 33.6% EL 12.7% FY 13.2% HY 22.4% LI 32.9% SWD 8%	To meet this need EL, FY, and LI students will be tested and identified for GATE to ensure they receive differentiated instruction designed to meet their individual needs and increase student achievement and ensure equitable opportunities for every student. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating College and Career Readiness needs.	2.6 College Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The unduplicated students fall below the all students group in the area of CCI **Scope:** LEA-wide		
3.3	**Action:** Supports for Homeless Students that are FY, EL, and/or LI **Need:** 2023 Dashboard results indicate HY are red in ELA and Math. They are orange in Suspension and Graduation Rate. They are yellow in Chronic Absenteeism and Low in College & Career Indicator. The performance of HY that are FY, EL, and LI is low compared to all other students groups. **Scope:** LEA-wide	To meet the needs of HY they will be provided with services designed to meet their needs such as individual tutoring, counseling support and mentoring. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating College and Career Readiness needs.	4.7 Chronic absenteeism 4.9 Sense of belonging
3.4	**Action:** Additional counseling staff **Need:** 2023 Dashboard results indicate , EL, FY, LI and HY are Low in the area of College and Career Indicator. SWD are very low in the area of CCI. The All students group is Low at 33.6%	The needs of FY, EL and LI students will be met by this action of providing additional counseling staff. Counseling staff support preparing students for academic, career, and social challenges, keeping students motivated towards learning, providing support for parents, guardians, teachers and administrators and aligning education to student's success in the future.	4.9 CHKS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL 12.7% FY 13.2% HY 22.4% LI 32.9% SWD 8% The unduplicated students fall below the all students group in the area of CCI **Scope:** LEA-wide	The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating College and Career Readiness needs.	
3.5	**Action:** Athletics **Need:** 2023 Dashboard results indicate , EL, FY, LI and HY are Low in the area of College and Career Indicator. SWD are very low in the area of CCI. The All students group is Low at 33.6% EL 12.7% FY 13.2% HY 22.4% LI 32.9% SWD 8% The unduplicated students fall below the all students group in the area of CCI **Scope:**	This action meets the needs of LI, FY, and HY by enrolling them in athletic programs. Athletics programs provide long lasting benefits and an environment that challenges and rewards the growth mindset. Participants supported in this way develop lifelong habits that transcend high school. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating College and Career Readiness needs.	4.9 Sense of Belonging

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.6	**Action:** Increase staffing **Need:** On the 2023 Dashboard Data HY, LI, and SWD are Very High in the area of chronic absenteeism. The All student group is VH at 33.7% HY 49.1% LI 36.8% SWD 40.2 HY and LI students have a higher rate of chronic absenteeism than the all students group. **Scope:** LEA-wide	To meet the needs of HY, LI, and EL students additional staff including both classified and certificated will be hired to increase the number of staff to student ratio and support students. Staff hired includes: custodial, teachers, counselors, clerks, and social workers. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils have high rates of Chronic Absenteeism. LREBG Funds will also be supporting this action.	4.6 Attendance rates 4.7 Chronic absenteeism rates
4.1	**Action:** Wellness Center **Need:** On the 2023 Dashboard Data HY, LI, and SWD are Very High in the area of chronic absenteeism. The All student group is VH at 33.7%	This action supports the needs of HY and LI students by providing families with resources to prevent barriers to attending school. families are provided with clothes, food, resources for housing and help with utilities. Students are also able to do laundry and take showers. Families are also able to receive supports for mental health and emotional needs.	4.7 Chronic Absenteeism rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	HY 49.1% LI 36.8% SWD 40.2 HY and LI students have a higher rate of chronic absenteeism than the all students group. **Scope:** LEA-wide	This action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are experiencing homelessness, as well as other needs.	
4.2	**Action:** Induction Program **Need:** On the 2023 Dashboard, English Learners, and Foster Youth received a red performance level in both ELA and MATH. LI students received an orange in ELA and red in MATH. The performance of FY, LI and EL students indicate there is a need for additional support being offered by the Induction program. **Scope:** LEA-wide	This action meets the needs of FY, LI and EL students by supporting new teachers to improve practice, learn professional responsibilities, and positively affect student learning. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating supports are needed in the academic areas of EL and MATH.	4.8 HS Graduation Rate
4.3	**Action:** CWA Behavioral Support Specialist	This action meets the needs of LI, HY, FY and EL Students. Behavior Support Specialist will meet with students to provide supports and strategies to	4.3 Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: FY, HY, SED and SWD students in MVUSD are orange in the suspension rate indicator. The all student group is high in suspension at 5.1% FY VH 14.3% HY H 5.6% LI H 5.4% FY, HY and LI students have a higher rate of suspension than the all students group. FY is more than double the rate of the all student group. **Scope:** LEA-wide	decrease incidents of negative behavior leading to suspension. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating needs to address suspension rates.	
4.4	**Action:** PBIS Support Program **Need:** FY, HY, SED and SWD students in MVUSD are orange in the suspension rate indicator. The all student group is high in suspension at 5.1% FY VH 14.3% HY H 5.6% LI H 5.4% FY, HY and LI students have a higher rate of suspension than the all students group. FY is more than double the rate of the all student group.	This action meets the needs of FY, HY and LI students by providing supports and strategies to decrease incidents of negative behavior leading to suspension. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating needs to address suspension rates.	4.3 Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.5	**Action:** Social Worker **Need:** FY, HY, SED and SWD students in MVUSD are orange in the suspension rate indicator. The all student group is high in suspension at 5.1% FY VH 14.3% HY H 5.6% LI H 5.4% FY, HY and LI students have a higher rate of suspension than the all students group. FY is more than double the rate of the all student group. **Scope:** LEA-wide	The needs of FY, LI and EL students are met by this action. Social Workers will link students and their families to community resources. The social workers support staff in understanding the cultural and socio-economic influences that play parts in the way that students perform and behave. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating needs to address suspension rates..	4.9 Sense of belonging
4.6	**Action:** Safety and Security **Need:** FY, HY, SED and SWD students in MVUSD are orange in the suspension rate indicator. The all student group is high in suspension at 5.1%	This action meets the needs of FY, HY, and LI students. The Director of safety and security will ensure the safety and security of the entire district. District patrol officers along with campus support officers will be provided to all school sites ensuring a safe and orderly school environment.	4.3 Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY VH 14.3% HY H 5.6% LI H 5.4% FY, HY and LI students have a higher rate of suspension than the all students group. FY is more than double the rate of the all student group. **Scope:** LEA-wide	The action is provided on an LEA-Wide basis to ensure all student groups including EL, FY, and HY pupils are provided a safe and orderly school campus..	
4.7	**Action:** Attendance Specialists **Need:** On the 2023 Dashboard Data HY, LI, and SWD are Very High in the area of chronic absenteeism. The All student group is VH at 33.7% HY 49.1% LI 36.8% SWD 40.2 HY and LI students have a higher rate of chronic absenteeism than the all students group. **Scope:**	This action meets the needs of HY and LI students. Attendance Specialists will provide home visits to students homes that are experiencing negative attendance and meet with families to determine specific resources needed to support students and families and decrease chronic absenteeism. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils with high rates of Chronic Absenteeism	4.7 Chronic Absenteeism Rates 4.9 Panorama Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.8	**Action:** CWA Alternative Supports **Need:** FY, HY, SED and SWD students in MVUSD are orange in the suspension rate indicator. The all student group is high in suspension at 5.1% FY VH 14.3% HY H 5.6% LI H 5.4% FY, HY and LI students have a higher rate of suspension than the all students group. FY is more than double the rate of the all student group. **Scope:** LEA-wide	HY, FY, LI and EL students, staff and parents will receive alternative supports including mentoring and training in restorative practices.The supports focus on increasing the implementation of the district PBIS program and providing social-emotional services for students to reduce suspension rates and chronic absenteeism. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are demonstrating needs to address suspension rates.	4.3 Suspension Rates 4.9 Panorama Results
5.1	**Action:** District Wide attendance **Need:** The district attendance rate has decreased from 95% to the current rate of 89%. Multiple school sites have attendance rates lower than 89%.	The needs of LI, FY and EL students will be met by this action. Attendance is the heart of success for our students and this action is designed to ensure students are in school every day and ready to learn with the support of attendance specialists who will support with home visits, phone calls, parent workshops, individual meetings, providing of resources, etc.	4.6 Attendance Rate 5.1 Communicate with parents regarding the importance of attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The Attendance Rates are as follows for Unduplicated Pupils according to the 23-24 Dashboard LI-28.7% FY-26.8% EL-23.6% **Scope:** LEA-wide	The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils with high rates of chronic absenteeism.	
5.2	**Action:** Parent Ambassador Program **Need:** On the 2023 Dashboard, English Learners, and Homeless Youth received a red performance level in both ELA and MATH. The ELA and Math Distance from Standard (DFS) are ELA -47.6 and Math -92.5 for All Students. EL students are -83.3 (ELA) and -117.2 (MATH) HY students are -92.3 (ELA) and -122.8 (MATH) which are farther from DFS than the all students group. **Scope:** LEA-wide	This action meets the needs of EL and HY students by providing parent ambassadors reflective of the district demographics. Parent ambassadors will engage with parents and share district resources to them to ensure student success in academics and behaviors. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are failing to meet academic standards.	5.3 Parent Ambassadors 5.4 Opportunities for Parent Involvement in Decision Making

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.3	**Action:** Parent, Student, Community Engagement and Outreach **Need:** On the 2023 Dashboard, English Learners, and Homeless Youth received a red performance level in both ELA and MATH. The ELA and Math Distance from Standard (DFS) are ELA -47.6 and Math -92.5 for All Students. EL students are -83.3 (ELA) and -117.2 (MATH) HY students are -92.3 (ELA) and -122.8 (MATH) which are farther from DFS than the all students group. **Scope:** LEA-wide	This action meets the needs of EL and HY by providing engagement activities to support, students, parents and the community. These actions ensure parents and students feel that the district is a warm, inviting and welcoming place. The action is provided on an LEA-Wide basis because multiple student groups including EL, FY, and HY pupils are failing to meet academic and behavioral expectations and standards.	5.4 Opportunities for Parent Involvement in Decision Making

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
1.6	**Action:** English Learner Support	English Learner Supports will address the needs of ELs by building instructional capacity among staff so direct supports and instructional strategies	1.1 ELA and Math scores

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: According to the 2023 CA Dashboard, 50% of ELs are making progress. Student performance data is as follows: ELA 83.3 Points Below Standard Math 117.2 Points Below Standard College and Career-12.7% Graduation Rate - 85.6% English Learner performance compared to other students groups is low on college and career indicators and very low on academic indicators. **Scope:** Limited to Unduplicated Student Group(s)	are implemented with fidelity to produce increased student achievement results. Actions include professional development, curriculum development and planning, data analysis, transcript analysis, and academic planning for post secondary readiness. The action is provided because English Learners pupils are demonstrating needs that will support student proficiency in ELA and MATH, improved Graduation rates, and College and Career Readiness	
1.14	**Action:** Provide Professional Development for all teachers of English Learners with emphasis on Newcomers and LTELs aligned to the English Learner Roadmap **Need:** EL Students are red in ELA and MATH and Orange in Graduation Rate On the 2023 Dashboard, English Learners, and Homeless Youth received a red performance level in both ELA and MATH. The ELA and Math Distance from Standard (DFS) are ELA -47.6 and Math -92.5 for All Students.	This action provides teachers of LTELs with professional development in supporting non-native speakers which will increase the LTELs access to standard curriculum. Long-term English language learners generally function well verbally in English but may not have the oral or literacy skills needed for academic success. These obstacles frequently result in setbacks at school, including a higher likelihood of dropping out.	1.2 Status of the English Learner Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	EL students are -83.3 (ELA) and -117.2 (MATH) HY students are -92.3 (ELA) and -122.8 (MATH) On the 2023 Dashboard, EL and HY are orange in the area of graduation rate. FY is Yellow The all students graduation rate is High at 91.5% EL students graduation rate is Medium at 87.8% **Scope:** Limited to Unduplicated Student Group(s)		
3.2	**Action:** Foster Youth Support **Need:** 2023 Dashboard results indicate FY are Orange in ELA, Orange, in Math, and Orange in Chronic Absenteeism, 13.2% are prepared according to the CCI. Foster Youth performance is low compared to all student groups. **Scope:** Limited to Unduplicated Student Group(s)	To address these needs, foster youth (FY) will receive a comprehensive range of supports, including mental health services, educational planning, case management, transitional support, and access to resources in collaboration with Public Social Services. Additional services include transcript evaluations to support progress toward graduation, orientation programs, and alternatives to suspension. These supports are tailored to meet the individual needs of FY students, with the goal of increasing academic achievement and ensuring equitable opportunities. This action is implemented on an LEA-wide basis, as foster youth have demonstrated significant needs in the areas of college and career	2.6 College and Career Readiness 4.7 Chronic Absenteeism 4.9 Sense of Belonging

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		readiness, chronic absenteeism, suspension rates, and performance in math and English.	

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

NA

Additional Concentration Grant Funding

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

Additional concentration funding will be used to expand the number of classified and credentialed staff providing direct services to students across school campuses. All schools in the district had more than 55% unduplicated student enrollment in the prior year, qualifying them for this increased support.
The additional staff will enhance services that were previously unavailable or limited. New counselors will address students' social-emotional learning (SEL) needs, while additional teachers will provide targeted academic interventions aimed at improving student achievement. Campus supervisors and support aides will increase supervision and contribute to safer school environments. Social workers will support vulnerable families, including homeless students, by connecting them with essential outside resources.

The expanded staffing includes:
14 Teachers
6 Counselors
4 Assistant Principals
11 Program Specialists
51 Custodians
12 Campus Supervisors
70 Campus Support Aides
8 Social Workers

These positions are designed to directly support student well-being, academic success, and campus safety across the district.

Expenditures for the additional concentration grant add-on funding identified are located in Goal 3 action 6 (3.6)

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	N/A	1:31
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$331,328,817	$124,296,911	37.515%	0.000%	37.515%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$124,296,911.00	$12,223,047.00	$0.00	$0.00	$136,519,958.00	$110,071,320.00	$26,448,638.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,880,477.00	$1,431,307.00	$4,311,784.00				$4,311,784.00	
1	1.2	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$200,000.00	$5,346,039.00	$5,546,039.00				$5,546,039.00	
1	1.3	Access to supplemental instructional materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$1,185,422.00	$1,185,422.00				$1,185,422.00	
1	1.4	Provide Instructional and District Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$28,661,062.00	$0.00	$28,661,062.00				$28,661,062.00	
1	1.5	PAR Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$62,362.00	$17,041.00	$79,403.00				$79,403.00	
1	1.6	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$1,561,813.00	$774,216.00	$2,336,029.00				$2,336,029.00	
1	1.7	Maintain and Expand the Dual Immersion Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Armada, Butterfield,	2024-2027	$13,018,366.00	$0.00	$13,018,366.00				$13,018,366.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	District software programs to support intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$1,500,000.00	$1,500,000.00				$1,500,000.00	
1	1.9	Full Day KDG Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	KDG	2024-2027	$7,994,429.00	$0.00	$7,994,429.00				$7,994,429.00	
1	1.10	Summer Learning Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,159,812.00	$256,785.00	$1,416,597.00				$1,416,597.00	
1	1.11	Site Specific Interventions and Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$5,330,257.00	$5,330,257.00				$5,330,257.00	
1	1.12	Reading by 3rd Grade Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK - 3rd	2024-2027	$530,083.00	$1,198,732.00	$1,728,815.00				$1,728,815.00	
1	1.13	Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$215,000.00	$0.00	$215,000.00				$215,000.00	
1	1.14	Provide Professional Development for all teachers of English Learners with emphasis on Newcomers and LTELs aligned to the English Learner Roadmap	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.1	Visual and Performing Arts (VAPA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$2,903,845.00	$2,903,845.00				$2,903,845.00	
2	2.2	Mentoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.3	Alternative School Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: MVOA, March Valley and March	2024-2027	$11,047,545.00	$0.00	$11,047,545.00				$11,047,545.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Mountain									
2	2.4	Maintain a robust college and career program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$593,949.00	$184,661.00	$778,610.00				$778,610.00	
2	2.5	Provide Course Access	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Canyon Springs, Vista Heights, and Sugar Hill	2024-2027	$1,546,894.00	$181,117.00	$1,728,011.00				$1,728,011.00	
2	2.6	AVID Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools: Towngate , Edgemont, Creekside, Cloverdale, Hendrick Ranch, Honey Hollow, Moreno, and Sunnymeadows; all middle schools and all high schools	2024-2027	$1,251,505.00	$207,185.00	$1,458,690.00				$1,458,690.00	
2	2.7	SHINE Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	11th and 12th grade students	2024-2027	$324,661.00	$0.00	$324,661.00				$324,661.00	
2	2.8	AP and PSAT/SAT Testing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	8th to 12th graders	2024-2027	$0.00	$355,000.00	$355,000.00				$355,000.00	
2	2.9	STEAM Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: NorthRidge, Palm	2024-2027	$365,396.00	$300,000.00	$665,396.00				$665,396.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	MS and Valley View HS									
2	2.10	Building Assets Reducing Risks (BARR) Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9th grade students	2024-2027	$867,898.00	$0.00	$867,898.00				$867,898.00	
2	2.11	Maintain contract with Riverside County Office of Education for Career Technical Education (CTE) programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9th to 12th grade	2024-2027	$1,934,378.00	$0.00	$1,934,378.00				$1,934,378.00	
2	2.12	Middle College Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	10-12	2024-2027	$239,976.00	$75,162.00	$315,138.00				$315,138.00	
2	2.13	UCAN College Fair	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	High Schools	2024-2027	$20,000.00	$0.00	$20,000.00				$20,000.00	
3	3.1	Gifted and Talented Education (GATE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$39,888.00	$61,245.00	$101,133.00				$101,133.00	
3	3.2	Foster Youth Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2027	$0.00	$50,000.00	$50,000.00				$50,000.00	
3	3.3	Supports for Homeless Students that are FY, EL, and/or LI	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$65,379.00	$25,874.00	$91,253.00				$91,253.00	
3	3.4	Additional counseling staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,451,340.00	$0.00	$2,451,340.00				$2,451,340.00	
3	3.5	Athletics	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools	2024-2027	$0.00	$2,294,039.00	$2,294,039.00				$2,294,039.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	Increase staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$26,548,833.00	$0.00	$15,548,833.00	$11,000,000.00			$26,548,833.00	
4	4.1	Wellness Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$228,518.00	$653,445.00	$881,963.00				$881,963.00	
4	4.2	Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$679,550.00	$0.00	$679,550.00				$679,550.00	
4	4.3	CWA Behavioral Support Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$293,709.00	$0.00	$293,709.00				$293,709.00	
4	4.4	PBIS Support Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$619,398.00	$0.00	$619,398.00				$619,398.00	
4	4.5	Social Worker	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$379,193.00	$0.00	$379,193.00				$379,193.00	
4	4.6	Safety and Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,040,611.00	$335,311.00	$2,375,922.00				$2,375,922.00	
4	4.7	Attendance Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$872,234.00	$0.00	$872,234.00				$872,234.00	
4	4.8	CWA Alternative Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$340,897.00	$0.00	$340,897.00				$340,897.00	
5	5.1	District Wide attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$739,866.00	$739,866.00				$739,866.00	
5	5.2	Parent Ambassador Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$232,024.00	$232,024.00				$232,024.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.3	Parent, Student, Community Engagement and Outreach	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$228,845.00	$294,337.00	$523,182.00				$523,182.00	
6	6.1	Professional Development	All	No			Specific Schools: March Mountain High School	2024-2027	$0.00	$45,980.00		$45,980.00			$45,980.00	
6	6.2	CTE Pathway	All	No			Specific Schools: Bayside High School	2024-2027	$90,813.00	$0.00		$90,813.00			$90,813.00	
7	7.1	Professional Development	All	No			Specific Schools: MVOA	2024-2027	$469,405.00	$0.00		$469,405.00			$469,405.00	
7	7.2	Tutoring	All	No			Specific Schools: MVOA	2024-2027	$0.00	$95,436.00		$95,436.00			$95,436.00	
8	8.1	Professional Development	All	No			Specific Schools: MVOA	2024-2027	$0.00	$220,000.00		$220,000.00			$220,000.00	
8	8.2	Tutoring	All	No			Specific Schools: March Mountain	2024-2027	$50,826.00	$0.00		$50,826.00			$50,826.00	
9	9.1	Intervention Software	All	No			Specific Schools: March Mountain High School	2024-2027	$0.00	$20,068.00		$20,068.00			$20,068.00	
9	9.2	Intervention Staff	All	No			Specific Schools: Alessandro	2024-2027	$0.00	$34,244.00		$34,244.00			$34,244.00	
10	10.1	Itinerant Sub	All	No			Specific Schools: Moreno Valley Online Academy	2024-2027	$196,275.00	$0.00		$196,275.00			$196,275.00	

2025-26 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
$331,328,817	$124,296,911	37.515%	0.000%	37.515%	$124,296,911.00	0.000%	37.515 %	**Total:**	$124,296,911.00
								LEA-wide Total:	$91,648,835.00
								Limited Total:	$2,436,029.00
								Schoolwide Total:	$30,212,047.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,311,784.00	
1	1.2	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,546,039.00	
1	1.3	Access to supplemental instructional materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,185,422.00	
1	1.4	Provide Instructional and District Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,661,062.00	
1	1.5	PAR Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$79,403.00	
1	1.6	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,336,029.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Maintain and Expand the Dual Immersion Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Armada, Butterfield,	$13,018,366.00	
1	1.8	District software programs to support intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500,000.00	
1	1.9	Full Day KDG Program	Yes	LEA-wide	English Learners Foster Youth Low Income	KDG	$7,994,429.00	
1	1.10	Summer Learning Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,416,597.00	
1	1.11	Site Specific Interventions and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,330,257.00	
1	1.12	Reading by 3rd Grade Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	TK - 3rd	$1,728,815.00	
1	1.13	Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,000.00	
1	1.14	Provide Professional Development for all teachers of English Learners with emphasis on Newcomers and LTELs aligned to the English Learner Roadmap	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	
2	2.1	Visual and Performing Arts (VAPA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,903,845.00	
2	2.2	Mentoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
2	2.3	Alternative School Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MVOA, March Valley and March Mountain	$11,047,545.00	
2	2.4	Maintain a robust college and career program	Yes	LEA-wide	English Learners Foster Youth	All Schools	$778,610.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.5	Provide Course Access	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Canyon Springs, Vista Heights, and Sugar Hill	$1,728,011.00	
2	2.6	AVID Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools: Towngate , Edgemont, Creekside, Cloverdale, Hendrick Ranch, Honey Hollow, Moreno, and Sunnymeadows; all middle schools and all high schools	$1,458,690.00	
2	2.7	SHINE Students	Yes	LEA-wide	English Learners Foster Youth Low Income	11th and 12th grade students	$324,661.00	
2	2.8	AP and PSAT/SAT Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	8th to 12th graders	$355,000.00	
2	2.9	STEAM Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NorthRidge, Palm MS and Valley View HS	$665,396.00	
2	2.10	Building Assets Reducing Risks (BARR) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	9th grade students	$867,898.00	
2	2.11	Maintain contract with Riverside County Office of Education for Career Technical Education (CTE) programs	Yes	LEA-wide	English Learners Foster Youth Low Income	9th to 12th grade	$1,934,378.00	
2	2.12	Middle College Program	Yes	LEA-wide	English Learners Foster Youth Low Income	10-12	$315,138.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.13	UCAN College Fair	Yes	LEA-wide	English Learners Foster Youth Low Income	High Schools	$20,000.00	
3	3.1	Gifted and Talented Education (GATE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,133.00	
3	3.2	Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$50,000.00	
3	3.3	Supports for Homeless Students that are FY, EL, and/or LI	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$91,253.00	
3	3.4	Additional counseling staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,451,340.00	
3	3.5	Athletics	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools	$2,294,039.00	
3	3.6	Increase staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,548,833.00	
4	4.1	Wellness Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$881,963.00	
4	4.2	Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$679,550.00	
4	4.3	CWA Behavioral Support Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$293,709.00	
4	4.4	PBIS Support Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$619,398.00	
4	4.5	Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$379,193.00	
4	4.6	Safety and Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,375,922.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.7	Attendance Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$872,234.00	
4	4.8	CWA Alternative Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$340,897.00	
5	5.1	District Wide attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$739,866.00	
5	5.2	Parent Ambassador Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$232,024.00	
5	5.3	Parent, Student, Community Engagement and Outreach	Yes	LEA-wide	Foster Youth Low Income	All Schools	$523,182.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$108,281,141.00	$115,271,173.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	$4,042,431.00	$3,936,373.00
1	1.2	Technology	Yes	$3,900,000.00	$4,421,740.00
1	1.3	Access to supplemental instructional materials	Yes	$1,185,422.00	$1,195,144.00
1	1.4	Provide Instructional and District Support Staff	Yes	$25,967,727.00	$24,849,691.00
1	1.5	PAR Program	Yes	$65,000.00	$65,000.00
1	1.6	English Learner Support	Yes	$1,950,000.00	$1,908,517.00
1	1.7	Maintain and Expand the Dual Immersion Program	Yes	$10,795,123.00	$11,796,101.00
1	1.8	District software programs to support intervention	Yes	$1,500,000.00	$1,421,972.00
1	1.9	Full Day KDG Program	Yes	$7,388,969.00	$9,902,221.00
1	1.10	Summer Learning Programs	Yes	$1,000,000.00	$668,380.00
1	1.11	Site Specific Interventions and Programs	Yes	$5,330,257.00	$5,282,366.00

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	1.12	Reading by 3rd Grade Initiative	Yes	$1,400,000.00	$1,453,655.00
1	1.13	Mental Health Supports	Yes	$215,000.00	$197,134.00
1	1.14	Provide Professional Development for all teachers of English Learners with emphasis on Newcomers and LTELs aligned to the English Learner Roadmap	Yes	$50,000.00	$50,000.00
2	2.1	Visual and Performing Arts (VAPA)	Yes	$2,774,876.00	$2,807,032.00
2	2.2	Mentoring	Yes	$50,000.00	$50,000.00
2	2.3	Alternative School Supports	Yes	$10,709,921.00	$10,162,960.00
2	2.4	Maintain a robust college and career program	Yes	$529,270.00	$645,862.00
2	2.5	Provide Course Access	Yes	$1,334,582.00	$1,865,823.00
2	2.6	AVID Program	Yes	$1,300,000.00	$1,171,807.00
2	2.7	SHINE Students	Yes	$225,000.00	$245,382.00
2	2.8	AP and PSAT/SAT Testing	Yes	$355,000.00	$355,000.00
2	2.9	STEAM Program	Yes	$660,000.00	$660,002.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Building Assets Reducing Risks (BARR) Program	Yes	$707,751.00	$833,037.00
2	2.11	Maintain contract with Riverside County Office of Education for Career Technical Education (CTE) programs	Yes	$1,711,748.00	$1,697,686.00
2	2.12	Middle College Program	Yes	$260,448.00	$221,179.00
2	2.13	UCAN College Fair	Yes	$20,000.00	$20,000.00
3	3.1	Gifted and Talented Education (GATE)	Yes	$100,000.00	$100,432.00
3	3.2	Foster Youth Support	Yes	$50,000.00	$49,040.00
3	3.3	Supports for Homeless Students that are FY, EL, and/or LI	Yes	$50,000.00	$66,576.00
3	3.4	Additional counseling staff	Yes	$2,157,306.00	$1,740,075.00
3	3.5	Athletics	Yes	$1,160,000.00	$3,544,296.00
3	3.6	Increase staffing	Yes	$12,656,330.00	$15,530,718.00
4	4.1	Wellness Center	Yes	$300,000.00	$559,999.00
4	4.2	Induction Program	Yes	$400,000.00	$636,354.00
4	4.3	CWA Behavioral Support Specialist	Yes	$294,853.00	$294,853.00
4	4.4	PBIS Support Program	Yes	$600,000.00	$597,831.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.5	Social Worker	Yes	$241,319.00	$241,319.00
4	4.6	Safety and Security	Yes	$2,316,480.00	$1,840,007.00
4	4.7	Attendance Specialists	Yes	$268,465.00	$271,511.00
4	4.8	CWA Alternative Supports	Yes	$140,000.00	$119,343.00
5	5.1	District Wide attendance	Yes	$520,000.00	$675,403.00
5	5.2	Parent Ambassador Program	Yes	$227,000.00	$187,841.00
5	5.3	5.3 Parent, Student, Community Engagement and Outreach	Yes	$520,000.00	$470,385.00
6	6.1	Professional Development	No	$85,000.00	$90,020
6	6.2	CTE Pathway	No	$79,296.00	$147,077
7	7.1	Professional Development	No	$271,569.00	$73,733.00
7	7.2	Tutoring	No	$50,000.00	$4,564.00
8	8.1	Professional Development	No	$110,000.00	0.00
8	8.2	Tutoring	No	$30,000.00	$24,171

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)
9	9.1	Intervention Software	No	$40,000.00	$44,932
9	9.2	Intervention Staff	No	$79,998.00	$45,754
10	10.1	Itinerant Sub	No	$105,000.00	$30,875

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$114,810,047	$107,430,278.00	$114,810,047.00	($7,379,769.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$4,042,431.00	$3,936,373.00		
1	1.2	Technology	Yes	$3,900,000.00	$4,421,740.00		
1	1.3	Access to supplemental instructional materials	Yes	$1,185,422.00	$1,195,144.00		
1	1.4	Provide Instructional and District Support Staff	Yes	$25,967,727.00	$24,849,691.00		
1	1.5	PAR Program	Yes	$65,000.00	$65,000.00		
1	1.6	English Learner Support	Yes	$1,950,000.00	$1,908,517.00		
1	1.7	Maintain and Expand the Dual Immersion Program	Yes	$10,795,123.00	$11,796,101.00		
1	1.8	District software programs to support intervention	Yes	$1,500,000.00	$1,421,972.00		
1	1.9	Full Day KDG Program	Yes	$7,388,969.00	$9,902,221.00		
1	1.10	Summer Learning Programs	Yes	$1,000,000.00	$668,380.00		
1	1.11	Site Specific Interventions and Programs	Yes	$5,330,257.00	$5,282,366.00		
1	1.12	Reading by 3rd Grade Initiative	Yes	$1,400,000.00	$1,453,655.00		
1	1.13	Mental Health Supports	Yes	$215,000.00	$197,134.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Provide Professional Development for all teachers of English Learners with emphasis on Newcomers and LTELs aligned to the English Learner Roadmap	Yes	$50,000.00	$50,000.00		
2	2.1	Visual and Performing Arts (VAPA)	Yes	$2,774,876.00	$2,807,032.00		
2	2.2	Mentoring	Yes	$50,000.00	$50,000.00		
2	2.3	Alternative School Supports	Yes	$10,709,921.00	$10,162,960.00		
2	2.4	Maintain a robust college and career program	Yes	$529,270.00	$645,862.00		
2	2.5	Provide Course Access	Yes	$1,334,582.00	$1,865,823.00		
2	2.6	AVID Program	Yes	$1,300,000.00	$1,171,807.00		
2	2.7	SHINE Students	Yes	$225,000.00	$245,382.00		
2	2.8	AP and PSAT/SAT Testing	Yes	$355,000.00	$355,000.00		
2	2.9	STEAM Program	Yes	$660,000.00	$660,002.00		
2	2.10	Building Assets Reducing Risks (BARR) Program	Yes	$707,751.00	$833,037.00		
2	2.11	Maintain contract with Riverside County Office of Education for Career Technical Education (CTE) programs	Yes	$1,711,748.00	$1,697,686.00		
2	2.12	Middle College Program	Yes	$260,448.00	$221,179.00		
2	2.13	UCAN College Fair	Yes	$20,000.00	$20,000.00		
3	3.1	Gifted and Talented Education (GATE)	Yes	$100,000.00	$100,432.00		
3	3.2	Foster Youth Support	Yes	$50,000.00	$49,040.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Supports for Homeless Students that are FY, EL, and/or LI	Yes	$50,000.00	$66,576.00		
3	3.4	Additional counseling staff	Yes	$2,157,306.00	$1,740,075.00		
3	3.5	Athletics	Yes	$1,160,000.00	$3,544,296.00		
3	3.6	Increase staffing	Yes	$12,656,330.00	$15,530,718.00		
4	4.1	Wellness Center	Yes	$300,000.00	$559,999.00		
4	4.2	Induction Program	Yes	$400,000.00	$636,354.00		
4	4.3	CWA Behavioral Support Specialist	Yes	$294,853.00	$294,853.00		
4	4.4	PBIS Support Program	Yes	$600,000.00	$597,831.00		
4	4.5	Social Worker	Yes	$241,319.00	$241,319.00		
4	4.6	Safety and Security	Yes	$2,316,480.00	$1,840,007.00		
4	4.7	Attendance Specialists	Yes	$268,465.00	$271,511.00		
4	4.8	CWA Alternative Supports	Yes	$140,000.00	$119,343.00		
5	5.1	District Wide attendance	Yes	$520,000.00	$675,403.00		
5	5.2	Parent Ambassador Program	Yes	$227,000.00	$187,841.00		
5	5.3	5.3 Parent, Student, Community Engagement and Outreach	Yes	$520,000.00	$470,385.00		

2024-25 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)
$328,256,605	$114,810,047	0	34.976%	$114,810,047.00	0.000%	34.976%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

  o 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]).

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- o 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.
  - 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

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o 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,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

    o 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.

    o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

- o 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.

    - o 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.

    - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

  o 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.

  o 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.

  o 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.

  o **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:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

  o 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:

  o 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.

  o 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.

  o 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

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 schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

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

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

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

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

    o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

- **5. Total Planned Percentage of Improved Services**

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

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

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

  - o 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)**

  - o 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 %)**

  - o 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)**

  - o 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)**

- o 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)**

  - o 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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