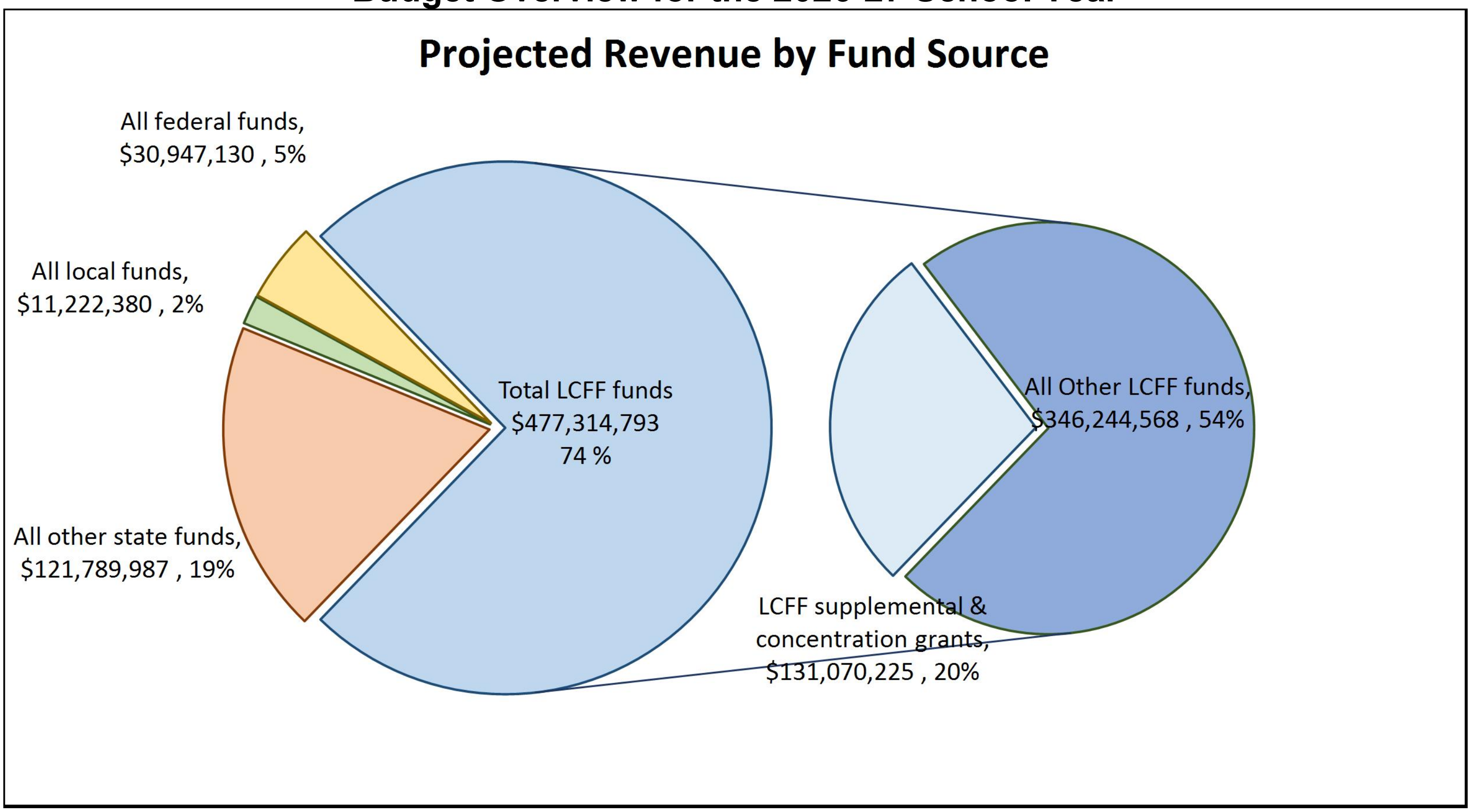
Board Adopted: 6/23/2026
RCOE Approved: 8/28/2026

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Moreno Valley Unified School District (MVUSD)
CDS Code: 33-67124-0000000
School Year: 2026-27
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 2026-27 School Year

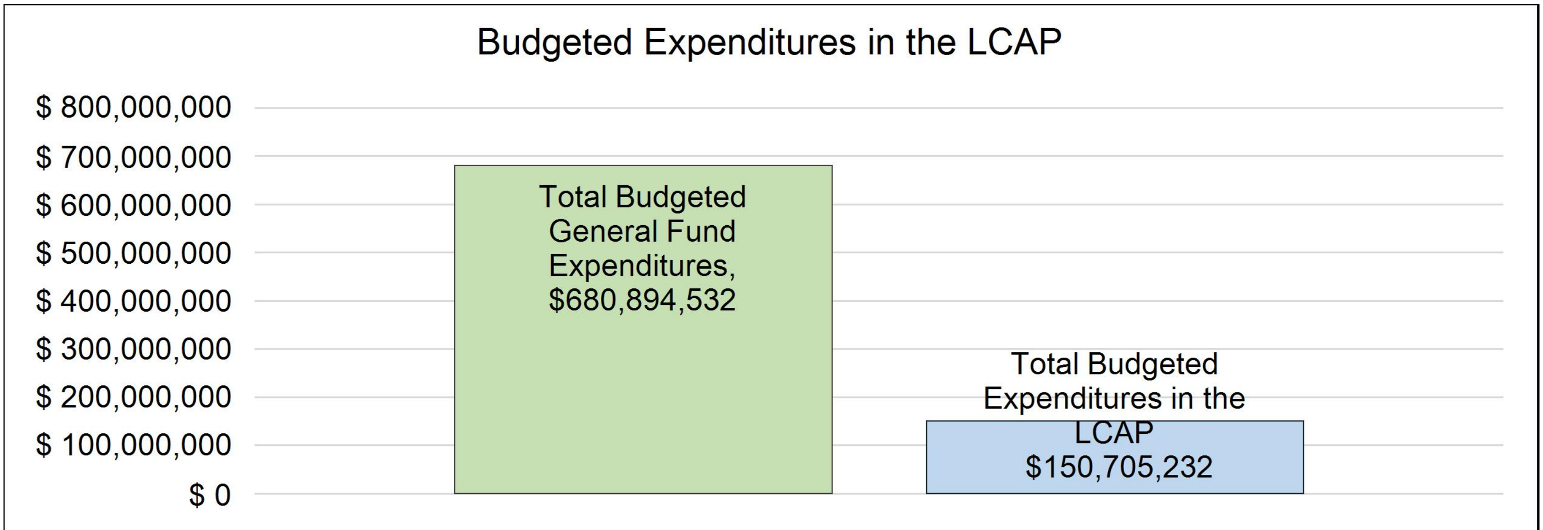


This chart shows the total general purpose revenue Moreno Valley Unified School District (MVUSD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Moreno Valley Unified School District (MVUSD) is $641,274,290, of which $477,314,793 is Local Control Funding Formula (LCFF), $121,789,987 is other state funds, $11,222,380 is local funds, and $30,947,130. is federal funds. Of the $477,314,793 in LCFF Funds, $131,070,225 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Moreno Valley Unified School District (MVUSD) plans to spend $680,894,532 for the 2026-27 school year. Of that amount, $150,705,232 is tied to actions/services in the LCAP and $530,189,300 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

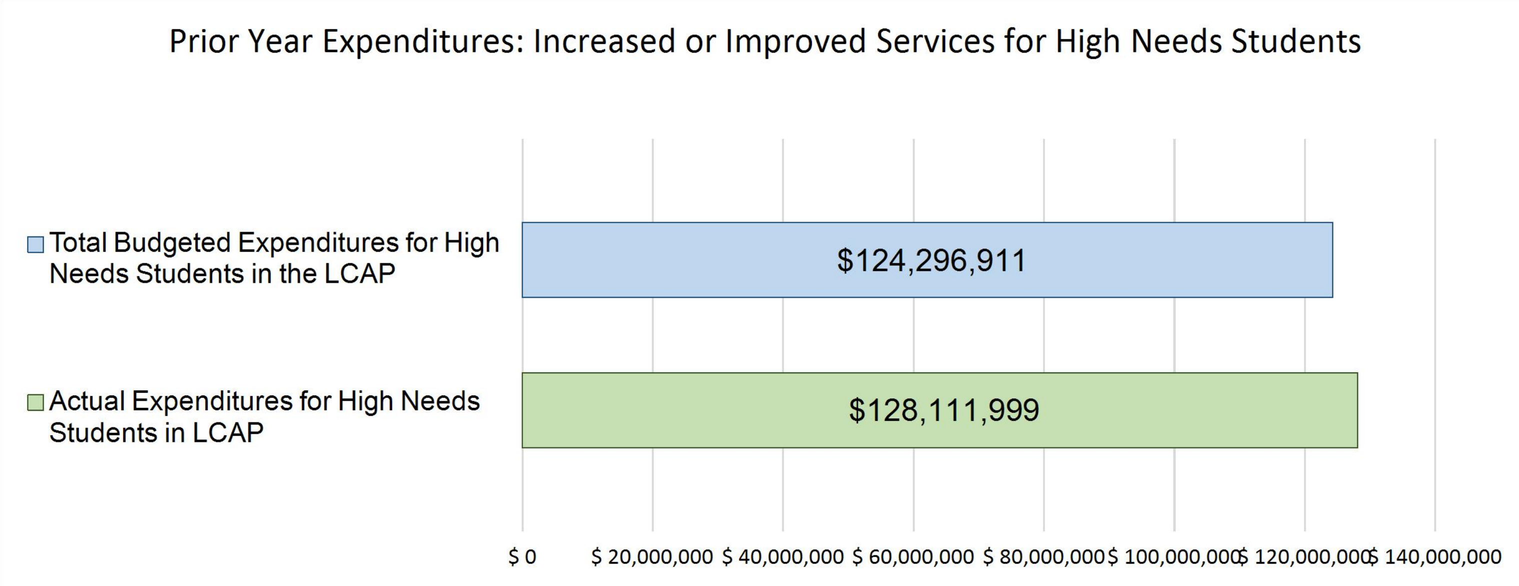
General Fund expenditures that are not included in the LCAP include salary and benefit costs for employees including teachers, administrators, secretaries, custodians, and other site support staff. The budget also includes operating expenditures such as utilities, capital project expenditures, and materials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

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

In 2026-27, Moreno Valley Unified School District (MVUSD) is projecting it will receive $131,070,225 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 $131,070,225 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Moreno Valley Unified School District (MVUSD)'s LCAP budgeted $124,296,911 for planned actions to increase or improve services for high needs students. Moreno Valley Unified School District (MVUSD) actually spent $128,111,999 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Moreno Valley Unified School District (MVUSD)	Dr. Alejandro Ruvalcaba Superintendent of Schools	ARuvalcaba@mvusd.net 951-571-7500

Plan Summary [2026-27]

General Information

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

Local Educational Agency (LEA) Overview
The Moreno Valley Unified School District (MVUSD) is a dynamic, diverse, and forward-thinking educational community located in Riverside County. As the third-largest school district in the county, MVUSD serves more than 30,926 students in grades TK–12. The district encompasses most of the City of Moreno Valley, a small portion of the City of Riverside, and parts of unincorporated Riverside County.

Our Vision: To empower students to become future ready and positively impact the world.
Our Mission: We will provide an equitable education for all students to be prepared for college and or a viable career path for a successful life.

Driven by these guiding principles, MVUSD ensures that all students receive the rigorous instruction and holistic support needed to thrive. To support this mission, the district employs approximately 5,143 dedicated staff members, including 1,708 certificated educators, 2,088 classified staff, 180 management staff, and 1,167 substitute personnel.

Our Schools
To meet the diverse needs of our community, MVUSD operates a comprehensive network of educational facilities, all of which are designated as Title I Schoolwide Program campuses. The district features:

23 Elementary Schools

6 Middle Schools
4 Comprehensive High Schools
4 Alternative Schools
Additional Programs: A state preschool program, an adult education program, and full-day transitional kindergarten (TK) and kindergarten available districtwide.

Furthermore, the district operates three designated Equity Multiplier Schools to provide highly targeted support and resources.
Moreno Valley Online Academy,
Bayside Community Day School
March Mountain High School
Alessandro was identified as an Equity Multiplier (EM) school; it will not be in operation for the 2026-27 school year. Following the Board of Education's approval of the school’s closure on May 12, 2025, Alessandro discontinued all operations effective December 31, 2025.

In 2025, nine MVUSD campuses (2 high schools, 2 middle schools, and 5 elementary schools) were proudly awarded the Community Schools Partnership Program grant to provide enhanced wrap-around services and family engagement.

Our Students
MVUSD celebrates a rich cultural diversity that enhances the learning environment for all. For the 2025–2026 school year, our student demographics are:

75.1% Hispanic
11.6% African American
5.3% White
2.0% Asian
5.8% Other demographics

The district is highly focused on providing equitable resources for our specific student groups, which include:

87.6% Socioeconomically Disadvantaged (SED)
17.3% English Learners (EL)
15.7% Students with Disabilities (SWD)
1.0% Foster Youth

Strategic Plan Highlights and Achievements
MVUSD has established a powerful trajectory of continuous improvement and innovation, resulting in historic milestones across academics, wellness, and college/career readiness.

Record-Breaking Graduation & College Attainment
MVUSD is celebrating a continuous, three-year upward trajectory in graduation rates, reaching an impressive overall rate of 93.3% for the 2024–2025 school year—consistently exceeding state averages. This success is fueled by outstanding achievements across student groups:

African American students rebounded to set a new district record high of 92.7%, while English Learners demonstrated strong, steady growth year-over-year, climbing to an 88.1% graduation rate. The Classes of 2024 and 2025 earned a combined $130.4 million in grants and scholarships, with over 17% of graduates becoming the first in their immediate families to attend college.

Advanced Academics & Career Readiness
AVID Excellence: Vista Heights Middle School was named an AVID National Demonstration School, making it one of only 45 schools selected globally. Cloverdale Elementary also earned the AVID Showcase School designation.
AP, IB, & DLI: All traditional high schools offer the AP Capstone™ program, and International Baccalaureate (IB) programs are offered at three campuses. Dual-language immersion (DLI) programs are offered across multiple grade spans, with plans for 2025–2026 expansion.
CTE Leadership: Valley View High School boasts the highest number of automotive pre-registered apprenticeships (75 students) in all of Riverside County.

State and National School Recognition
Distinguished Campuses: In 2025, North Ridge Elementary was named a California Distinguished School, and both North Ridge and Hidden Springs Elementary were recognized on the ERP Honor Roll.
Top-Tier Rankings: Four high schools were named 2024 "Best High Schools" by U.S. News & World Report, and all six middle schools were honored as “Schools to Watch” by the California League of Schools.

School Climate:
MVUSD maintains a stellar PBIS tradition. In 2025, 29 schools were recognized by the state for positive behavior support, including 9 Platinum awards.

Innovation, Arts, and Athletics
Golden Bell Legacy: In 2025, the district received a Golden Bell Award for its Dual Enrollment program, bringing MVUSD's total to an incredible 17 Golden Bell Awards since 2017.
Esports & Athletics: Active in 35 schools, the Esports program hosted the county's first all-girls league and continues to see skyrocketing participation. Additionally, the district recently launched brand-new elementary sports programs to foster early physical health and teamwork.
Arts & Literacy: Recognized twice by the NAMM Foundation as a “Best Community for Music Education,” the district also celebrated Canyon Springs High School’s theater program, which was selected for the prestigious national Hamilton Education Program in 2025.

Whole-Child Wellness, Sustainability, and Safety
Health & Wellness Center: In 2025, MVUSD opened the region’s first comprehensive, school-based Health & Wellness Center. Supported by over 80 active community partnerships (including IEHP, Kaiser, and Molina), it offers integrated mental health care, shower/laundry facilities, and essential resources. Furthermore, Sunnymead Elementary earned the 2025 SEL Schoolwide Systems and Practices Gold Award.
Safety First: The district recently implemented the Centegix "CrisisAlert" system for 100% campus coverage and equipped every site with AEDs, Narcan Nasal Spray, and Trauma Bags.
Green Initiatives: As a leader in climate innovation, MVUSD holds both California and U.S. Department of Education Green Ribbon Awards, supported by a recent $31.5 million grant for 50 electric school buses and a solar microgrid.

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 $30,000,000.00. Remaining LREBG funds will be expended to support Goal 3 Action 6 of the LCAP Plan at $15,000,000.00 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 2025 California School Dashboard. The "All Students" group is identified in the Very High range for chronic absenteeism at 25.8% although we decreased from 27.1%. in 2024. In addition, several student groups demonstrate disproportionately high rates, with Foster Youth, Students With Disabilities, and African American students in the Red performance level and all other groups are in the Orange performance level. We have no groups in Yellow, Green, or Blue for Chronic Absenteeism according to the 2025 Fall Dashboard Release. 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)

2025 Successes:
Based on the 2025 official Dashboard data report, grade rate for ELs, LTELs, and SED went up as follows:
EL-88.1 (.4% increase)
LTEL-90.9% (2.9% increase)
SWD-84.9% (3.9% increase)
Recent 2025 CA Dashboard Data Highlight the following for all students:
College and Career Readiness (CCI): This area showed the most significant improvement, with the percentage of students prepared increasing by 7.7%, reaching a status of 46.1%.
Graduation Rate: The district maintained a High status with a graduation rate of 93.3%, an increase of 0.5% over the previous year.
English Language Arts (ELA): Student performance increased by 7.2 points, moving the status to -41.3 points below standard (dfs).
Mathematics: Performance improved by 3.8 points, resulting in a status of -89.1 points below standard (dfs).
Suspension Rate: The district successfully reduced the suspension rate by 0.7%, bringing it down to a Medium status of 2.9%.
Chronic Absenteeism: There was a 1.4% decrease in chronic absenteeism, although the overall rate remains high at 25.8%.

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%)

2025 Challenges
Groups in DA for 2025 are as follows:
Students With Disabilities: Mathematics (VL -157.1 DFS), Chronic Absenteeism (VH 33%),.
Recent 2025 CA Dashboard Data highlights the following challenges and areas for improvement
Academic Distance from Standard: Despite improvements, both ELA (-41.3 dfs) and Math (-89.1 dfs) remain in the Low status category, indicating that the average student is still significantly below grade-level standards.
Chronic Absenteeism Status: While the rate decreased, it is still classified as Very High at 25.8%, meaning more than one in four students is chronically absent.

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.

2025 Update: The Student/Parent Informational Nights (also called Director Panels) were continued this school year 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

2025 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
Planned and Executed 2 11th Grade Student Summits and 1 8th Grade student Summit

Implemented The Alliance Task Force with Individual Groups of Certificated, Classified, and Administrative staff focusing on Attendance, College and Career, Students with Disabilities, Equity and Student Achievement, and Literacy
Planned for and executed two LTEL summits for high school LTEL students.
Continue to actively recruit ELs for the Dual Language Immersion program.

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
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

2025 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 boot camps
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
2025 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

2025 Update
Current Performance and Data Trends
According to the 2025 CA Dashboard, the Moreno Valley Unified School District has made significant strides in post-secondary preparation, realizing a 7.7% increase in College and Career Readiness. Notably, there are currently no student groups in the RED performance category for College and Career. While this represents a major success, the district remains focused on closing remaining gaps for three student groups currently in the ORANGE category: African American students, Foster Youth, and Homeless Youth.
Transcript Analysis: Comprehensive analysis is conducted at the middle and high school levels after every semester to identify students not meeting graduation or A-G requirements. In a new effort to bridge secondary transitions, Middle School representatives participated in the 11th-grade transcript analysis in March to better understand the trajectory of students heading into their senior year.
Scholars Programs: The Junior Scholars program (middle school) and Scholars program (high school) continue to identify, support, and challenge high-achieving students.
Targeted Tutoring: Academic support remains available through school staff. Please note that FEV and Paper Tutoring are no longer offered as the district pivots to site-based support models.
AVID Expansion: The AVID program has expanded to 12 certified elementary sites, including BLA, Cloverdale, Creekside, Hendrick Ranch, Honey Hollow, La Jolla, Moreno Elementary, Ramona, Seneca, Sunnymead Elementary, Sunnymeadows, and Towngate.
International Baccalaureate (IB): Our IB high school continues to implement the BARR program to provide structured support for identified students.
Testing and Assessment: AP Testing costs remain covered for every student. Advanced Placement has expanded course opportunities specifically for Cyber. District-wide administration of the PSAT (8th, 11th, and 12th) and SAT (12th) continues, with the PSAT 8/9 newly administered at Vista Heights and Butterfield Language Academy.
Dual Enrollment: Opportunities continue to increase in partnership with Moreno Valley College, now including NEON and additional coursework from California State University, San Bernardino.
College and Career Fairs: Seniors attend an annual centralized fair with over 70 colleges and universities in attendance, including CSUs, UCs, and Stanford. Students also have the opportunity to participate in the SoCAL Trades Tour, providing a career-based focus on skilled trades.
Alumni Connections: The College Network Seminar allows students to connect with District Alumni and college representatives to support the transition to higher education.
Pathway Expansion: CTE pathways now cover 12 Industry Sectors, including Technical Theater, Culinary Arts, Residential and Commercial Construction, and Cosmetology. New Media Arts courses were added at VVHS, and pathways are active at four middle schools to support Cyber Security and Engineering.
Pre-Apprenticeships: Registered Pre-Apprenticeship opportunities have increased to include Construction and EMT at VDL, as well as Digital pathways.
Early Exposure:
K-5 Exploration: Students continue to use the Xello Career Exploration online program at all elementary schools.
5th Grade Visits: Elementary students across the district participate in annual 5th-grade CTE visits to feeder high schools, experiencing hands-on activities from various CTE programs.
Middle School CTE Fair: This event introduces pathways at an earlier age to support long-term career planning.
CTE Camps: High schools host enrichment camps for students in grades 1-12.
Long-Term Planning and Guidance

CCGI Implementation: Students develop 7-year plans through the California Colleges Guidance Initiative (CCGI). Seniors utilize this platform to complete college applications and financial aid requirements.
Workforce Readiness: Job Fairs are held at high school sites to connect students with business partners and agencies, meeting local workforce demands and providing student employment opportunities.

Reflections: Technical Assistance

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

Moreno Valley Unified School District (MVUSD) re-entered Differentiated Assistance status in 2024 for Students with Disabilities (SWD) and remains in DA for 2025 due to "Very Low" performance in Mathematics (-157.1 DFS) and "Very High" Chronic Absenteeism (33%). As part of this technical assistance, the District leadership team is actively engaged in a continuous improvement process with the Riverside County Office of Education (RCOE). This collaborative work involves periodic data monitoring sessions, root cause analysis of performance gaps for students with IEPs, and the refinement of site-based action plans to ensure evidence-based interventions are implemented with fidelity.

Academic Support Strategies for Students with Disabilities
To address achievement gaps in ELA, Math, and Science, MVUSD has implemented a strategic, multi-tiered approach: Data-Driven Instructional Cycles: Site-specific cycles inform teaching and provide targeted scaffolds. Instructional Coaching: Focused professional development on Universal Design for Learning (UDL), inclusive practices, and differentiation. Modernized Classroom Structures: Transitioning to "Defronted Classrooms" via the Building Thinking Classrooms framework to increase student engagement in core subjects. Intensive Literacy Support: Utilizing dedicated Reading Specialists and forming student reading clubs; specialized academic instruction is integrated into general literacy efforts through "Literacy Walks." Expanded Secondary Access: Providing priority enrollment for underrepresented groups in CTE Pathways and expanding Dual Enrollment opportunities in partnership with Moreno Valley College.

Chronic Absenteeism and Engagement Supports
To reduce barriers to attendance for Students with Disabilities and other high-needs groups, the District has deployed the following resources: Specialized Staffing: 10 district Social Workers, 128 interns, and a counselor at every elementary school utilizing an Intentional Counselor Action Plan (ICAP). Targeted Outreach: Three CWA Attendance Specialists conducted a record number of interventions, including over 2,275 direct home visits to identify and address physical or socio-economic barriers to attendance. Fostering Belonging: Implementing anti-bias training and positive behavior modeling to create a welcoming school climate for historically underserved groups. Relevance and Motivation: Increasing student participation in extracurriculars and career-relevant programs, such as the Shine Internship and CTE pre-apprenticeships, to drive daily attendance through personal motivation.

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.

MVUSD has no schools eligible for CSI. The below description an update on the successful efforts to support student and school improvement for Landmark Middle School which was identified in 2024 for CSI has exited according to the Fall 25 Dashboard Data

Support for Identified Schools

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

Although Landmark Middle School has successfully exited Comprehensive Support and Improvement (CSI) status based on the Fall 2025 Dashboard data , a dedicated district support team provided intensive assistance during its identification period to develop and implement its systemic improvement plan. This team—including the Chief Academic Officer, the Director of Secondary Education, and members of the Educational Services Department—collaboratively guided a root cause analysis based on academic performance and student well-being. This process led to the development of a School Implementation Plan that prioritized evidence-based instructional supports and targeted equity gaps in student learning, chronic absenteeism, and suspension rates. 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 and analyzing common formative assessments (CFAs). The District continues to provide targeted support through Solution Tree, ensuring site-based collaboration remains aligned with evidence-based instructional strategies to sustain the gains that led to CSI exit.

Monitoring and Evaluating Effectiveness

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

The District will continue to monitor and evaluate the effectiveness of the school's improvement strategies through ongoing data-driven instructional cycles and periodic "Site Learning Rounds" conducted by principals and district leadership. Academic progress will be tracked via Renaissance STAR and California School Dashboard indicators, specifically focusing on English Language Arts, Mathematics, and Chronic Absenteeism. Additionally, the district’s Alliance Task Force will provide a secondary layer of oversight, fostering collaboration across certificated and administrative staff to ensure that the site-level SMART goals for literacy and equity are met. This comprehensive monitoring framework ensures that the interventions implemented during the CSI cycle remain robust and that any emerging performance gaps are addressed in real-time to maintain the school’s upward trajectory.

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 Moreno Valley Online Academy Bayside Community Day March Mountain High Alessandro was identified as an Equity Multiplier (EM) school, it will not be in operation for the 2026-27 school year. Following the Board of Education's approval of the school’s closure on May 12, 2025, Alessandro discontinued all operations effective December 31, 2025.	Each of the following educational partner groups were consulted at separate meetings in April 2026 and May 2026 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 process parents reviewed data, actions and allocations in the LCAP based on their responses to a needs assessment.

Educational Partner(s)	Process for Engagement
	Met on the following dates: September 23, 2025 October 27, 2025 February 23, 2026 April 17, 2026 LCAP Presentation
The Board of Education	The Board of Education Updated every month on LCAP progress monitoring and provided feedback and direction to the Superintendent. The board of Education is scheduled to approve the LCAP and Annual Update on June 23, 2026. Meetings were held on the following dates: July 22, 2025 August 26, 2025 September 9, 2025 September 23, 2025 October 14, 2025 October 25, 2025 October 28, 2025 November 18, 2025 December 9, 2025 January 27, 2026 February 10, 2026 March 10, 2026 April 14, 2026 April 28, 2026 May 12, 2026 May 28, 2026 June 16, 2026 LCAP Public Hearing June 23, 2026 LCAP for Board Approval
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.

Educational Partner(s)	Process for Engagement
	LCAP Student Advisory met on the following dates: September 3, 2025 November 5, 2025 February 4, 2026 April 29, 2026
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 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 10, 2025 December 10, 2025 March 11, 2026 May 27, 2026

Educational Partner(s)	Process for Engagement
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 17, 2025 October15, 2025 November 19, 2025 December 17, 2025 January 21, 2026 February 18, 2026 March 18, /2026 April 15, 2026 May 19, 2026 June 17, 2026 To be confirmed The dates for ELAC Manual trainings were: September 17, 2025 October 15, 2025 November 19, 2025 April 15, 2026 and May 19, 2026 (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

Educational Partner(s)	Process for Engagement
	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 September 3, 2025 November 5, 2025 January 14, 2026 March 4, 2026 May 6, 2026
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 4, 2025 CTE Quarterly Staff Meeting December 4, 2025 CTE Quarterly Staff Meeting March 3, 2026 CTE Quarterly Meeting April 16, 2026 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

Educational Partner(s)	Process for Engagement
	ensured the Strategic Plan, and LCAP Goals and Actions steps drive the key initiatives in the district.
District Leadership	District Leadership The District Leadership combines the previous year's Extended Cabinet and Principals meeting into one meeting beginning with the 25-26 school year which includes the Superintendent, Cabinet Members, and Directors Principals, and coordinators from every division. This team was provided ongoing LCAP updates and provided feedback regarding progress within individual department actions and services. Leadership Meetings were held on: 8/19/2025 9/16/2025 10/21/2025 10/30/2025 11/13/2025 11/18/2025 12/16/2025 1/15/2026 1/20/2026 1/29/2026 2/12/2026 2/24/2026 2/26/2026 3/5/2026 3/12/2026 3/17/2026 4/9/2026 4/14/2026 4/30/2026 5/14/2026 6/15/2026 6/18/2026
CAMM-CSEA	CAMM-CSEA CAMM-CSEA-representing classified staff, AMVMP-representing all management personnel, MVEA representing the teachers, and

Educational Partner(s)	Process for Engagement
	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. CAMM Meetings were held on: 9/22/2025 11/3/2025 1/12/2026 3/2/2026 5/4/2026
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 8/25/2025 9/22/2025 10/20/2025 11/17/2025 12/15/2025 1/26/2026 2/9/2026 3/16/2026 4/20/2026 6/1/2026
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:

Educational Partner(s)	Process for Engagement
	February 26, 2026
District Wide Survey	Culture and Safety survey was administered to students, staff, and parents. 6,094 grades 3-5elementary students responded, 12,602 secondary students responded and 8,999 parents responded. Feedback from Elementary Students show all areas favorable, with Culture listed as our lowest area at 71%. The area of Safety at 75% 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 89% Equity 87% Safe, Respect, Rigor Environment 87% Classroom Environment 85% College and Career 84% Climate 83% Academic Engagement 75% 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: 93% Equity 83% Classroom Environment 81% Safe, Respect, Rigor Environment 77% Climate 76% Academic Engagement 73% College and Career 69% Safety 67% Culture

Educational Partner(s)	Process for Engagement
	Feedback from families results were over 80% favorable four of six areas and over 92% in two of six areas. The Family Survey Percent results were as follows: 98% Equity 92% Classroom Environment 88% Climate 88% Safety 83% Culture 84% Effective Communication The overall family survey results are 89% favorable which indicates families are happy with district programs but with a need to feel more connected to other families where their children attend school. In general Elementary results were more favorable than Secondary students. Over 2,000 more secondary students completed the survey. They increased by 3% in every category compared to the Spring 2025 survey. A focus on secondary programs is needed to increase the favorability results. Elementary results in the area of safety were 75% and secondary student results in the area of safety were 69%. This indicates a need to continue to prioritize safety and culture where there is a need for social emotional learning at all grade levels.
The Alliance Task Force	The Alliance Task Force The Alliance Taskforce is the umbrella of five different focus areas and initiatives in our district. Below is the focus area and description. Equity and Student Achievement The Heart of Success (Chronic Absenteeism) Effective Strategies and Practices for Supporting Students with Disabilities College and Career Readiness Early Literacy An alliance task force for a school district is a powerful mechanism for change, primarily because it addresses some of the most significant challenges in education by fostering collaboration, leveraging expertise, and ensuring accountability. The "why" of an alliance task force is about shifting from isolated, reactive problem-solving to a unified, proactive, and collaborative approach. It is about creating a network of support that can tackle complex challenges, drive positive

Educational Partner(s)	Process for Engagement
	change, and ultimately, improve educational outcomes for all students. The Alliance Task Force met on the following Dates: August 29, 2025 November 14, 2025 February 27, 2026 May 15, 2026

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 student performance on the CAASPP maintained a "Low" status in both ELA and Math. Specifically, English Learners decreased to a "Very Low" status in both subjects , and while Foster Youth performance increased, it remained at "Very Low" for ELA and Math. Low-Income students maintained a "Low" status in ELA but experienced a decrease in Math to the "Very Low" level. Reflecting on recent progress shown in the 2025 California School Dashboard, the district has realized steady improvement. Overall student performance in English Language Arts gained 7.2 points, moving to -41.3 points below standard (dfs). This growth was notably strong for English Learners, who saw a gain of 11.6 points from the baseline to reach -71.7 dfs, and Low-Income students, who gained 9.7 points to reach -46.9 dfs. In Mathematics, the district achieved a 3.8-point improvement, resulting in a status of -89.1 points below standard (dfs). English Learners demonstrated consistent progress in this area, moving 4.8 points closer to the standard since the baseline. While the English Learner Progress Indicator (ELPI) currently stands at 44.5%, the district is strategically adjusting supports to move toward the target of 56%.

This goal will also address the needs of student groups in Differentiated Assistance: SWD (2025 CA Dashboard): Priority 4 Mathematics (VL -157.1 DFS), Priority 5 Chronic Absenteeism (VH 33%),

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	Distance from Standard (Fall 2023 Dashboard) ELA • District: -47.6	Distance from Standard (Fall 2024 Dashboard) ELA	Distance from Standard (Fall 2025 Dashboard) ELA	Distance from Standard (Fall 2023 Dashboard) ELA	Distance from Standard (Fall 2024 Dashboard) ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SBAC Math 30% Distance from Standard	• LI: -56.6 • EL: -83.3 Math • District: -92.5 • LI: -100.5 • EL: -117.2	• District: -48.5 • LI: -54.5 • EL: -79 Math • District: -92.9 • LI: -98.5 • EL: -116.5	• District: -41.3 • LI: -46.9 • EL: -71.7 Math • District: -89.1 • LI: -94.3 • EL: -112.4	• District: -33.3 LI: -39.6 • EL: -58.3 Math • District: -64.8 • LI: -70.4 • EL: -82.0	• District: +6.3 • LI: +9.7 • EL: +11.6 Math • District: +3.4 • LI: +6.2 • EL: +4.8
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 2025 Dashboard) • 44.5%	% 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) • -5.5%
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 • 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 • 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 • 96% Good or Exemplary Rating • 1 Site: Fair (Fall 2025)	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 -4%
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% (MVUSD Credential Audit (Fall 2025)	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 • 2%
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 100%	EL student access to ELD standards. Evident in district classroom/principal walkthrough logs .0%

Goal Analysis [2025-26]

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

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

During the 2025-26 School Year, Goal 1 was fully implemented to improve academic growth for every student. While the goal was successfully put into action, a few practical adjustments were made along the way to best serve the needs of the schools.

Action 1.1: Professional Development Framework
The district fully funded the Professional Development and Digital Learning Department, maintaining a dedicated Director, Coordinator, and team of specialized Professional Development Specialists to provide hands-on coaching and modeling across all sites. This team delivered intensive training in research-backed programs, including LETRS (Language Essentials for Teachers of Reading and Spelling) and UFLI (University of Florida Literacy Institute) for foundational phonics, alongside the Building Thinking Classrooms framework for active math problem-solving. Instructional technology training was intentionally embedded directly into content-specific sessions rather than taught in isolation. To maximize teacher participation without disrupting the instructional day, the district provided substitute teachers for daytime training and utilized Extra Duty pay to facilitate high-impact teacher training during Winter, Spring, and Summer breaks.

Action 1.2: Technology and One-to-One Device Initiative
The district purchased and distributed 11,000 new Chromebooks to students in grades 1, 4, 7, and 10 to replace outdated technology. This hardware refresh successfully maintained the district-wide 1:1 take-home program for all students in grades 1–12, ensuring reliable access to online coursework and Google Classroom. This initiative was principally directed toward supporting unduplicated student populations, including Low Income, Foster Youth, and English Learners.

Action 1.3: Access to Supplemental Instructional Materials
Implementation for this action focused on a wide-scale reordering of core textbooks, specifically McGraw Hill Wonders and Maravillas, to refresh instructional resources and close curriculum gaps across elementary sites. Additionally, the district invested significantly in digital learning platforms, which included the renewal of critical library software licenses such as Destiny.

Action 1.4: Provide Instructional and District Support Staff
The district successfully maintained critical student-centered support staff positions dedicated to increasing student achievement. Key components included maintaining central registration staff and the Language Assessment and Registration Center to support enrolling families. The district also focused on maintaining out-of-ratio classroom staff, Library Media Assistants to support literacy, Guidance Technicians for student scheduling, and general District Support Staff. Furthermore, home-to-school transportation services were expanded to improve student access.

Action 1.5: PAR Program (Peer Assistance and Review)
The district implemented the PAR system to coordinate employment policies and procedures with activities for professional development, meeting the needs of the lowest-performing schools by ensuring high-quality instruction. A total of 15 voluntary and involuntary certificated employees participated in the PAR program this year. Funds were utilized to cover coach stipends totaling $68,838.00, specialized instructional materials, and substitute teachers for both coaches and PAR candidates.

Action 1.6: English Learner (EL) Support
English Learners received daily, protected Designated English Language Development (D-ELD) instruction grouped by language proficiency levels, alongside Integrated ELD (I-ELD) embedded within core content areas throughout the instructional day. Teachers utilized California ELD standards, adopted curricular anchors, and supplemental programs to deliver instruction. Both EL and Dual Language Immersion (DLI) Program Specialists engaged students in one-on-one, data-driven "data chats" to keep students motivated and informed of reclassification criteria. Site administrators monitored daily services via classroom walkthroughs and master schedule audits, while students in grades K-5 utilized Imagine Learning, Lexia, or Rosetta Stone, with secondary newcomers receiving dedicated Rosetta Stone licenses.

Action 1.7: Maintain and Expand the Dual Immersion (DLI) Program
The district maintained existing DLI programs and initiated expansion into Transitional Kindergarten (TK) based on enrollment demand and district priorities. Implementation included recruiting and hiring bilingual teachers, providing stipends and tuition reimbursements for staff attaining their bilingual authorization, and purchasing biliteracy-aligned instructional materials. A newly hired DLI Program Specialist supported teachers in delivering rigorous instruction and developed standardized instructional frameworks.

Action 1.8: District Software Programs to Support Intervention
The district procured and deployed key educational software tools, including Renaissance STAR, Renaissance DnA (formerly Illuminate), Kelvin, Screencastify, and Kami. These programs provided critical data analysis capabilities to support targeted academic intervention and ongoing progress monitoring.

Action 1.9 & 1.12: Full-Day Kindergarten and Reading by 3rd Grade Initiative (P3)
The district unified its early literacy infrastructure through a multi-layered ecosystem, shifting from a conceptual pilot to a full-day operational model following significant funding revisions in early 2026. Implementation included equipping full-day classrooms with specialized Lakeshore learning materials, delivering advanced LETRS training to elementary educators, and utilizing literacy screeners for early risk identification. Leadership teams and site administrators engaged in Principal Learning Rounds facilitated by expert consultants to audit and sustain high-quality literacy practices. Additionally, the district partnered with AmeriCorps to deploy members to school sites, delivering evidence-based Tier II small-group or one-on-one tutoring for struggling readers.

Action 1.10: Summer Learning Programs
High school summer school sessions were held across all 6 comprehensive high school sites to support academic gains. Over 90 teachers provided targeted instruction and credit recovery options to more than 1,800 participating students.The high rate of credit completion among attendees directly supported measurable gains in district graduation rates and College/Career Indicator (CCI) metrics.

Action 1.11: Site-Specific Interventions and Programs
School sites utilized localized funding allocations to execute tailored intervention strategies to meet individual student needs. Part-time Bilingual Instructional Assistants delivered small-group instruction and language scaffolding inside core classrooms, benefiting 4,215 elementary and 1,412 secondary English Learners. Extra-Duty tutoring blocks funded certificated teacher hours for remediation before, after, or during school, serving 1,440 elementary and 9,720 secondary students. PBIS infrastructure and digital platforms (PBIS Rewards, Minga, GoGuardian) universally supported 20,950 students. Attendance tracking frameworks and S.A.R.T. outreach provided check-in/check-out systems and home visits for 5,410 elementary and 3,142 secondary chronically absent students. AVID elective tracks provided structured

note-taking and higher-education field trips for 11,140 secondary students, while credit recovery and Link Crew freshmen pipelining programs benefited 4,500 secondary students annually.

Action 1.13: Mental Health Supports
The district executed an $80,000 contract with Student Support Services Solutions to build out the formalized policies, protocols, frameworks, training, and operational tools required to deliver comprehensive mental health services. These resources and development tools were shared directly between student mentoring supports managed by the Student Services department and campus Wellness Centers to provide on-site social and emotional well-being interventions.

Successes Experienced with Implementation
The district successfully established a strong physical and pedagogical foundation for early literacy by fully outfitting new full-day kindergarten classrooms with specialized materials and completing wide-scale core textbook reorders, such as Wonders and Maravillas, to close curriculum gaps across elementary sites. Furthermore, the strategic distribution of 11,000 new Chromebooks paired with the renewal of core data and library licenses like Destiny and Renaissance STAR successfully bridged the digital divide and supported data-driven Tier II interventions.

Instructional consistency was greatly improved through the addition of specialized programmatic staffing, particularly the DLI Program Specialist, who helped decrease structural fragmentation across school sites. Student-centered practices also flourished, as one-on-one progress data chats conducted by specialists heavily motivated English Learners and increased personal accountability toward reclassification targets. Additionally, active learning frameworks, celebrated site transitions to Defronted classrooms, and collaborative models like the 15-Day Challenge significantly elevated daily classroom engagement. Finally, systemic continuity was well preserved, as central registration hubs, expanded student transportation, and comprehensive high school credit recovery networks effectively sustained operational stability and drove improvements in graduation and attendance tracking metrics.

Challenges Experienced with Implementation
Dynamic budget and resource realignment emerged as an ongoing challenge during the school year. Mid-year strategic shifts, such as an urgent, unforeseen need to purchase a large volume of Summer Reading Books to prevent learning loss, required the district to pivot resources and reallocate funds away from software licensing accounts to cover immediate physical material gaps. Logistical friction from rapid scaling was also felt as the Full-Day Kindergarten program transitioned from a preliminary concept to an operational, district-wide reality within a single school year, straining inter-departmental coordination regarding procurement timelines and specialist coaching schedules.

Programmatic expansions also faced space constraints and demographic balancing issues, particularly within the DLI pipeline, which encountered physical classroom limitations at high-demand sites alongside persistent recruitment imbalances when trying to fill existing DLI sections at specific grade levels like Kindergarten. Additionally, managing extensive training pathways, such as LETRS and PAR coaching, created ongoing substitute teacher scheduling conflicts, which were further compounded by localized recruitment hurdles for specialized, client-facing student support roles. Finally, the district experienced a significant challenges with data management due to the complex nature of tracking, aggregating, and evaluating distinct, multi-layered data points across highly diverse localized site-intervention funds.

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 $73,373,203.00, while estimated actual expenditures were $74,681,749.00, resulting in the goal being overspent. The material difference is primarily due to increased staffing needs and adjustments to salary and benefits structures.

The following actions exceeded planned expenditures:
Action 1.2 – Technology: Overspent due to higher costs for technology and infrastructure upgrades as well as salary increases.

Action 1.3 – Access to Supplemental Instructional Materials: Overspent due to additional costs of materials.

Action 1.4 – Provide Instructional and District Support Staff: Overspent due to salary increases.

Action 1.7 – Dual Immersion Program: Overspent due to higher staffing costs and the expansion of the Dual Language Immersion program to additional sites.

Action 1.8 – District Software Programs to Support Interventions: Overspent due to increased costs for program maintenance.

Action 1.12 – Reading By 3rd Grade Initiative: Overspent due to increased staffing costs and the hiring of additional staff for dyslexia screening.

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, and maintaining school facilities, which received a 96% Good or Exemplary rating as of the Fall 2025 Dashboard update, with a commitment to returning to 100%.

These foundational commitments supported measurable student performance gains throughout the LCAP implementation period. The impact on the metrics is as follows: English Language Arts (ELA): The SBAC ELA Distance from Standard (DFS) improved from -47.6 to -41.3. Notably, the impact was most significant for Low Income students, who saw a nearly 10-point gain (from -56.6 to -46.9), and English Learners, who improved by 11.6 points (from -83.3 to -71.7). Mathematics: The SBAC Math DFS improved from -92.5 to -89.1. This steady progress reflects the early success of the "Defronted" classrooms and the 15-Day Challenge under Action 1.1. English Learner Progress: While the ELPI currently stands at 44.5%, the district is strategically adjusting supports to reach the desired outcome of 56%. Compliance & Assignments: The district reached 100% appropriately credentialed teachers (up from 98%) and maintained 100% access to standards-aligned materials.

The actions with the greatest impact on these outcomes included Action 1.1, which provided site-specific interventions and tailored programs that were highly celebrated for positively impacting student learning. This action strengthened Tier 1 instruction and contributed significantly to the academic gains captured in the most recent data reports. Action 1.6 also played a pivotal role in improving outcomes for English Learners by providing dedicated daily Designated and Integrated ELD instruction and one-on-one "data chats" to keep students engaged with their reclassification criteria. Additionally, Action 1.12, the P3 Reading Initiative, expanded AmeriCorps in-person tutoring and literacy support, helping to build foundational reading skills and contributing to improved ELA performance for students in transitional kindergarten through third grade.

Several other actions also supported these academic gains. Action 1.9 and Action 1.10 provided summer learning programs and full-day kindergarten to extend instructional time and build a comprehensive early literacy infrastructure. Action 1.8 supported progress monitoring and diagnostics through software platforms like Renaissance STAR, enabling more responsive and individualized instruction. Together, these efforts reflect a comprehensive strategy for advancing academic achievement and closing learning gaps, particularly for English Learners and socioeconomically disadvantaged students.

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 to address current ELPI trends. As a result, the District has prioritized ongoing, data-informed professional development 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 into the 2026–2027 school year to ensure that all student groups are supported in meeting grade-level standards.

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 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.

Goal Explanation- Adjusted to reflect current data.

Metric 1.8 has been removed as it was a duplicate of Metric 1.3.

Action 1.1- Professional Development Funding Increased to 5,076,737.00 due to increases salary costs and to support additional PD offerings

Action 1.2 – Technology: Funding increases to $5,746,039.00. This increase is due to rising costs associated with acquiring and maintaining devices and digital infrastructure, ensuring students and staff have access to tools that support 21st-century learning.

Action 1.3 – Access to Supplemental Instructional Materials: The allocation increases to $1,407,422.00. This adjustment follows reflections on the need to maintain curriculum support after additional allocations were required to cover salary increases in the prior year.

Action 1.4 – Instructional and District Support Staff: Funding increases to $29,105,629.00. This enhancement reflects the necessity of additional goal splits to accurately fund Transportation and District Support Staff to meet diverse academic and wellness needs.

Action 1.5 - PAR removed due to the title of the action indicating a base service. Supplemental supports will continue under Professional Development.

Action 1.7 – Dual Language Immersion (DLI) Program: The budget increases to $13,596,331.00. This investment covers the addition of 4.0 FTE to accommodate the expansion of the program into the 3rd-grade level across various school sites.

Action 1.12 – Reading by Third Grade: Funding for this initiative increases to $2,278,815.00. Reflections on student literacy data led to a plan to create additional responses for system screening.

Action Description
Action 1.1- Added SEL and Targeted Professional Development for New Staff

Action 1.1- How the Action(s) Address Need(s) of Unduplicated Pupils and Why it is Provided on an LEA-wide or Schoolwide Basis: Included additional information to support Sense of Belonging and SEL Instructional Strategies.

Action 1.1- Metric added to include Sense of Belonging.

Action 1.4- Description refined to indicate specific services that meet the needs of unduplicated pupils.

Action 1.4- Identified needs of Unduplicated Pupils: Section modified to include 2025 data and additional identified needs.

Action 1.4- How the Action(s) Address Need(s) of Unduplicated Pupils and Why it is Provided on an LEA-wide or Schoolwide Basis: Further explanation provided to support identified needs.

Action 1.4- Metrics: Included Math, ELA, and CCI as additional metrics to monitor.

Action 1.14-Description refined to highlight LTEL actions.

Overall Impact of Changes
These adjustments collectively contribute to improved student-to-staff ratios, enhanced support for English Learners, and strengthened instructional quality. The increased focus on foundational reading skills and expanded professional learning opportunities supports improved outcomes for all students, reflecting an ongoing commitment to effective resource allocation.

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 Incorporate the Use of SEL Strategies into Professional Targeted Professional Development of new staff 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)	$5,076,737.00	Yes
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	$5,746,039.00	Yes
1.3	Access to supplemental	Supplemental materials to support student achievement Books and digital media material to support core programs will be purchased	$1,407,422.00	Yes

Action #	Title	Description	Total Funds	Contributing
	instructional materials	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)		
1.4	Provide Instructional and District Support Staff	Provide Instructional and District Support Staff to increase student achievement Specialized Registration & Family Liaison Staff Out-of-Ratio Staffing Supplemental Library Media Support for Literacy Targeted Guidance staff to Support College and Career Access Expanded Transportation to support students	$29,105,629.00	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.	$13,596,331.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 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)	$1,599,977.00	Yes
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.	$5,330,257.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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)		
1.12	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	$2,278,815.00	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 ensures that all Emergent Bilinguals and English Learners have equitable access to evidence-based instructional programs, including Structured English Immersion (SEI) or Dual Language Immersion (DLI). To support these programs, the District provides comprehensive professional development and job-embedded coaching to ensure all instructional staff are fully equipped to deliver high-quality Designated and Integrated ELD across all settings. In alignment with statutory requirements for numerically significant subgroups, the District has established distinct actions specifically for Long-Term English Learners (LTELs). This includes specialized professional development for teachers of LTELs in Designated ELD (D-ELD) within the context of English Language Arts, utilizing frameworks such as SpringBoard and ERWC. Furthermore, professional learning focuses on specific instructional strategies to address unique literacy gaps, supported by a distinct monitoring cycle involving one-on-one data chats to review progress toward reclassification. To prevent academic stagnation, the District also conducts intentional summits and mentorship programs specifically for secondary LTEL students to increase engagement and provide a clear trajectory toward graduation and college readiness.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

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 percentage of students who are ready for college and/or career remains an area of focused improvement. According to the 2025 CA Dashboard, the Moreno Valley Unified School District realized a significant 7.7% increase in College and Career Readiness (CCI), with 46.1% of students now classified as "Prepared". This follows a steady upward trajectory from 35.3% for the Class of 2024 and 33.6% for the Class of 2023. While current data shows there are no longer any student groups in the "Red" performance category for this indicator, the district continues to prioritize closing remaining gaps for African American students, Foster Youth, and Homeless Youth, who are currently in the "Orange" category. Furthermore, actions and services remain focused on sustaining the exceptional growth of Students with Disabilities, whose CCI preparedness nearly tripled to 22.7% in the most recent reporting period.

The Moreno Valley Unified School District is committed to progressively increasing the A–G course completion rate to a target of 65%. Current data shows steady progress, with the district-wide rate rising to 42.6%, a 5.4% increase from the baseline. To ensure equitable outcomes, the district continues to emphasize support for specific student groups, including African American (34.1%), English Learners (22.3%), and Students with Disabilities (19.7%). These results underscore an ongoing need to provide targeted instructional supports and resources to further accelerate A–G completion for all learners. The district also aims to maintain and exceed a 50% qualifying score rate (3+) on Advanced Placement (AP) exams. Current performance has surpassed this goal, reaching a 52% passage rate, which represents a significant 13.3% increase from the baseline. Despite reaching this milestone, the district remains focused on increasing participation and success for African American and Hispanic students to ensure broad access to college-level credit. Furthermore, the district seeks to increase the High School Readiness Indicator (HSRI) by 10% annually. While the baseline for 8th-grade readiness was 43.6%, recent data indicates a slight dip to 41%. This highlights a critical need to strengthen middle school transitions and provide intensive interventions for at-risk 8th and 9th graders to ensure they remain on track for high school success. These combined metrics and targets drive the district's comprehensive strategy to prepare every student for post-secondary opportunities.

This goal will also address the needs of student groups in Differentiated Assistance SWD (2025 CA Dashboard): Mathematics (VL -157.1 DFS), Chronic Absenteeism (VH 33%)

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 2025 4 Yr ACGR District 42.9% EL 22.5% AA 34.1% SWD 20.1%	A-G Completion Rate District 50% EL 31% AA 45.1% SWD 24.5%	Completion Rate (DQ 2024 4 Yr ACGR District 5.7% EL 4.3% AA 1.8% SWD 8.4%
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 Passage Rate (2025 College Board AP report) 52%	AP Qualifying Score Rate (2026 College Board AP report) 50%	AP Passage Rate (2024 College Board AP report) 13.3% Increased
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 (24-25 CAASPP) Math • District - Standard Exceeded -4.2% • District - Standard Met - 9.78 % College Readiness EAP ELA • District - Standard	College Readiness EAP 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 : .94% Increase • District - Standard Met: 0.43% Increase College Readiness EAP ELA

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 - 16.45% • District - Standard Met - 29.94%	Exceeded - 22.3% • District - Standard Met - 38.3	• District - Standard Exceeded :.96% Increase • District - Standard Met: - 1.63%
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 CA Dashboard ;CALPADS EOY 2024-25 15.2 & 3.20): District: 25.0% AA: 20% EL: 20.1% SWD:14.6%	Completed at Least One CTE Pathway 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: 9.5% Increase AA:4.8% Increase EL: 8.5% Increase SWD:5.1% 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 EOY2023-24 15.2 and 3.2) • District 13.3%	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 4.2% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	College Career Indicator District	Percentage of prepared students based on CCI District 33.6% EL 12.7% FY 13.2% SED 32.9% SWD 8% AA 26%	Percentage of prepared students based on CCI District 35.3% EL 12.7% FY 10% SED 34.4% SWD 9.2% AA 28.4%	Percentage of prepared students based on CCI District 46.1% EL 24.4% FY 11.1% SED 45.4% SWD 22.7% AA 33%	Percentage of prepared students based on CCI District 50% EL 29.1% FY 29.6% SED 49.3% SWD 24.4% AA 42.4%	Percentage of prepared students based on CCI District 12.5% Increase EL 11.7% Increase FY 3.2% Decrease SED 12.5% Increase SWD 14.7% Increase AA 7% 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)	41% HSRI (EduClimber)	55.3% HSRI	-1.5% 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)	28% 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)	2.8% 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% • LI 27.42%	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. (Data from CALPADS 3.8 Fall II 2024-2025) • District 32.08% • AA 29.5%	CTE Course Enrollment inclusive of exceptional students. • District 30% • AA 30% • EL 24% • SWD 21% • FY 29%	CTE Course Enrollment inclusive of exceptional students. (Data from CALPADS 3.8 Fall II 2023-2024) • District: +3.18

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• AA 28.87% • EL 23.55% • SWD 20.07% • FY 26.14% • LI 29.63%%	• EL 25.32% • SWD 22.97% • FY 17.35% • LI 32.02% • LI 29.63%%	• LI 31%	• AA : +1.88% • EL : +3.67% • SWD: +4.29% • FY: -9.8% • LI: +4.6

Goal Analysis [2025-26]

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

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

During the 2025-26 School Year, Goal 2: Increase college and career readiness for every student was fully implemented as described in the adopted LCAP, with no deviations or unimplemented strategies. This goal is particularly critical as the District addresses Differentiated Assistance status due to a low College Career Indicator (CCI) score of 9.2% for Students with Disabilities. Throughout the year, all actions were implemented as planned without any significant challenges or modifications.

Action 2.1 Visual and Performing Arts (VAPA): Implementation of the districtwide VAPA program has continued to expand to increase access, reduce barriers, and provide high-quality arts instruction across all schools. Through coordinated efforts between VAPA, ELOP, school sites, and community partners, students received instruction during the school day and through extended learning opportunities in music, theatre, dance, visual arts, and culturally responsive programs such as mariachi and folklórico. Substantive progress includes the expansion of elementary access through Creative and Performing Arts (CAPA) rotations and strategic prioritization of historically underserved schools.

Action 2.2 Mentoring: The district initiated the Character Strong program for Tier 1, 2, and 3 interventions to be used by social workers, counselors, and PBIS coordinators. Additionally, the district requested board approval for additional mentoring contracts to expand the reach of professional support for students.

Action 2.3 Alternative School Supports: Alternative sites, including MVOA, Bayside Community Day School, and March Mountain Continuation School, provided wrap-around supports including additional counseling resources and access to tutoring. The district also invested in Career Technical Education (CTE) programs at these sites to ensure diverse pathways for all learners.

Action 2.4 Maintain a Robust College and Career Program: The district strategically employed Strategic Planning and Data Monitoring, involving regular transcript analysis each semester to identify students not meeting graduation or A-G requirements. Partnering with RCOE for transcript audits helped ensure compliance with UC/CSU admission requirements. A College and Career Fair was held in September with over 70 colleges and businesses, and 5th graders participated in high school CTE program visits.

Action 2.5 Provide Course Access: The district expanded advanced academic opportunities by implementing the International Baccalaureate (IB) program at Canyon Springs HS, Vista Heights MS, and Sugar Hill Elementary School. Providing this course access is designed to meet the needs of the lowest-performing schools and student groups.

Action 2.6: AVID Program: The AVID program has been certified at 13 elementary and 10 secondary sites, with expansion ongoing at the elementary level. AVID teams meet for vertical articulation three times per year to discuss recruitment and certification, and funding is utilized to support AVID tutors at secondary schools.

Action 2.7 SHINE Program: The College and Career Readiness department hosted 130 student interns for the summer of 2025. Students completed four-hour daily internships at 23 locations, including community partners and district departments. On Fridays, interns attended workshops and had the opportunity to earn OSHA-10 certification.

Action 2.8 AP and PSAT/SAT Testing: The district provided full coverage for AP testing and administered the SAT to 12th graders and the PSAT to 11th graders at no cost to remove financial barriers. Over 3,450 AP exams were taken in the previous cycle.

Action 2.9 STEAM Program: The district maintains a specialized focus on STEAM at North Ridge Elementary, Palm Middle School, and Valley View High School. Career exploration is further supported by the district-wide implementation of Xello software at all elementary schools.

Action 2.10 Building Assets Reducing Risks (BARR) Program: BARR program supports at-risk middle and high school students. Stipends are provided to key staff to ensure integrated student supports and targeted interventions are in place.

Action 2.11 Contract with RCOE: A contract with RCOE supports 27 CTE pathways district-wide across 12 industry sectors, including Culinary Arts, Cyber Security, and Engineering. Six teachers support specific pathways such as Welding, Public Safety (EMT), and Graphic Design.

Action 2.12 Middle College and Early College Programs: The district supports a partnership with Moreno Valley College for the Middle College Program, which is capped at 50 students annually due to space and certification limitations. Additionally, an Early College High School program offering an HBCU pathway has positively impacted over 500 students.

Action 2.13 UCAN College Fair: Over 200 students attended the UCAN College Fair, where representatives from over 30 Historically Black Colleges and Universities (HBCUs) hosted the event.

Successes Experienced with Implementation

The comprehensive, data-driven approach contributed to a successful rollout of all initiatives, leading to several notable celebrations. Major successes included celebrated wins in math achievement through the transition to "Defronted" classrooms and the collaborative 15-Day Challenge. The district saw high engagement in arts festivals, such as the inaugural "Moachella" and various district-wide showcases, which strengthened the visibility of arts programming. Career and college exposure milestones were met through the successful deployment of 130 summer interns and broad participation in the College and Career Fair. Furthermore, the removal of financial barriers through full coverage of AP and SAT/PSAT testing fees significantly improved equitable access for all student groups.

Challenges Experienced with Implementation
Despite the overall successful rollout with no significant challenges or modifications to the goal itself, the district identified several ongoing areas for correction. State testing results indicate that certain groups, such as Students with Disabilities and Pacific Islander students, still face academic hurdles in reading and math. Within the classroom environment, concerns persist regarding disruptions caused by teachers and administrators being frequently pulled from campuses for training and a reliance on long-term substitutes. The VAPA program specifically navigated staffing shortages in specialized arts areas like dance and theatre, alongside facility limitations at sites currently undergoing modernization. Additionally, while events like the UCAN College Fair were successful, the district identified a need for even higher student attendance in future cycles to maximize the impact of these opportunities.

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 $22,449,172.00, while estimated actual expenditures were $22,922,172.00, resulting in the goal being minimally overspent. The material difference is primarily due to increased staffing needs and adjustments to salary and benefits structures.

The following actions exceeded planned expenditures:
Action 2.4 – Maintain a Robust College and Career Readiness Program: Overspent due to adjustments made to cover salary increases.

Action 2.5 – Provide Course Access: Overspent due to the need to support release time and professional development for International Baccalaureate (IB) programs at Vista Heights, Canyon Springs, and Sugar Hill.

Action 2.6 – AVID Program: Overspent due to requirements for increased salary costs.

Action 2.10 – BARR Program: Overspent due to the need to cover increased salary costs.

Action 2.12 – Middle College Program: Overspent due to additional costs associated with Moreno Valley College and Online Dual Enrollment.

Action 2.13 – UCAN College Fair: Overspent due to increased costs for additional related student activities to increase student participation in the event.

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 for college and career readiness. The District continues to demonstrate strength in expanding access to rigorous academic pathways and career exploration, resulting in measurable performance gains. These commitments supported significant growth during the 2024-2025 reporting period, as evidenced by the College Career Indicator (CCI), which improved from 33.6% to 46.1%. Notably, the CCI for Students with Disabilities (SWD) nearly tripled, rising from 8% to 22.7%, and the rate for English Learners (EL) nearly doubled from 12.7% to 24.4%. Furthermore, the A-G course completion rate increased from 37.2% to 42.6%, and the AP passage rate saw a substantial rise from 38.7% to 52%, exceeding the initial desired outcome.

The actions with the greatest impact on these outcomes included Action 2.4 and Action 2.11, which focused on maintaining a robust Career Technical Education (CTE) and college guidance infrastructure. The impact on CTE metrics has been profound: CTE course completion inclusive of exceptional students rose from 15.5% to 25%, and the percentage of pupils completing both A-G and CTE requirements improved from 9.1% to 13.3%. Additionally, CTE course enrollment for Students with Disabilities grew from 18.68% to 22.97%. This was supported by the district's contract with RCOE to provide specialized teachers across 27 CTE pathways, ensuring high-quality instruction in high-demand industry sectors.

Action 2.8 also played a pivotal role by removing financial barriers to post-secondary success. By providing full coverage for AP testing fees and offering the SAT and PSAT at no cost, the district supported the administration of over 3,450 AP exams. This direct support contributed to the increased qualifying score rates and enhanced college readiness. Similarly, Action 2.12, through partnerships like the Middle College and the HBCU-focused Early College High School, has positively impacted over 500 students, providing clear and accelerated pathways to higher education.

Several other actions supported these gains across the K-12 continuum. Action 2.9 and Action 2.4 introduced early career exploration via Xello software and high school CTE visits, contributing to the Middle School Readiness Indicator (MSRI) increasing from 25.2% to 28%. Action 2.6 saw the AVID program reach certification at 13 elementary and 10 secondary sites, while Action 2.7 (SHINE) provided 130 student interns with real-world experience and OSHA-10 certification. Furthermore, the expansion of the International Baccalaureate (IB) program (Action 2.5) and STEAM focus (Action 2.9) ensured that advanced academic opportunities were available to the district's lowest-performing schools.

While this goal proves to be effective, the data indicates a need for continued focus on middle school transitions, as the High School Readiness Indicator (HSRI) showed a slight dip from 42.5% to 41%. As a result, the District has prioritized the BARR program (Action 2.10) and expanded mentoring via the Character Strong program (Action 2.2) to provide targeted interventions for at-risk 8th and 9th graders. The District remains committed to continuous improvement and will expand these efforts into the 2026–2027 school year to ensure that all student groups, particularly Foster Youth and English Learners, are fully prepared 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 in response to analysis and reflections on prior practice:

Goal Explanation- Adjusted to reflect current data. Action 2.1- Visual and Performing Arts (VAPA): Funding Increased to $3,003,845.00 due to support increased programming costs Action 2.4 – Maintain a Robust College and Career Readiness Program: Funding increases to $828,610.00 due to increased salary costs. Action 2.5 – Provide Course Access: The allocation increases to $2,086,011.00 due to salary increases and the specific needs of the International Baccalaureate (IB) program. Action 2.6 – AVID Program: Funding increases to $1,558,690.00 to cover the rising costs of site licenses and salaries. Action 2.9 – STEAM Program: The budget increases to $765,396.00 to account for higher staffing expenses and the costs of materials and supplies. Action 2.12 – Middle College Program: Funding increases to $529,177.00 to support the implementation of the new Early College Program and the expansion of Dual Enrollment opportunities.

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	$3,003,845.00	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. Moreno Valley Online Academy (MVOA) to accommodate students with a variety of learning styles and needs	$11,047,545.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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%).	$828,610.00	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.	$2,086,011.00	Yes

Action #	Title	Description	Total Funds	Contributing
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%).	$1,558,690.00	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	$765,396.00	Yes
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	$888,898.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	$529,177.00	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 was developed to ensure all students have equitable access to the resources, supports, and learning experiences necessary for academic and personal success. Direct services and resources are strategically provided to close gaps in academic performance, financial aid literacy, and English Learner outcomes. Reflecting on prior progress, English Learner (EL) reclassification rates previously increased by 3% to reach a baseline of 11%. Additionally, the Class of 2024 FAFSA completion rate was 64%, which represented a decrease from the prior year and remained below the district's ambitious targets. Recent data from the 2024-2025 reporting period shows a positive shift in these outcomes. The district-wide EL reclassification rate has improved to 14%, with 828 students celebrated in reclassification ceremonies this year. Furthermore, the FAFSA completion rate for the Class of 2025 saw a significant rebound, reaching 71%, demonstrating steady progress toward the desired three-year outcome of 85%. Despite these wins, the district recognizes the ongoing need to provide equitable opportunities for high-need student groups.

This goal will also address the needs of student groups in Differentiated Assistance SWD (2025 CA Dashboard): Mathematics (VL -157.1 DFS), Chronic Absenteeism (VH 33%)

The metrics and actions listed in this goal will work together to build on current momentum and ensure every student, regardless of their socioeconomic or housing status, has an equitable path to success.

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	CDE has not released the 2024-2025 Reclassification Rates yet Local Data	Reclassification District 22.3%	2024-2025 Reclassification District 3% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			828 (14%)students were celebrated in reclassification ceremonies this year.	648 (13%) students were celebrated in reclassification ceremonies this year.		
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 (24-25 Race to Submit Class of 2025) District: 71%	FAFSA Completion Rate (22-23 Race to Submit Class of 2023) District: 85%	FAFSA Completion Rate (24-25 Race to Submit Class of 2025) District: .28% Increase

Goal Analysis [2025-26]

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

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

During the 2025-2026 school year, Goal 3: Improve equitable opportunities for every student was fully implemented to ensure that all students, particularly those in vulnerable or underserved groups, have the resources and supports necessary for success. The district employed a comprehensive approach, including expanded staffing, targeted interventions for high-need populations, and the growth of extracurricular engagement programs.

Action 3.1: Gifted and Talented Education (GATE): GATE testing was successfully administered at 23 elementary schools. Implementation of this action was supported by funding for program licensing, a dedicated GATE facilitator, a Professional Development Specialist, and classified extra-duty staff to manage the identification and support of gifted learners. A major highlight of the program this year was student participation in the Odyssey of the Mind regional and state competitions, where students demonstrated exceptional problem-solving and creative thinking skills. The district celebrated a significant achievement as one team successfully advanced to the national competition.

Action 3.2 & 3.3 Supports for Foster Youth and Homeless Students that are FY, EL, and/or LI: The district expanded targeted supports for students experiencing homelessness, foster youth, English learners, and low-income students. Resources were purchased for the District's Health & Wellness Center to ensure students and families have access to critical supports such as clothing, hygiene items, and referrals to health, mental health, and community services. In addition, the district partially funded a Mental Health Therapist who provides counseling, crisis intervention, and case management services. These efforts focused on stabilizing students' immediate needs so they are better able to remain engaged and succeed in school.

Action 3.4 Additional Counseling Staff: The district maintained a staff of 24 counselors, including three Counselors on Special Assignment (COSAs) within the College and Career Readiness Department. A primary focus was Financial Literacy, which included K-12 Financial Literacy Month, CalKIDS drives, and engaging classroom lessons on money management for 4th and 5th-grade students. Targeted financial aid lessons were also provided for 9th, 10th, and 11th-grade students through California Colleges.

Action 3.5: Athletics: The district focused on maintaining traditional sports at the four comprehensive high schools while expanding middle school options and eSports to keep students connected to their schools. This program effectively built student connections, evidenced by an average daily attendance rate of 94.38% for participating students, compared to a 92.22% average for those not involved. However, the district faced challenges with rising operational costs, particularly regarding transportation for athletic field trips.

Action 3.6 Increase Staffing: To improve student-to-staff ratios and provide direct services, the district funded a large cohort of essential personnel, including 23 teachers, 18 counselors, 13 assistant principals, 26 custodians, 8 campus supervisors, 17 campus support aides, and 8 social workers. This increased staffing supported student connections and targeted interventions for at-risk groups.

Successes Experienced with Implementation
Overall implementation has been successful in expanding coordinated services through the Health & Wellness Center. Notable celebrations include an increase in student-athlete GPAs and attendance rates. The Xello platform is successfully being used to help students prepare for their chosen careers. Furthermore, the addition of COSA counselors has allowed for targeted support of Individualized Counseling Action Plans (ICAPs) and other high-priority district goals.

Challenges Experienced with Implementation
The district continues to face hurdles regarding financial sustainability in athletics, with perceived overspending and significant debt in various school-level field trip accounts. There is also a noted lack of academic and engagement incentives for non-athletes, contributing to a performance gap. Furthermore, significant transportation challenges have been identified as barriers; students who must assist siblings with walking to school often face difficulty arriving on time, and those in after-school activities struggle to get home due to late practice times or the difficult gap between the end of the school day and the start of practice.

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 $31,536,598.00, while estimated actual expenditures were $29,693,290.00, resulting in the goal being underspent. The material difference is primarily due an additional allocation of LREGB funds following plan development and other resources were fully utilized.

The following actions exceeded planned expenditures:
Action 3.4 – Additional Counseling Staff: Overspent due to adjustments specifically implemented to cover salary increases.

Action 3.5 – Athletics: Overspent due to salary increases and higher costs associated with increased student participation and success in athletic events.

The Following actions were underspent:
Action 3.6 – Increase Staffing: LREGB funds underspent due to increased allocation provided following development of plan and other resources were fully utilized.

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 for equitable student opportunities. The District continues to demonstrate strength in addressing the holistic needs of students, focusing on both academic acceleration and social-emotional stability. These foundational commitments supported measurable gains during the 2024-2025 school year, most notably in the English Learner (EL) reclassification rate, which increased from 11% to 14%, with 828 students celebrated in district reclassification ceremonies. Furthermore, the district maintained a strong FAFSA completion rate of 71%, showing steady progress toward the ambitious desired outcome of 85%.

The actions with the greatest impact on these outcomes included Action 3.4 and Action 3.6, which focused on expanding human capital to provide direct student support. The impact on college access and financial readiness is evident, as the 24 counselors and 3 Counselors on Special Assignment (COSAs) delivered targeted financial aid lessons to 9th–11th graders and led CalKIDS drives, contributing to the high FAFSA completion rates. During these initiatives, the district successfully assisted students in navigating the CalKIDS program, which has achieved the following results: Total Registered Students: 11,506; Qualification Rate: 70.51%; Claimed Accounts: 53.88%. Additionally, the increase in staffing—including 23 teachers, 18 counselors, and 8 social workers—was critical in reducing student-to-staff ratios, allowing for more individualized attention and targeted interventions for at-risk groups.

Action 3.2 and 3.3 also played a pivotal role in promoting equity by removing non-academic barriers to success for Foster Youth, Homeless students, and Low-Income families. By providing clothing, hygiene items, and mental health case management through the Health & Wellness Center, the district ensured that highly vulnerable students remained stabilized and engaged in their education. This stability is reflected in the increased participation across various district programs. Similarly, Action 3.1 (GATE) expanded access to high-level enrichment, resulting in students from 23 elementary schools participating in Odyssey of the Mind, with one team successfully advancing to the national competition.

Action 3.5 (Athletics) proved highly effective as a core engagement and academic success strategy. Data indicates that students participating in traditional sports, middle school athletics, or eSports achieved an average daily attendance rate of 94.38%, a significant 2.16% higher than their non-participating peers. Beyond attendance, the academic impact was substantial: students who participate in a sport or activity achieved an average GPA of 2.86, compared to students who do not participate, who averaged a GPA of 2.14. This highlights the program's vital role in building school connections and driving academic performance, even as the district navigates rising operational and transportation costs.

While this goal proves to be effective, the data indicates a need to continue refining supports for English Learners to meet the desired reclassification outcome of 22.3%. As a result, the District has prioritized more intensive "data chats" and monitoring through its expanded counseling and specialist staff. The District remains committed to continuous improvement and will expand these efforts into the 2026–2027 school year to ensure that every student, regardless of their socioeconomic or housing status, has an equitable path to academic and personal 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 3 in response to analysis and reflections on prior practice:

Goal Explanation- Adjusted to reflect current data.

Action 3.4 – Additional Counseling Staff: Funding increases to $2,651,340.00 to cover increases to salary costs and benefits structures.

Action 3.5 – Athletics: The allocation increases to $3,000,000.00 due to rising transportation costs, the provision of additional resources, and increases to salary and benefits structures.

Action 3.6 – Increase Staffing: Funding increases to $30,577,451.00 This increase accounts for rising salary and benefit costs, as well as the inclusion of Concentration Grant funds and unexpended Learning Recovery Emergency Block Grant (LREBG) funds.

Action Description
Action 3.6- Added positions covered by Concentration Grant.

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
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	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
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 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	$91,253.00	Yes
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,	$2,651,340.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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%)		
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	$3,000,000.00	Yes
3.6	Increase staffing	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. The expanded staffing includes: 23 Teachers 18 Counselors 13 Assistant Principals 26 Custodians 8 Campus Supervisors 17 Campus Support Aides 8 Social Workers	$31,577,451.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will also address the needs of student groups in Differentiated Assistance SWD: Priority areas 4 and 5: Mathematics (VL -157.1 DFS), Chronic Absenteeism (VH 33%), Science (VL 32.4 sp). Moreno Valley has unexpended LREBG funds in the amount of $28,000,000.00. Remaining LREBG funds will be expended to support this action in the amount of $15,000,000.00 a year through the 27-28 School year. LREBG funds will support this action because on the 2025 Dashboard Data the "All Students" group is identified in the Very High range for chronic absenteeism at 25.8% . In addition, several student groups demonstrate disproportionately high rates, with Foster Youth, Students With Disabilities, and African American students in the Red performance level and all other groups are in the Orange performance level. We have no groups in Yellow, Green, or Blue for Chronic Absenteeism 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 action will be monitored by the following Metrics: 4.6 Attendance Rates 4.7 Chronic Absenteeism 4.9 Sense of Belonging This use of funds directly aligns with the allowable uses under EC Section 32526(c)(2). Specifically, it supports subsection (A) by increasing and		

Action #	Title	Description	Total Funds	Contributing
		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 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 four-year graduation cohort rate was 91.5%. During this baseline period, English Learner performance decreased at a Medium status, Foster Youth increased significantly at a Low status, and Low-Income students maintained a High status. Additionally, the district suspension rate was at a High status of 5.1%, while chronic absenteeism was at a Very High status of 33.7%, with English Learners, Foster Youth, and Low-Income groups all categorized in the Very High range. The 2023 baseline also recorded a high school dropout rate of 5.4%, a middle school dropout rate of 0.02%, an expulsion rate of 0.1%, and an overall attendance rate of 87.9%. Reflecting on recent progress shown in the 2025 California School Dashboard, the district has realized notable improvements in school climate and engagement. The overall graduation rate reached 93.3%, representing a 1.8% increase from the baseline, with significant gains for English Learners at 88.1% and Students with Disabilities at 84.9%. The district successfully reduced the overall suspension rate to 2.9%, a significant decline from the 5.1% baseline, with sharp reductions for Foster Youth, who moved from 14.3% to 7.6%, and African American students, who moved from 10.5% to 7.7%. Chronic absenteeism has been reduced to 25.8%, a cumulative decrease from the 33.7% baseline. Furthermore, the district attendance rate improved to 91%, the high school dropout rate decreased to 4.05%, and the middle school dropout rate reached 0.003%. Finally, according to the 2025 Culture and Climate survey, the percentage of students feeling a sense of belonging rose to 75% for elementary students and 69% for middle and high school students.

This goal will also address the needs of student groups in Differentiated Assistance SWD (2025 CA Dashboard): Mathematics (VL -157.1 DFS), Chronic Absenteeism (VH 33%).

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 2024-25 4 Yr ACO) District: 4.05%	High School Drop out rate (DQ 2025-26 4 Yr ACO) District: 3.4%	High School Drop out rate 1.35%
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 (24-25 CALPADS 1.8 & 1.12) District: 0.003%	Middle School Drop out rate (25-26 CALPADS 1.8 & 1.12) District: 0.01%	Middle School Drop out rate .017%
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 2024-25 SR) District: 2.9% Declined 1.4% FY: 7.6 % Declined 4.7% AA: 7.7% - Declined 0.7%	Suspension Rate (DQ 2025-26 SR) District: 3.1%% FY: 12.3% AA: 8.5%	Suspension Rate (DQ 2024-25 SR) District: 2.2% FY: 6.7 % AA: 2.8%
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 2024-25 ER) District: 0.0%	Expulsion Rate (DQ 2025-26 ER) District: 0.1%	Expulsion Rate -0.1%
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 96% 22/23 Schools scored "Good" 1 School scored "Fair"	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 4%
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 (2025 P2 Report from Business Services) District 91%	Attendance Rate (2026 P2 Report from Business Services) District 95%	Attendance Rate (P2 Report from Business Services) District +3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 2024-25 CAR) District: 25.8%	Chronic Absenteeism (DQ 2022-23 CAR) District: 15%	Chronic Absenteeism (DQ 2023-24 CAR) Decreased 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 2025 Dashboard Rate - Additional Report) District: 93.3% AA: 92.7% EL: 88.1% LI: 93.3% FY:75.7% SWD: 84.9%	HS Graduation Rate (Fall 2026 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:+1.8% AA: .7% EL: +2.5% LI: +1.8% FY: +3.9% SWD: +10.1%
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 Kelvin 2024 Elementary Students 71% Middle and High School Students 64%	Percentage of students who feel a sense of belonging as measured by Culture and Climate Survey 2025 Elementary Students 75% Middle and High School Students 69%	Percentage of students who feel a sense of belonging as measured by the Culture and Climate Survey 2026 Elementary Students 55% Middle and High School Students 55%	Percentage of students who feel a sense of belonging as measured by Culture and Climate Survey 2025 Elementary Students + 26% Middle and High School Students +20%

Goal Analysis [2025-26]

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

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

During the 2025-2026 school year, Goal 4: Provide a safe, welcoming, respectful, and rigorous learning environment for every member of the school community was fully implemented. The district focused on strengthening the social-emotional and physical infrastructure of its schools through wellness initiatives, behavioral supports, professional induction, and enhanced security measures.

Action 4.1 Community Wellness Center: The Community Wellness Center continued to be implemented as a centralized hub designed to reduce barriers to learning by providing students and families with access to essential health, wellness, and basic needs services. The Center supports students experiencing homelessness, foster youth, and other vulnerable populations by offering resources that promote stability, safety, and school engagement. During the year, funds were used to maintain the Community Wellness Director position, which oversees daily operations, coordinates services, and manages partnerships with community organizations. Furthermore, the district expanded the Center's capacity to provide basic needs supports by purchasing items for the student boutique and market, as well as supplies for laundry and hygiene services. Partial funding also supported facility improvements and the purchase of furniture to create functional and welcoming spaces for the community.

Action 4.2 Teacher Induction and PAR Program: In partnership with the Riverside County Office of Education (RCOE), the district facilitates a rigorous Induction program designed to transition new teachers into seasoned professionals. This year, the program supported a significant cohort of 69 Year-1 Candidates and 61 Year-2 Candidates, all of whom are supported by 63 Reflective Coaches providing essential one-on-one guidance. The process includes a comprehensive orientation and ongoing monitoring to ensure all candidates meet state credentialing requirements. A hallmark of this program is high-impact coaching, culminating in a formal Induction Colloquium. For experienced educators, the district maintains the Peer Assistance and Review (PAR) system, providing a non-punitive pathway for teachers needing additional support to refine their craft through peer-led coaching.

Action 4.3 Behavior Support Specialists: Behavior Support Specialists were implemented as planned to support students with behavioral needs across grades TK–12. Specialists provided targeted support to school sites through behavior intervention systems, 504 plans, and PBIS Tiered systems. Since August 2025, two Behavior Support Specialists delivered 434 direct and indirect student supports, which included 320 supports for male students and 114 supports for female students. Successes included flexible service delivery and strengthened site collaboration, though some schools faced challenges staffing their Tier 2 teams due to competing committee obligations.

Action 4.4 PBIS Support Program: The district maintained a PBIS Coordinator who facilitated monthly Tier I and Tier II/III meetings for school site coordinators. While the program was intended primarily for middle and high schools, a substantive difference occurred as elementary sites requested and received a higher level of coaching and technical assistance than originally planned. The coordinator successfully adjusted support to meet this demand while continuing to provide guidance to secondary sites through coordinator meetings, trainings, and data-sharing.

Action 4.5 Social Worker Support Services: Social workers at designated sites served as integral components of the district's intervention strategy. They provided Tier 2 and 3 interventions for high-needs students, led social-emotional skill-building groups, and conducted home visits to bridge gaps for families struggling with attendance or behavior. They also provided vital consultation and resources to staff to assist in supporting struggling students.

Action 4.6 Safety and Security: The district maintained and enhanced its safety program by providing additional Campus Security Officers at school sites and district buildings. These officers serve as additional points of contact for students, working to reduce behavior incidents and suspensions while supporting a sense of belonging and connection to the school community.

Action 4.7 Attendance Specialists: Targeted support was provided by Attendance Specialists who conducted intensive one-to-two-week rotations at individual school sites. Their work focused on conducting home visits and outreach calls for students on chronic absenteeism lists. To improve interventions, a districtwide parent survey was utilized to identify common barriers impacting student attendance.

Action 4.8: CWA Alternative Supports: In partnership with RCOE, the district provided professional development in Trauma-Informed and Restorative Practices to site administrators and specialized teachers. This training is designed to support a positive school climate and provide effective behavioral interventions as alternatives to traditional discipline.

Substantive Differences Between Planned and Actual Implementation
Overall, implementation occurred largely as planned. Investments in facility improvements and essential resources at the Community Wellness Center strengthened the district's capacity to support students facing housing instability and economic hardship. Additionally, the Behavior Support Specialists provided a significantly higher volume of direct student interventions (434 total) than initially projected, and the PBIS Coordinator shifted resources to accommodate the unexpected surge in requests for coaching from elementary school sites.

Successes Experienced with Implementation
The district celebrated significant milestones in school climate, notably a drop in suspension rates and an expulsion rate that reached 0.0% mid-year. Programs such as PBIS and "No Place for Hate" successfully increased the sense of belonging for many students. Additionally, the district’s outreach efforts were robust, successfully completing 2,275 home visits to support student engagement and remove barriers to attendance.

Challenges Experienced with Implementation
Chronic absenteeism remains a persistent and difficult challenge for the district. There is a documented need for more positive adult behavior modeling, as some students reported feeling unappreciated for their efforts. A lack of deep anti-bias and Social Emotional Learning (SEL) training was noted as a contributing factor to remaining climate issues. Furthermore, the district is addressing disproportionality within suspension rates, specifically focusing on unfair discipline practices where students, particularly African American students and Students with Disabilities, may receive different consequences for the same behavior.

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 4 were $6,442,866.00, while estimated actual expenditures were $6,715,165.00, resulting in the goal being overspent. The material difference is primarily due to increased staffing needs and adjustments to salary and benefits structures.

The following actions exceeded planned expenditures:
Action 4.2 – Induction Program: Overspent due to adjustments specifically implemented to cover salary increases.

Action 4.6 – Safety and Security: Overspent due to the need to cover salary increases.

Action 4.8 – Child Welfare and Attendance (CWA) Alternative Supports: Overspent due to salary increases and costs associated with Board Certified Behavior Analysts and Behavior Technicians.

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 for a safe, welcoming, and rigorous learning environment. The District continues to demonstrate strength in improving school climate and student persistence, as evidenced by significant gains in graduation and belonging metrics. These foundational commitments supported measurable growth during the 2024-2025 school year, most notably with the High School Graduation Rate increasing from 91.5% to 93.3%. Substantial gains were also observed in the sense of belonging, which rose from 49% to 75% for elementary students and from 49% to 69% for middle and high school students. Furthermore, the district successfully decreased the high school dropout rate from 5.4% to 4.05% and the middle school dropout rate to a remarkable 0.003%.

The actions with the greatest impact on these outcomes included Action 4.3, Action 4.4, and Action 4.8, which focused on behavioral and restorative supports. The impact on school discipline has been profound: the districtwide suspension rate dropped from 5.1% to 2.9%, with significant reductions for Foster Youth (14.3% to 7.6%) and African American students (10.5% to 7.7%). Additionally, the expulsion rate reached 0.0% during this period. These results were driven by the 434 direct and indirect student supports provided by Behavior Support Specialists and the professional development in Trauma-Informed and Restorative Practices provided to administrators and teachers.

Action 4.1 (Community Wellness Center) and Action 4.5 (Social Worker Support) also played a pivotal role in promoting student stability and safety. By providing essential health services, a student boutique, and social-emotional skill-building groups, the district addressed the basic needs that often serve as barriers to engagement. This holistic support is a key factor in the improved graduation rates for vulnerable subgroups, such as Students with Disabilities, whose graduation rate rose from 79.9% to 84.9%.

Action 4.7 (Attendance Specialists) and Action 4.6 (Safety and Security) were critical in driving the district’s attendance and connection goals. The district saw the attendance rate improve from 87.9% to 91%, while chronic absenteeism was reduced from 32.8% to 25.8%. These improvements were bolstered by the completion of 2,275 home visits and the presence of additional Campus Security Officers who served as vital points of contact and connection for students.

While this goal proves to be effective, the data indicates a need for continued focus on long-term attendance trends to reach the desired outcome of 95% attendance and 15% chronic absenteeism. As a result, the District has prioritized more intensive outreach through Attendance Specialists and the utilization of districtwide parent surveys to identify and remove specific barriers. The District remains committed to continuous improvement and will expand these efforts into the 2026–2027 school year to ensure that every member of the school community feels respected, supported, and challenged.

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 in response to analysis and reflections on prior practice:

Goal Explanation- Adjusted to reflect current data.

Metric 4.9- Name Changed from Kelvin Survey to Culture and Climate Survey.

Action 4.2 –Induction removed due to title indicating a base service. Supplemental Support and PD to include SEL Strategies for beginning staff will be provided under professional development.

Action 4.4 – PBIS Support Program: The allocation increases to $919,395.00 to support intervention room staffing and the implementation of PBIS platforms across school sites.

Action 4.6 – Safety and Security: Funding increases to $2,445,922.00 to address rising operational requirements and increases to salary and benefits structures.

Action 4.7 – Attendance Specialists: The budget increases to $872,234.00 to support enhanced attendance monitoring and student outreach efforts.

Action 4.8 – Child Welfare and Attendance (CWA) Alternative Supports: Funding increases to $1,078,196.00 to cover rising costs for Board Certified Behavior Analysts (BCBA) and Behavior Technicians, alongside salary and benefits adjustments.

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	$881,963.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
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	$919,395.00	Yes
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

Action #	Title	Description	Total Funds	Contributing
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	$2,445,922.00	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 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	$1,078,196.00	Yes

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 continuous need to promote effective communication to support student achievement, particularly in increasing attendance rates for English Learner, Foster Youth, and Low Income students. An analysis of the 2024-2025 baseline data showed an open rate of 34.44% on District-wide newsletters , with approximately 150 community partnerships and 27 Parent Ambassadors established to serve as liaisons between the school and community. Reflecting on recent progress shown in the 2025-2026 reporting period, the District reached over 2.2 million social media engagement impressions. However, reconciliation of active agreements identified a current total of 102 community partnerships , and the District-wide newsletter open rate showed a slight decrease to 33.54%. To address these trends, the District has prioritized more modernized, student-led social media content and site-specific needs assessments to ensure parent engagement opportunities align with community interests.

This goal will also address the needs of student groups in Differentiated Assistance SWD (2025 CA Dashboard): Mathematics (VL -157.1 DFS), Chronic Absenteeism (VH 33%).

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 34.44%	District Weekly Messages regarding attendance; Messages regarding goals 1-4 Increase open rate on District wide news letter	District Weekly Messages regarding attendance; Messages regarding goals 1-4 Increase open rate on District wide news letter	Increase open rate on District wide news letter 2025-2026 39%	Increase open rate on District wide news letter -.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024-2025 34.44%	2025-2026 33.54%		
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 102 community partnership	Number of community partnerships 150 community partnerships (2027)	Number of community partnerships -48
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 18 Parent Ambassadors	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 -9 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 (2025) 9 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 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 through Impressions rate (total amount of times content was displayed)	Utilize social media to share content that resonates with students, staff, and community members to create a sense of belonging.2024 Social Media Engagement: 1,295,896 Impressions.	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: 2,231,395 Impressions.	Utilize social media to share content that resonates with students, staff, and community members to create a sense of belonging. 2025-2026 Social Media Engagement: 1,118,041 Million Impressions.	Utilize social media to share content that resonates with students, staff, and community members to create a sense of belonging Social Media Engagement Impressions: 2.5 Million	Social Media Engagement Impressions 177,855

Goal Analysis [2025-26]

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

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

During the 2025-2026 school year, Goal 5: Improve effective communication throughout the district was fully implemented to foster stronger connections between schools, families, and the community. The district utilized a multi-layered approach involving data-driven attendance initiatives, expanded parent leadership, and large-scale community engagement events.

Action 5.1 District-Wide Attendance Initiative: The district continued the expansion of the A2A attendance system by providing professional learning opportunities for site staff to maximize the system's effectiveness. Throughout the year, the Child Welfare and Attendance (CWA) Coordinator and Secretary provided targeted training to site teams on disaggregating data to identify subgroups with the highest needs. To support positive engagement, the district provided high-interest incentive resources, including two iPads, two Nintendo Switches, and Attendance Champion apparel for school sites. During the second semester, additional supports were strategically targeted toward the 10 elementary sites most significantly impacted by chronic absenteeism and low Average Daily Attendance (ADA).

Action 5.2 Parent Ambassador Program: This action was implemented by expanding the program to strengthen the bridge between schools and families. The district increased the number of Parent Ambassadors from 14 to 24 (with a final year-end count of 27) to ensure broader representation of student demographics. Their role was expanded to support all school sites and district events, increasing their visibility as trusted liaisons. To streamline this support, the district developed a Google Form request system for site administrators to request

Ambassador assistance for events and meetings. While the program successfully increased its capacity, the district continues to work with site leaders to ensure consistent utilization across all campuses.

Action 5.3: Parent, Student, Community Engagement and Outreach: The district expanded engagement opportunities to create a welcoming and inclusive environment for all families. Key efforts included student leadership summits and large-scale community celebrations such as Día de Fiesta, Soul Fest, and the Multicultural Festival (Moachella). The Health & Wellness Center also hosted a Resource Expo and various workshops to connect families with wellness services and educational resources. These activities were strategically designed to celebrate community diversity while ensuring families remained informed about available school programs.

Substantive Differences Between Planned and Actual Implementation
Implementation occurred largely as planned, with a notable increase in the scale of the Parent Ambassador program beyond initial projections. The district also shifted to a more targeted support model for attendance in the second semester, specifically focusing resources on the 10 elementary sites showing the most significant negative attendance trends rather than a uniform district-wide approach.

Successes Experienced with Implementation
The district experienced high levels of family engagement in several key areas. The Parent Ambassador program grew to 27 active members, and the district's digital outreach was highly successful, reaching 1.5 million social media impressions. Additionally, the district successfully managed over 5,000 Care Portal submissions, demonstrating a robust system for connecting families with immediate needs. The large-scale community festivals also served as major success points for cultural inclusion and community visibility.

Challenges Experienced with Implementation
Despite high digital engagement, parent participation in educational workshops remains low. Data indicates that many families are not opening ParentSquare alerts or newsletters, leading to a lack of awareness regarding specific programs and services. A contributing factor is a general lack of clarity regarding the timing and perceived value of these workshops. Furthermore, while the Parent Ambassador program has grown, there is still a need to clarify their specific roles at various school sites to ensure they are used effectively by administrators.

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 $1,495,072.00, while estimated actual expenditures were $1,503,072.00, resulting in the goal being minimally overspent. The material difference is primarily due to increased staffing needs and adjustments to salary and benefits structures.

The following action exceeded planned expenditures:
Action 5.03 – Parent, Student, and Community Engagement: Overspent due to adjustments implemented to cover salary increases and to provide additional funds for social media, communications, and engagement staff.

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 district’s local indicators for communication and engagement. The District continues to demonstrate a strong commitment to building a welcoming environment through cultural celebrations and structured parent leadership. These foundational efforts supported high levels of visibility , as evidenced by reaching over 2.2 million social media impressions. Furthermore, the district successfully maintained and expanded its advisory structures, increasing the number of DELAC meetings from 6 to 9 to ensure the voices of English Learner families are heard and integrated into district planning.

The actions with the greatest impact on these outcomes included Action 5.2 (Parent Ambassador Program) and Action 5.3 (Engagement and Outreach). The impact on parent leadership has been significant; the district exceeded its growth goals by increasing the number of Parent Ambassadors to 27, ensuring representation that is reflective of the diverse district demographics. Additionally, large-scale community events like Día de Fiesta, Soul Fest, and Moachella have been instrumental in creating a sense of belonging, contributing to the high volume of community engagement and supporting the district's 150 community partnerships at the height of the reporting cycle.

Action 5.1 (District-Wide Attendance Initiative) played a critical role in aligning communication with student success goals. By utilizing the A2A attendance system and providing targeted training to site teams, the district was able to use data-driven communication to reach families most impacted by chronic absenteeism. The use of high-interest incentives and the Attendance Champion apparel served as a visible and positive communication tool, reinforcing the importance of daily school attendance across the 10 elementary sites identified for intensive support. While the overall rates still require aggressive intervention to reach the target of 95% total attendance, the 2025 data confirms that attendance rates are moving in a positive direction (decreasing absenteeism) across nearly every single major student group.

While the district’s outreach strategies have been effective in maintaining visibility, the data indicates a slight decline in certain engagement metrics that the district is actively addressing. The District-wide newsletter open rate decreased from 37% to 34%, and social media impressions for the 2025-2026 period currently stand at 1.1 million. Additionally, the number of active community partnerships was reported at 102 following a mid-year reconciliation of active agreements. These trends suggest a need for more modernized and student-centered communication strategies.

As a result, the District has prioritized corrective actions, including student-led social media content to increase peer and family resonance and conducting site-specific needs assessments to ensure workshop topics align with parent interests. The District remains committed to continuous improvement and will expand these efforts into the 2026–2027 school year, with a focus on restoring Parent Ambassador counts to 27 and increasing the newsletter open rate to 39% to ensure all families are well-informed and actively engaged.

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 5 in response to analysis and reflections on prior practice:

Goal Explanation- Adjusted to reflect current data.

Metric 5.1 – Increase open rate on District-wide newsletter: The baseline added for the 25-26 LCAP was changed from 34% to 34.44% to reflect a more accurate open rate.

Metric 5.5 – Social Media Engagement Impressions Rate: The baseline changed from 180,000 to 1,295,896 impressions to reflect a more accurate engagement rate. Additionally, the Year 1 Outcome was adjusted from 180,000 to 2,231,395 to reflect more precise data for this newly added metric.

Metric 5.5 – Target Outcome: The target outcome changed from 225,000 to 2.5 million based on the updated and more accurate baseline data.

Action 5.3 – Parent, Student, Community Engagement and Outreach: Funding increases to $1,211,073.00 to accommodate additional parent engagement staff, rising staffing costs, support new community schools implementation and to enhance communication and engagement efforts across the district.

Action 5.3 - Action Description changed to remove Unity Fest and add Community School Implementation

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: Students with Disabilities (SWD) "Very High" Chronic Absenteeism (33%)	$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	$1,211,073.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 Community Schools Implementation 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.. Within three years we want students to improve ELA and Math by decreasing the DFS by 10%. 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. To support the 14.5% of out-of-field teachers at March Mountain and the 8.8% at Bayside, the District is intentionally directing Equity Multiplier funds toward targeted intervention. Specifically, these teachers are provided with dedicated instructional coaching, robust professional development, and structured collaboration time within Professional Learning Communities (PLCs) tailored to their current assignments. This ensures that while they work toward full credential alignment, they are fully equipped with the resources, mentorship, and subject-matter expertise necessary to deliver high-quality instruction. 2025 CA Dashboard indicates the following student groups are are red on one or more indicators at March Mountain: English Learner- Suspension Long Term English Learner- Suspension Hispanic- Math Socioeconomically Disadvantaged- Math; CCI 2025 CA Dashboard indicates the following student groups are are red on one or more indicators at Bayside Socioeconomically Disadvantaged- Science	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 2025 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 English Learner, Long Term English Learners, 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), and school climate as measured by suspension rates. Similarly, at Bayside Community Day School, Socioeconomically Disadvantaged students are also showing low performance in Science. 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 missing school is missing out 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 2026 and May 2026

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	2024 CA Dashboard ELA All -107.3 SED 103.6	2025 CA Dashboard ELA All -133.2 SED 131.3.	2023 CA Dashboard ELA All -104.3 SED 103.0	2025 CA Dashboard ELA All -18.9 (A decline of 18.9 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MATH All -210.8 SED -212.7 Hispanic/Latino -201.7	Hispanic/Latino -105.5 MATH All -235.3 SED -229 Hispanic/Latino -224	Hispanic/Latino -148.9 MATH All -222.9 SED -232.1 Hispanic/Latino -236.6	Hispanic/Latino -104.9 MATH All -200.8 SED -202.7 Hispanic/Latino -191.7	SED -18.3 (A decline of 18.3 points) Hispanic/Latino- -34.0 (A decline of 34.0 points) MATH All -12.1 (A decline of 12.1 points) SED -19.4 (A decline of 19.4 points) Hispanic/Latino-34.9 (A decline of 34.9 points)
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	2025 CA Dashboard ELA All -77.1 EL -115.8 SED -80.3 Hispanic/Latino -75 MATH All -184 EL -209.6 SED -185.6 Hispanic/Latino -183.9	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	2025 CA Dashboard ELA All +27.5 (An improvement of 27.5 points) EL -+7.2 (An improvement of 7.2 points) SED +29.7 (An improvement of 29.7 points) Hispanic/Latino +24.7 (An improvement of 24.7 points) MATH

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						All +43.2 (An improvement of 43.2 points) EL+31.8 (An improvement of 31.8 points) SED +43.8 (An improvement of 43.8 points) Hispanic/Latino +38.4 (An improvement of 38.4 points)
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%	2025 CA Dashboard All- 11.1% EL-14.3% SED 10.2% Hispanic/Latino-10.7%	2023 CA Dashboard All- 10% EL-5% SE10% Hispanic/Latino-6%	2025 CA Dashboard All-+10.3% (An improvement of 10.3 percentage points) EL- +14.1% (An improvement of 14.1 percentage points) SED- +9.3% (An improvement of 9.3 percentage points) Hispanic/Latino- +9.7% (An improvement of 9.7 percentage points)
6.4	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are	Teachers are appropriately assigned and full credentialed in the subject area(s)	Teachers are appropriately assigned and full credentialed in the subject area(s)	Teachers are appropriately assigned and full credentialed in the subject area(s)	Teachers are appropriately assigned and full credentialed in the subject area(s)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	teaching at March Mountain and Bayside High Schools	teaching (TAMO Report DQ 2021-22) March Mountain 69.1% Bayside 68%	and for the pupils they are teaching (TAMO Report DQ20 22-23) March Mountain 72.3% Bayside 84.2%	and for the pupils they are teaching (TAMO Report DQ 2023-24) March Mountain 79.7% Bayside 91.2%	and for the pupils they are teaching (TAMO Report DQ 2024-25) March Mountain 85% Bayside 96%	and for the pupils they are teaching (TAMO Report DQ) March Mountain +10.6% Bayside +23.2%

Goal Analysis [2025-26]

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

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

Goal 6 was fully implemented as planned.

Action 6.1: Professional Development (Focused on March Mountain)
The implementation of professional development at March Mountain High School under Action 6.1 has been robust and impactful, significantly contributing to staff capacity-building and instructional improvement. The school 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 among staff utilizing local assignment options. While the expansion of PD opportunities was a tremendous success, the high demand for these specialized sessions highlighted the need for highly efficient resource and schedule 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. Itinerant and certificated substitutes will continue to be utilized to ensure staff can participate in these opportunities without disrupting targeted academic interventions. These combined efforts will better position staff to meet the diverse needs of students at March Mountain.

Action 6.2: Career Technical Education (CTE) Pathways (Focused on Bayside)
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 heavily from alternative education models. The district successfully achieved its goal of providing dedicated CTE staff to launch and support the Construction pathway. Implementation of the pathway exceeded expectations, yielding strong student engagement, creating new opportunities for college and career readiness, and laying the vital 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. Moving forward, strategic adjustments will be made to better analyze subgroup performance, identify resource inequities, and align supports accordingly. Enhanced after-school tutoring and targeted academic interventions will be directly integrated with CTE pathways to better support underperforming student groups. Additionally, the district 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.

Successes
The restructuring of PLNs and targeted coaching at March Mountain successfully positioned administrators as "lead learners," dramatically expanding staff capacity and fostering a culture of continuous improvement. Additionally, the aggressive implementation of Bayside's CTE Construction pathway and staffing resulted in immediate, strong student engagement in real-world, career-connected learning, directly supporting the goal of increasing "Prepared" students on the CCI. Ultimately, the investments made in professional learning and pathway development under Goal 6 have laid a permanent, high-quality foundation for comprehensive instructional improvement at our alternative education sites.

Challenges
The success and high demand for specialized PD under Action 6.1, combined with the complex logistics of launching high-quality CTE pathways under Action 6.2, highlighted a critical need for efficient, data-driven resource allocation and scheduling processes in future years to sustain these efforts. Furthermore, despite the robust interventions implemented, the overall needs of the student populations at these alternative sites remain exceptionally high, requiring significant, ongoing additional support—particularly to improve outcomes on the College and Career Indicators (CCI). According to the 2025 CA Dashboard, targeted, aggressive work remains for specific student groups. At March Mountain, the need for additional support to boost CCI preparedness is critical, as student groups are in the "Red" performance tier for suspensions among English Learners (EL) and Long-Term English Learners (LTEL), mathematics for Hispanic and Socioeconomically Disadvantaged (SED) students, and the CCI specifically for SED students. Meanwhile, at Bayside, Socioeconomically Disadvantaged (SED) students are currently in the "Red" tier for Science.

Overall, Goal 6 was fully implemented as planned during the academic year, with no substantive differences between the planned actions and the actual implementation.

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 6 were $136,793.00, while estimated actual expenditures were $149,187.00, resulting in the goal being overspent by $12,394.00

The following actions represent the expenditures for this goal:
Action 6.1 – Professional Development: Overspent due to increased salary costs and the expansion of professional learning opportunities to support the high needs of the student population.

Action 6.2 – CTE Pathways Support: Funds were fully expended

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 6 have been effective in driving significant progress in targeted areas, though mixed core academic results highlight the need for sustained, strategic support. The district successfully implemented both planned actions, laying a strong foundation for student engagement and instructional capacity-building at our Equity Multiplier sites. Targeted interventions have yielded remarkable success—such as skyrocketing College and Career Indicator (CCI) rates at Bayside and massive academic gains at March Mountain. However, the data also illuminates a clear need to address persistent achievement gaps in core subjects at Bayside to ensure all alternative education students reach full academic proficiency.

The most impactful actions contributing to these outcomes were Action 6.1 (Professional Development) and Action 6.2 (CTE Pathway Support).Action 6.1 (Professional Development at March Mountain): This action 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 exceptional improvements in ELA and Math performance.
Math Improvements: The site saw massive gains, with the "All Students" group improving their Distance from Standard (DFS) by 43.2 points, and Socioeconomically Disadvantaged (SED) students improving by 43.8 points. ELA Improvements: ELA scores mirrored this success, with the "All Students" group improving by 27.5 points and SED students showing a 29.7-point improvement. Action 6.2 (CTE Pathway Expansion at Bayside): 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. CCI Success: The action successfully met the three-year goal of 10% CCI growth. The "All Students" group improved from 0.8% to 11.1% prepared (a 10.3% increase), while English Learners (EL) saw phenomenal growth, jumping 14.1 percentage points.

Areas for Growth
While CTE engagement successfully drove motivation and career readiness at Bayside, the current core academic data highlights a critical area for growth and the need to address persistent achievement gaps. Despite the success of hands-on learning, Bayside experienced a widening Distance from Standard in core subjects: ELA: The "All Students" group declined by 18.9 points. The Hispanic/Latino student group dropped 34.0 points further from the standard. Math: Similarly, the "All Students" group declined by 12.1 points, and Hispanic/Latino students fell 34.9 points further behind. These results underscore the need for improvement in instructional supports for core subjects. It is essential to address these persistent achievement gaps while simultaneously sustaining the support needed in the coming years to maintain the high levels of student motivation generated by the CTE pathways.

Next Steps
To build upon the powerful momentum at March Mountain and to actively address the persistent achievement gaps at Bayside, the district will focus on the following next steps to ensure holistic academic and career readiness for all students:
Integrate Academic Interventions: Embed targeted academic interventions—such as dedicated after-school tutoring—directly into the highly engaging CTE pathways to better support underperforming student groups in math and literacy.
Sustain Ongoing Support & Partnerships: Deepen partnerships with organizations such as Solution Tree and Epiphany Learning to provide aligned professional development and strategic guidance. This will help maintain the collaborative leadership and instructional capacity built during Action 6.1.
Focus on Instructional Cycles: Emphasize short, data-driven instructional cycles to closely monitor student progress in core subjects and respond in real-time to academic struggles.
Data-Driven Resource Allocation: Strengthen the resource allocation process to ensure ongoing equity and financial sustainability for pathway equipment, staffing, and specialized professional learning.

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 6 in response to analysis and reflections on prior practice:

Metric 6.4: Added to include percentage of teachers appropriately assigned and fully credentialed.

Goal Description: Updated to include how the District will address "Out of Field" Teachers; Updated the identification of students in the "Red" performance category to reflect the current 2025 CA Dashboard results.

Goal Explanation: Updated to include the most recent CA Dashboard results regarding the College/Career Indicator (CCI).

Action 6.1 – Professional Development: Funding increases to $263,083.00. This adjustment accounts for the expansion of professional learning opportunities and includes the allocation of remaining unspent funds.

Action 6.2 – CTE Pathway Staffing and Support: Funding increases to $445,643.00. This substantial increase accounts for full-year staffing costs and includes additional Equity Multiplier funding allocated from the 2024-2025 and 2025-2026 school years.

Action Description 6.1 and 6.2- Changed wording from unduplicated to lowest performing student groups.

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 lowest performing student groups.	$263,083.00	No
6.2	CTE Pathway	Provide additional staffing and support for CTE pathways	$445,643.00	No

Action #	Title	Description	Total Funds	Contributing
		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 lowest performing student groups.		

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 54.3% of teachers working out of field. To support the 54.3% of out-of-field teachers at MVOA, the District is intentionally directing Equity Multiplier funds toward targeted intervention. Specifically, these teachers are provided with dedicated instructional coaching, robust professional development, and structured collaboration time within Professional Learning Communities (PLCs) tailored to their current assignments. This ensures that while they work toward full credential alignment, they are fully equipped with the resources, mentorship, and subject-matter expertise necessary to deliver high-quality instruction. 2025 CA Dashboard indicates the following student groups are are red on one or more indicators at MVOA: African American- ELA English Learner- ELPI, ELA, Math, Chronic Absenteeism, and CCI Long Term English Learner- ELPI and CCI Hispanic-ELA, Math, and Science Socioeconomically Disadvantaged-ELA, Math, and Science	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, 2024, and 2025 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. The 2025 CA Dashboard data reveals that challenges persist, as the score for All Students moved to -179.4, English Learners to -174.8, and Socio-Economically Disadvantaged students to -184.9. During this same period, Students with Disabilities scored -242.7, African American students -208.3, and Hispanic/Latino students -185.3. 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. Due to the Participation Rate Penalty, MVOA's ELA CA Dashboard outcomes were negatively impacted by a low student participation rate.

Each of the following educational partner groups were consulted at separate meetings in April 2026 and May 2026

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 and 7.2

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	CA Dashboard 2025 ELA All -179.4 EL -174.8 SED -184.9 SWD -242.7 AA -208.3 Hispanic/Latino -185.3	All students 127.26 ELA EL - 145.6 SED -130.27 SWD -154.77 AA -131.6 H/L -133.91	CA Dashboard 2025 ELA All +2.4 (An improvement of 2.4 points) EL +33.2 (An improvement of 33.2 points) SED +1.2 (An improvement of 1.2 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD -21.6 (A decline of 21.6 points) AA -20.3 (A decline of 20.3 points) Hispanic/Latino +6.0 (An improvement of 6.0 points)
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%	CA Dashboard 2025 EL- 25.2%	California Dashboard 2026 EL-42.6	CA Dashboard 2025 EL-12.4% (A decline of 12.4 percentage points)
7.3	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching at Moreno Valley Online Academy	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ 2021-22) MVOA 60%	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ 2022-23) MVOA 53.4	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ 2023-24) MVOA 44%	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ 204-25) MVOA 65%	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ MVOA -16%

Goal Analysis [2025-26]

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

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

Overall, Goal 7 was fully implemented to provide targeted English Language Arts (ELA) support and robust professional development specifically for our virtual education site, Moreno Valley Online Academy (MVOA). To facilitate these actions, the district allocated funding to secure essential personnel and an abundance of resources. This included a dedicated PD Specialist (with benefits), Classified Tutors, Certificated Extra Duty intervention staff, software licenses, educational technology, equipment, materials and supplies, memberships and dues, books and other reference materials, and expert PD contracts/consultants. Additionally, funds were allocated to hire two full-time substitute teachers dedicated specifically to supporting MVOA students in ELA.

Action 7.1: Professional Development and ELA Support (MVOA)
This action was fully implemented to provide targeted professional development for teachers at MVOA to enhance ELA instructional practices, particularly within the independent study and virtual learning environment. Staff engaged in ongoing professional development through Solution Tree and training in the Building Thinking Classrooms framework to ensure high-quality instruction and student engagement. The PD heavily focused on standards-aligned instruction, digital engagement strategies, data-driven decision-making, and differentiated supports. This action is principally directed toward and effective in improving outcomes for unduplicated students (ELs, LTELs, foster youth, and low-income students), ensuring that teachers are equipped to provide culturally responsive, accessible, and engaging ELA instruction tailored to online learning environments.

Action 7.2: Online Tutoring and Synchronous Support (MVOA)
This action was fully implemented to provide flexible, accessible, and targeted online ELA tutoring for MVOA students. Recognizing the unique needs of a virtual student body, sessions were designed to be available during and after the school day. This action is principally directed toward improving ELA outcomes for unduplicated students who benefit from additional instructional time to meet grade-level literacy standards. By offering individualized tutoring and synchronous support, students received focused intervention in reading comprehension, academic writing, vocabulary, and language development.

Successes Experienced with Implementation
Development of Synchronous ELA Support: A major success of this goal was the development and launch of a targeted plan to offer synchronous ELA support. This shift provided a framework for immediate, real-time intervention specifically designed for virtual students who are currently struggling. Robust Resource Allocation: MVOA experienced incredible success in acquiring and allocating resources. The strategic hiring and deployment of the PD Specialist, Classified Tutors, Certificated Extra Duty staff, and two full-time substitute teachers provided dedicated, plentiful intervention capacity without disrupting daily virtual instruction. High-Quality Partnerships: Engaging staff in ongoing professional learning networks with Solution Tree and implementing the Building Thinking Classrooms framework successfully built teacher capacity to deliver high-quality, engaging literacy instruction in a digital environment.

Challenges Experienced with Implementation
While the goal was fully implemented and the district successfully deployed comprehensive staffing and interventions, it continues to face the complex challenge of student engagement in online intervention services. Engaging struggling students in an independent study or virtual environment requires constant, proactive outreach. Even with plentiful resources available, the district recognizes that it is incredibly difficult to ensure high-needs students consistently log on and utilize the synchronous ELA supports and tutoring provided. This barrier to sustained student participation is the primary reason the site was ultimately unable to take full advantage of the allocated resources, requiring ongoing adjustments to how interventions are structured and communicated in the digital space.

Substantive Differences in Planned vs. Actual Implementation
The goal was fully implemented, and the site successfully secured highly qualified staff and an abundance of resources. However, a substantive difference between planned and actual implementation was that the site was not able to take advantage of the full amount of resources available. While the academic supports and interventions were fully funded and readily accessible, the inherent nature of the

virtual learning format presented unique barriers. Because intervention in a digital space requires a different level of student initiative, the actual utilization of these available supports varied from initial projections, leading to some resources remaining unused despite their availability.

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 7 were $564,841.00, while estimated actual expenditures were $342,112.00 resulting in the goal being underspent by $222,729.00. The material difference is primarily due to the utilization of alternative funding sources and challenges regarding student participation in supplemental services.

The following actions represent the expenditures for this goal:
Action 7.01 – Professional Development: Underspent by $203,026.00 as the District utilized other funding sources to support this action, reducing the reliance on the planned allocation.

Action 7.02 – Tutoring: Underspent by $19,703.00 due to challenges in getting students enrolled in online programs to access both online and in-person tutoring 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. Outcomes from the 2025 CA Dashboard indicate that Action 7.1, which emphasized professional development in English Language Arts (ELA) through the PD Specialist and partners such as Solution Tree and Educational Epiphany, had a measurable positive impact on several student groups. Compared to the 2023 baseline, English Learners showed a significant gain of +33.2 points, Hispanic/Latino students improved by +6.0 points, and Socioeconomically Disadvantaged students improved by +1.2 points in ELA Distance from Standard (DFS). These improvements suggest that the professional learning provided to staff—centered on evidence-based instructional strategies and language development—was effective in closing learning gaps for these targeted populations.

Action 7.2, which provided tutoring support through MVOA, likely contributed to student progress as well, though its impact varied across subgroups. While the general upward trend for English Learners implies that supplemental support offered a benefit to core instruction, the English Learner Progress Indicator (ELPI) rate of 25.2% indicates that the pace of language acquisition remains a critical area for improvement. Implementation challenges, particularly in scale and frequency, may have limited the effectiveness of these supports for other high-needs populations.

Despite these gains, the data also highlights persistent and significant challenges. Students with Disabilities experienced a decline of -21.6 points, and African American students declined by -20.3 points in ELA DFS compared to the 2023 baseline. These results indicate that existing strategies were not sufficiently effective in meeting the specialized instructional needs of these student populations. To respond, the District plans to strengthen Action 7.1 by expanding professional development to include High-Leverage Practices (HLPs) and targeted instructional strategies for students with IEPs. The PD Specialist will also facilitate data-driven Cycle of Inquiry work within Professional Learning Communities (PLCs) to allow for more frequent instructional adjustments based on formative assessment and progress monitoring.

To support African American students more effectively, culturally responsive teaching strategies and asset-based literacy frameworks will be emphasized in future professional development to increase academic engagement. Furthermore, the District plans to enhance Action 7.2 by transitioning toward a High-Impact Tutoring (HIT) model. This plan includes moving toward smaller student-to-tutor ratios and exploring opportunities to embed tutoring during the school day to ensure more consistent access for vulnerable subgroups. To address underutilization the site plans to implement a dedicated tutoring intervention period. This investment will expand instructional staff capacity, directly increasing the volume of intervention services provided."

While Actions 7.1 and 7.2 have shown promise, particularly for English Learners and Hispanic/Latino students, 2025 outcomes underscore the need for more intensive, inclusive, and specialized practices to address the persistent gaps for Students with Disabilities and African American students. These refinements, including a renewed focus on Designated ELD to improve ELPI rates, 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.

The following changes were made to Goal 7 in response to analysis and reflections on prior practice:

Metric 7.3: Added to include percentage of appropriately assigned teachers.

Goal Description: Updated to include how the district will address "Out of Field" teachers. Updated the identification of students in the "Red" performance category to reflect the current 2025 CA Dashboard results.

Goal Explanation: Updated to include the most recent CA Dashboard results regarding English Language Arts (ELA) performance. Included information regarding Participation Rate Penalty

Action 7.1 – Professional Development: Funding increases to $800,032.00. This adjustment accounts for the expansion of professional learning opportunities and includes unexpended funds from the 2024-2025 and 2025-2026 allocations.

Action 7.2 – Tutoring: Funding increases to $832,950.00. This increase includes unexpended funds from the 2024-2025 and 2025-2026 allocations to better support student access to academic intervention services. To address underutilization in FY 25–26, the increased funding will be utilized to implement a dedicated tutoring intervention period. This investment will expand instructional staff capacity, directly increasing the volume of intervention services provided.

Action Description
Action 7.1 and 7.2- Changed wording from Unduplicated to Underperforming

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 underperforming student, 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. Underperforming students 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.	$800,032.00	No
7.2	Tutoring	Provide in person and online tutoring This action in research based and provides in-person and online tutoring and additional direct instruction in English Language Arts (ELA) for students at Moreno Valley Online Academy with a high population of unduplicated students, including English learners, foster youth, and low-income 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 underperforming 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.	$832,950.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	All students, and particularly EL, SED, SWD, AA, and Hispanic students, at Moreno Valley Online Academy and March Mountain will improve 10% in Math DFS over the course of the three-year LCAP cycle. MVOA and March Mountain have teachers working out of field. 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. To support the 54.3% of out-of-field teachers at MVOA and 8.8% at March Mountain, the District is intentionally directing Equity Multiplier funds toward targeted intervention. Specifically, these teachers are provided with dedicated instructional coaching, robust professional development, and structured collaboration time within Professional Learning Communities (PLCs) tailored to their current assignments. This ensures that while they work toward full credential alignment, they are fully equipped with the resources, mentorship, and subject-matter expertise necessary to deliver high-quality instruction. 2025 CA Dashboard indicates the following student groups are are red on one or more indicators at March Mountain English Learner- Suspension Rate Long Term English Suspension Rate Hispanic- Math Socioeconomically Disadvantaged- Math and CCI 2025 CA Dashboard indicates the following student groups are are red on one or more indicators at MVOA African American- ELA English Learner- ELPI, ELA, Math, Chronic Absenteeism, CCI LTEL- ELPI. CCI Hispanic-ELA, Math, Science Socioeconomically Disadvantaged- ELA, Math, Science	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. 2024, and 2025 California School Dashboard. Academic achievement in Math remains a critical area of need for multiple student groups, particularly English Learners, LTELs. Socioeconomically Disadvantaged (SED), Hispanic 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, with Students with Disabilities dropping to -289.2 and English Learners remaining behind at -247.3. The 2025 CA Dashboard results indicate that MVOA continues to face substantial challenges; the score for All Students moved to -238.7, SED students to -245.4, and African American students to -255.9. While English Learners showed a slight improvement to -245.1 and Students with Disabilities moved to -263.8, these persistent gaps clearly demonstrate that MVOA students require sustained, targeted support to reverse these downward trends. Due to the Participation Rate Penalty, MVOA’s ELA CA Dashboard outcomes were negatively impacted by a low student participation rate.

At March Mountain High School, the data reflects a more stabilized trajectory following significant gains in the previous cycle. In 2023, All Students scored -227.2 in Math, with SED students at -229.4 and Hispanic/Latino students at -222.3. By 2024, performance had improved to -181.6 for All Students, -182.9 for SED, and -180.2 for Hispanic/Latino students. The 2025 CA Dashboard shows that these improvements have largely held steady, with All Students scoring -184, SED students at -185.6, and Hispanic/Latino students at -183.9. Notably, data for English Learners was reported in 2025 at -209.6, providing a clearer baseline for monitoring this group. While these scores remain below standard, the comparative stability suggests that existing interventions are providing a foundation for growth. Our educational partner feedback continues to highlight the critical need for tutoring support and professional development to address learning gaps across both sites.

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 All students -230.7 EL -250.1 SED -235.0 SWD -249.8 AA -237.8	CA Dashboard 2024 MATH MVOA All -235.5 EL -247.3 SED - 236.9 SWD -289.2 AA -227.8	CA Dashboard 2025 MATH All -238.7 EL -245.1 SED - 245.4 SWD -263.8 AA -255.9	All -161.49 EL -175.07 SED -164.5 SWD -174.86 AA -166.46	CA Dashboard 2025 MATH MVOA All -8.0 (A decline of 8.0 points) EL +5.0 (An improvement of 5.0 points) SED -10.4 (A decline of 10.4 points) SWD -14.0 (A decline of 14.0 points) AA - -18.1 (A decline of 18.1 points)
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	CA Dashboard 2025 MATH All -184 EL -209.6 SED -185.6 Hispanic/Latino -183.9	All -159.04 SED -160.58 H/L -155.61	CA Dashboard 2025 MATH March Mountain All +43.2 (An improvement of 43.2 points) SED +43.8 (An improvement of 43.8 points) Hispanic/Latino +38.4 (An improvement of 38.4 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.3	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching at Moreno Valley Online Academy and March Mountain High School	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ 2021-22) MVOA 60% March Mountain 69.1%	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ 2022-23) MVOA 53.4% March Mountain 72.3%	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ 2023-24) MVOA 44% March Mountain 79.7%	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ 2024-25) MVOA 65% March Mountain 85%	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ MVOA -16% March Mountain +10.6

Goal Analysis [2025-26]

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

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

Goal 8 was fully implemented to provide targeted mathematics support and robust professional development specifically for our alternative education sites, Moreno Valley Online Academy (MVOA) and March Mountain High School.

Action 8.1: Professional Development (Focused on MVOA)
The implementation of professional development at MVOA under Action 8.1 has been robust and impactful, significantly contributing to staff capacity-building in the virtual space. The site benefited from the dedicated Math Coach and focused sessions on evidence-based practices such as the "15-Day Challenge" and the Building Thinking Classrooms (BTC) framework. These efforts, in partnership with Solution Tree and Educational Epiphany, fostered a culture of inquiry centered on unpacking standards and checking for understanding. While the expansion of these PD opportunities was a success, the unique challenges of the virtual environment highlighted the need for more specialized, synchronous instructional strategies in future years. Based on analysis of Goal 8, the district plans to strengthen this work by aligning PD to strategic cycles of inquiry that specifically address the math achievement gaps identified on the 2025 CA Dashboard. Itinerant and certificated substitutes will continue to be utilized to ensure staff can participate in these collaborative data chats and training sessions without disrupting daily instruction.

Action 8.2: Tutoring and Intervention Support (Focused on March Mountain)
Tutoring support at March Mountain under Action 8.2 was highly effective in expanding access to individualized, hands-on math support. The district successfully deployed AVID tutors, EL Instructional Assistants, and certificated extra duty staff to facilitate "Math Quest" and in-person interventions. Implementation exceeded expectations at this site, yielding significant gains of +43.2 points for All Students and double-digit

growth for Hispanic and Socioeconomically Disadvantaged (SED) subgroups. In response to this success, the district is strengthening its data-driven resource allocation to replicate these in-person strategies where possible.

Successes:
Capacity Building & Instructional Shift: The implementation of Building Thinking Classrooms and "Defronted" classrooms successfully shifted the instructional culture, particularly at March Mountain, leading to immediate and dramatic improvements in Math DFS scores. Effective Intervention Staffing: The strategic deployment of EL IAs and AVID tutors resulted in measurable growth for English Learners at MVOA (+5.0 points) and massive gains for SED students at March Mountain (+43.8 points).
Foundation for Future Growth: The investments in the Math Coach and the transition to the quarter system have laid a high-quality foundation for sustained academic improvement and credit recovery.

Challenges:
Virtual Engagement & Participation: Despite the robust availability of synchronous supports (Action 8.1), MVOA continues to face challenges with student initiative and participation in a virtual environment. This barrier limited the full utilization of allocated tutoring resources.
High Student Needs and Persistent Academic Gaps (2025 CA Dashboard): Despite the robust interventions, the needs at these sites remain exceptionally high. The 2025 CA Dashboard indicates that aggressive work remains for specific groups: At MVOA: Critical performance gaps persist in Mathematics for African American students (-18.1 point decline) and Students with Disabilities (-14.0 point decline). These groups remain significantly below the standard, requiring more specialized, intensive support. At March Mountain: While overall growth was high, maintaining this momentum to move students out of "Red" and "Orange" tiers for Math DFS remains a primary focus. Transient Student Population: High mobility and credit deficiency upon entry (Low A-G completion) continue to complicate the long-term impact of math interventions.

Overall, Goal 8 was fully implemented as planned during the academic year, with no substantive differences between the planned actions and the actual implementation.

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 8 were $270,826.00, while estimated actual expenditures were $64,161.00, resulting in the goal being underspent by $206,665.00. The material difference is primarily due to the utilization of alternative funding sources and challenges regarding tutor staffing and student attendance.

The following actions represent the expenditures for this goal:

Action 8.1 – Professional Development (MVOA): Underspent by $181,439.00 as the District utilized other funding sources for professional development activities, reducing the reliance on the planned allocation.

Action 8.2 – Tutoring (March Mountain): Underspent by $25,226.00 due to challenges with tutor availability and student participation rates.

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 +43.2 points. Notably, Socioeconomically Disadvantaged (SED) students improved by +43.8 points, and Hispanic/Latino students by +38.4 points. These gains indicate a strong upward trend in math performance and suggest that targeted interventions are having a meaningful impact and are highly effective in meeting the three-year goal of a 10% improvement in Math DFS. In contrast, Moreno Valley Online Academy (MVOA) represents an area for growth, showing mixed results during the same period. While English Learners improved by +5.0 points, Students with Disabilities (SWD) experienced a decline of -14.0 points, African American students decreased by -18.1 points, and SED students saw a decline of -10.4 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 at MVOA, and Action 8.2, which involved tutoring and additional staffing at both March Mountain and MVOA. Action 8.1 provided targeted professional development in mathematics instruction—including the Math Coach, Building Thinking Classrooms (BTC), and Solution Tree—equipping teachers with research-based strategies such as the 15-Day Challenge and formative assessment cycles. While this action supported gains for English Learners at MVOA, it remains an area for growth as the District works to effectively translate these strategies into the virtual learning setting for all students. Action 8.2 supported flexible, individualized tutoring and additional staffing, including AVID tutors, EL Instructional Assistants, and itinerant subs. This was highly effective at March Mountain, where staff leveraged these additional human resources to support data-driven instruction. At MVOA, however, this is a designated area for growth as the effectiveness of this support was limited by challenges with student participation and engagement in the online tutoring format.

Overall, Goal 8 reflects a strategic effort to close achievement gaps in mathematics through professional learning and direct student support to reach the three-year 10% improvement target. The success at March Mountain underscores the importance of sustained and targeted interventions like the "Defronted" instruction and standards unpacking, while the results at MVOA reveal the need for improved engagement strategies and more precise differentiation for students in virtual settings. Key metrics to continue monitoring include DFS growth by student subgroup, the effectiveness of formative assessment cycles, and math course pass rates.

To further support and improve outcomes at MVOA, strategies include expanding the use of the Math Coach to replicate the engagement successes seen at March Mountain, maintaining an intentional focus on underperforming groups such as SWD and African American students, and enhancing the role of AVID tutors and EL IAs in providing small-group, High-Impact Tutoring. Strengthening math-specific professional development tailored to online instruction, particularly for checking for understanding in virtual spaces, and implementing more frequent data-driven intervention cycles are also critical steps to address learning gaps and personalize instruction effectively across both sites. To address underutilization in FY 25–26, the site plans to implement a dedicated tutoring intervention period. This will expand instructional staff capacity, directly increasing the volume of intervention services provided.

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 8 in response to analysis and reflections on prior practice:

Metric 8.3: Added to include percentage of teachers appropriately assigned.

Goal Description: Updated to include how the district will address "Out of Field" assignments; Updated the identification of students in the "Red" performance category to reflect the current 2025 CA Dashboard results.

Goal Explanation: Updated to include the most recent CA Dashboard results regarding Mathematics performance; Added Participation Rate Penalty impact to scores.

Action 8.1 – Professional Development (MVOA): Funding increases to $485,000.00. This adjustment includes unexpended funds from the 2024-2025 and 2025-2026 allocations to further support specialized professional learning.

Action 8.2 – Tutoring (March Mountain): Funding increases to $1,433,299.00. This increase includes unexpended funds from the 2024-2025 and 2025-2026 allocations. Additionally, Moreno Valley Online Academy (MVOA) has been added to the "Populations Served" (Non-Contributing) for this action to broaden student support. To address underutilization in FY 25–26, the increased funding will be utilized to implement a dedicated tutoring intervention period. This investment will expand instructional staff capacity, directly increasing the volume of intervention services provided.

Action Description
Action 8.1 and 8.2- Wording changed from Unduplicated to Underperforming.

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 underperforming 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	$485,000.00	No

Action #	Title	Description	Total Funds	Contributing
		ensures that teachers are equipped to meet the diverse mathematical learning needs of their students		
8.2	Tutoring	Provide in person and online tutoring. This action is research based provides in-person and online tutoring and direct instruction in Mathematics for students at Moreno Valley Online Academy and 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 underperforming 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.	$1,433,299.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	All students, and particularly LTELs. EL, SED, SWD, AA, and Hispanic students at 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. To support the 14.5% of out-of-field teachers at March Mountain, the District is intentionally directing Equity Multiplier funds toward targeted intervention. Specifically, these teachers are provided with dedicated instructional coaching, robust professional development, and structured collaboration time within Professional Learning Communities (PLCs) tailored to their current assignments. This ensures that while they work toward full credential alignment, they are fully equipped with the resources, mentorship, and subject-matter expertise necessary to deliver high-quality instruction. 2025 CA Dashboard indicates the following student groups are are red on one or more indicators at March Mountain: English Learner- Suspension Rate Long Term English Suspension Rate Hispanic- Math Socioeconomically Disadvantaged- Math 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: March Mountain.

The district’s goal to reduce suspension rates at March Mountain High 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, and reached 7.7% on the 2025 CA Dashboard, showing significant cumulative progress. However, several student groups continue to experience high or increasing rates that justify the ongoing need for targeted support. African American students, who saw a concerning increase from 17.8% to 20% in 2024, demonstrated a dramatic improvement in 2025 with a drop to 6.2%. English Learners, however, remain a critical area of focus; after rising from 12.0% to 13.1% in 2024, their rate remained stagnant at 13.2% in 2025. Though Students with Disabilities (SWD) showed marked improvement—from 25.8% in 2023 to 9.7% in 2024 and stabilizing at 9.3% in 2025—this group remains a priority due to their historically elevated rates. Socioeconomically Disadvantaged (LI) students decreased from 11.5% in 2023 to 10.7% in 2024, and further improved to 8% in 2025. These persistent disparities, particularly among English Learners and Students with Disabilities, underscore the urgent necessity of Goal 9 to ensure that restorative practices and social-emotional interventions are effectively reaching all student populations.

Each of the following educational partner groups were consulted at separate meetings in April 2026 and May 2026

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% AA- 20%	Suspension Rate 2025 CA Dashboard All students 7.7% EL- 13.2% LI - 8% SWD 9.3% AA- 6.2%	Suspension Rate CA Dashboard All students 10.6% EL -10% LI - 9.5% SWD-23.8% AA - 15.8%	Suspension Rate 2025 CA Dashboard All -4.9% (An improvement of 4.9 percentage points) EL +1.2% (A decline of 1.2 percentage points) LI -3.5% (An improvement of 3.5 percentage points) SWD -16.5% (An improvement of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						16.5 percentage points) AA -11.6% (An improvement of 11.6 percentage points)
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 2025 CA Dashboard All students 6.1% EL- No Data LI - 5.2.% SWD 6.2% AA- 10%	Suspension Rate CA Dashboard All students 4.6% EL- 8% LI - 5.9% SWD 4.6% AA- 11%	Suspension Rate 2025 CA Dashboard All -0.5% (An improvement of 0.5 percentage points) EL- No Data LI -2.7% (An improvement of 2.7 percentage points) SWD -0.4% (An improvement of 0.4 percentage points) AA- -3.0% (An improvement of 3.0 percentage points)
9.3	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching at March Mountain High School	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ 2021-22) March Mountain 69.1%	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ 2022-23) March Mountain 72.3%	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ 2023-24) March Mountain 79.7%	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ 2024-25) March Mountain 85%	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ March Mountain 10.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

Overall, Goal 9 was fully implemented to provide comprehensive behavioral and academic support systems at March Mountain High School and Alessandro High School. To facilitate these actions, the district allocated funding for software licenses, technology, equipment, materials and supplies, memberships and dues, and books and other reference materials.

Action 9.1: Intervention Software (Focused on March Mountain High School)
The implementation of intervention software, including Renaissance Learning and behavior tracking platforms, at March Mountain High School has supported student progress monitoring and personalized intervention. The tool provided teachers and administrators with real-time data to identify behavioral trends and learning gaps, allowing for more responsive instructional and disciplinary adjustments. By utilizing allocated funding for software licenses and necessary technology, the site improved its ability to guide academic conferencing and targeted behavioral supports.

Action 9.2: Intervention Staff (Focused on Alessandro High School)
Although Alessandro High School closed in December 2025, the site achieved substantial progress under Action 9.2 by utilizing contracted Behavior Intervention staff. These personnel played a vital role in the school's Multi-Tiered System of Supports (MTSS) framework, providing tailored social-emotional check-ins and restorative practices. Their presence allowed for targeted support, particularly for students at risk of disciplinary exclusion. Staff collaborated closely with administration to implement data-driven intervention cycles, utilizing allocated materials, supplies, and reference books to facilitate restorative circles. Following the school's closure, these services concluded at the site, and personnel were redeployed to other schools to provide support using alternative funding sources.

Successes:
Dramatic Suspension Reduction: The strategic use of Intervention Staff at Alessandro resulted in a significant decrease in suspension rates across nearly all subgroups, fostering a safer and more inclusive school environment. Targeted Subgroup Improvement: March Mountain saw a highly successful reduction in suspension rates for African American students, moving from a critical level to 6.2%, indicating that restorative interventions are reaching high-priority groups. Enhanced Support Systems: The acquisition of specialized equipment, technology, and reference materials provided intervention staff with the necessary resources to implement consistent, high-quality restorative justice practices. A notable success was the increased frequency of assessment cycles, which contributed to a significant reduction in the suspension rate for African American students from 20% in 2024 to 6.2% in 2025. .

Challenges:

Site Closure and Discontinuation of Services: A primary and critical challenge for the district is that Alessandro High School is closed effective December 31, 2025. Consequently, the highly successful intervention services and specific actions associated with this site will no longer continue under the current framework. Persistent Gaps for Specific Groups: Despite robust implementation, the 2025 CA Dashboard indicates that targeted work remains for specific groups at March Mountain. The suspension rate for English Learners (EL) remained stagnant at 13.2%, and the rate for Students with Disabilities (SWD) at 9.3% indicates a need for more specialized behavioral interventions. Data Integration: Ensuring all staff consistently utilize intervention software to log and track "low-level" behaviors before they escalate into suspensions is a continuing focus for professional development.

Substantive Differences in Planned vs. Actual Implementation:
The goal was initially implemented as planned; however, a substantive difference in the actual implementation of Goal 9 is the closure of Alessandro High School effective December 31, 2025. This closure represents a significant departure from the original multi-year plan, as the specialized intervention staffing and behavioral supports previously centered at this site can no longer be sustained in their current capacity. Ensuring the successful transition of displaced students and maintaining their behavioral progress at new school sites is now a primary administrative focus that was not part of the initial implementation plan.

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 9 were $54,312.00, while estimated actual expenditures were $133,966.00 resulting in the goal being overspent by $79,654.00. The material difference is primarily due to rising costs for digital infrastructure and adjustments to salary and benefits structures.

The following actions exceeded planned expenditures:
Action 9.1 – Intervention Software (March Mountain): Overspent by $59,109.00 due to increased costs for technology and software acquisition.

Action 9.2 – Intervention Staff (Alessandro): Overspent by $20,545.00 due to rising staffing costs and adjustments to the benefits structure.

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

Overall, the actions implemented to address suspension rates have shown highly effective results at Alessandro High School and at March Mountain High School. The District's focus on improving student sense of belonging and creating safe spaces aligned with Goal 9 has led to a substantial reduction in overall suspension rates at Alessandro and high-need student groups at March Mountain continue to require intensified support .

March Mountain High School demonstrated progress in reducing its overall suspension rate, with All Students decreasing from 10.3% in 2024 to 7.7% in 2025. Notably, the suspension rate for African American (AA) students saw a significant improvement, dropping from a critical 20% in 2024 to 6.2% in 2025. Socioeconomically Disadvantaged (LI) students also showed a positive trend, moving from 10.7% to 8%. These gains suggest that targeted interventions are having a meaningful impact. However, March Mountain remains an area for growth for specific groups: English Learners (EL) saw a slight increase from 13.1% to 13.2%, and Students with Disabilities (SWD) remained relatively stagnant, moving from 9.7% to 9.3%.

Alessandro High School demonstrated a highly effective implementation of Goal 9 actions. According to the 2025 CA Dashboard, the suspension rate for All Students dropped to 6.1%, a significant decrease from the 16.0% reported in 2024. Notable improvements were seen among LI students, who improved from 15.3% to 5.2%, and SWD, who moved from 16.0% to 6.2%. While the rate for AA students also declined from 16.0% to 10.0%, this subgroup remains a priority for continued improvement at this site.

The most impactful actions contributing to these outcomes were Action 9.1, which focused on intervention software, and Action 9.2, which involved intervention staff. Action 9.1 provided digital tools to track behavior trends and manage restorative justice workflows, which was particularly effective at Alessandro for identifying "hot spots" and implementing social-emotional supports. At March Mountain, utilizing this software to trigger early interventions for EL and SWD populations remains an area for growth. Action 9.2 supported specialized personnel to facilitate restorative practices and student transitions. These staff members were highly effective at Alessandro in fostering positive relationships; at March Mountain, expanding their reach to support students during the "quarter system" transition is a key strategy for further improvement.

Overall, Goal 9 reflects a strategic effort to replace punitive measures with supportive systems and safe spaces. The success at Alessandro underscores the importance of a holistic approach to student wellness, while the results at March Mountain reveal the need for more targeted, culturally responsive strategies to address persistent gaps for English Learners and Students with Disabilities. Key metrics to continue monitoring include suspension "Change" levels on the Dashboard and qualitative feedback regarding student sense of belonging.

To further support and improve outcomes at both sites, strategies include expanding mentoring programs to provide personalized support, maintaining an intentional focus on high-rate groups such as EL and SWD, and strengthening the use of data-driven interventions through intervention software. Enhancing restorative teaching strategies and increasing parent engagement opportunities will also be critical steps to addressing learning and behavioral gaps effectively across both campuses.

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

The following changes were made to Goal 9 in response to analysis and reflections on prior practice:

Goal Status Update: Alessandro School has been removed from this goal due to the school’s closure effective December 31, 2025.

Metric 9.3: Added to include percentage of appropriately assigned teachers.

Goal Description: Updated to include how the District will address "Out of Field" assignments. Updated the identification of students in the "Red" performance category to reflect the current 2025 CA Dashboard results.

Goal Explanation: Updated to include the most recent CA Dashboard results regarding Suspension Rates.

Action 9.1 – Intervention Software (March Mountain): Funding increases to $175,000.00. This adjustment includes unexpended funds from the 2024-2025 and 2025-2026 allocations to support continued access to digital intervention tools.

Action 9.2 – Intervention Staff (Alessandro): This action has been removed following the closure of Alessandro School.

Action Title
9.1 Changed from Intervention Software to Targeted Behavioral Interventions and Support at March Mountain High School

Action Description
9.1 Changed form utilization of Renaissance Star to targeted Behavioral Interventions to include additional interventions and to align with the needs of the site.

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	Targeted Behavioral Interventions	Provide Targeted Behavioral Interventions and Support at March Mountain High School This action implements a comprehensive system of targeted behavioral interventions and Positive Behavioral Interventions and Supports (PBIS) strategies at March Mountain High School, a continuation high school with a significant population of underperforming students, including English learners, foster youth, and low-income students. The program is designed to support student behavior, engagement, and academic success with the goal of reducing suspension rates and improving overall school climate. To ensure high-fidelity implementation, this action funds dedicated intervention staff to support PBIS strategies, identify at-risk students, and perform early interventions, while facilitating risk assessment teams, and providing ongoing behavioral coaching to instructional staff. Additionally, this action includes evidence-based intervention materials—including specialized behavioral curricula, restorative justice toolkits, and de-escalation resources—alongside behavioral tracking, progress-monitoring, and engagement technology and software to support student engagement.	$175,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	All students, and particularly English Learners, African American, SWD and Hispanic 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 has 54.3% of teachers working out of field. To support the 54.3% of out-of-field teachers at MVOA, the District is intentionally directing Equity Multiplier funds toward targeted intervention. Specifically, these teachers are provided with dedicated instructional coaching, robust professional development, and structured collaboration time within Professional Learning Communities (PLCs) tailored to their current assignments. This ensures that while they work toward full credential alignment, they are fully equipped with the resources, mentorship, and subject-matter expertise necessary to deliver high-quality instruction. 2025 CA Dashboard indicates the following student groups are are red on one or more indicators at MVOA: African American- ELA English Learner- ELPI, ELA, Math, Chronic Absenteeism, and CCI Long Term English Learner- ELPI and CCI Hispanic-ELA, Math, and Science Socioeconomically Disadvantaged-ELA, Math, and Science	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.

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 showed slight improvement in the overall chronic absenteeism rate—declining from 49.5% to 46.9%—the 2025 CA Dashboard results indicate continued progress in some areas alongside significant new challenges. The overall chronic absenteeism rate improved further to 43.2%. African American students saw a notable decline to 41.1%, and Students with Disabilities improved to 42.1%. Hispanic/Latino students and Socioeconomically Disadvantaged students both improved to 46%. However, other rates remain extremely high and continue to impact student learning. English Learners increased significantly to 66.7%, and Homeless Youth rose sharply to 75%. After a previous drop, the rate for students of Two or More Races increased to 50%, signaling an urgent need for re-engagement. These data points reinforce our educational partner feedback, which highlighted the need for parent engagement opportunities and addressed social-emotional barriers, as well as a lack of feelings of belonging and connectedness.

Educational partner feedback also highlighted that "Missing School is Missing Out" 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 2026 and May 2026

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.

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%	2025 CA Dashboard Results All Students- 43.2% EL-66.7% HY - 75% SED- 46% SWD- 42.1% AA - 41.1% H/L - 46% TOM - 50%	2027 CA Dashboard Results All Students- 30% EL -40% HY- 30% SED- 40% SWD 40% AA-35% H/L- 35% TOM- 50%	2025 CA Dashboard Results All -6.3% (An improvement of 6.3 percentage points) EL +8.4% (A decline of 8.4 percentage points) HY +28.3% (A decline of 28.3 percentage points) SED -8.2% (An improvement of 8.2 percentage points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD -13.5% (An improvement of 13.5 percentage points) AA -9.5% (An improvement of 9.5 percentage points) H/L -4.7% (An improvement of 4.7 percentage points) TOM -11.3% (An improvement of 11.3 percentage points)
10.2	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching at Moreno Valley Online Academy MVOA 60%	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ 2021-22) MVOA 60%	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ 2022-23) MVOA 53.4%	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ 2023-24) MVOA 44%%	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ 2024-25) MVOA 65%	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching (TAMO Report DQ MVOA -16%%

Goal Analysis [2025-26]

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

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

Goal 10 was not fully implemented as planned. The site focus for this goal was Moreno Valley Online Academy (MVOA), with a strategic emphasis on establishing a robust attendance intervention system through specialized staffing.

Action 10.1: Itinerant Substitutes and Intervention Staffing

The implementation of Action 10.1 focused on creating a dedicated support structure to address chronic absenteeism by hiring Long Term Itinerant Substitutes and deploying Intervention Staff. The intended plan was to use these substitutes to provide instructional coverage, thereby freeing up core teachers and attendance teams to conduct frequent monitoring, lead "data chats" with students, and perform proactive family outreach. At March Mountain and other traditional sites, this model allowed for a "wraparound" approach where staff could move beyond simple attendance tracking to deep-dive into the social-emotional barriers causing student absence. However, at MVOA, the implementation of this specific staffing model saw a substantive difference. While the resources were allocated, the site relied more heavily on existing personnel and alternative funding sources rather than fully integrating the itinerant substitute role into their intervention cycles. This resulted in a gap between the planned frequency of individualized "data chats" and the actual implementation of these check-ins within the virtual learning environment. Moving forward, the district is refining the deployment of these roles to ensure they are used specifically to facilitate the "15-day challenge" cycles and restorative attendance circles, ensuring staff have the protected time needed to re-engage disconnected students.

Successes:
Establishment of Monitoring Systems: The district successfully integrated site-based MTSS Dashboards and Attendance Intervention Team training, providing a clear framework for staff to identify students in need of immediate support. Diversified Outreach: The implementation of the Parent Ambassador Program and the use of Parent Square allowed for a more consistent communication loop between the school and the home, emphasizing the importance of daily synchronous participation. Relationship-Centered Pedagogy: Successful professional development in trauma-informed practices provided intervention staff with the tools to conduct home visits that focused on identifying basic needs—such as food, clothing, and hygiene—rather than just punitive attendance enforcement.

Challenges:
Resource Integration: A primary challenge was the lack of full utilization of the Long Term Itinerant Substitute role at MVOA, which meant that teachers often lacked the dedicated windows of time required for the intensive, one-on-one virtual mentoring that characterizes high-impact intervention. Virtual Initiatives: Facilitating synchronous engagement remains a complex hurdle. Staff found that while they could identify the "who" and "why" of absenteeism through data chats, the actual "pull" to get students to log on consistently in an independent study model requires a different level of proactive, daily outreach than in-person models. Subgroup Specific Barriers: Reaching Homeless Youth and English Learners proved particularly challenging, as their attendance barriers often involved external environmental factors—such as housing instability or technical difficulties—that required more wraparound services than the school-day intervention staff could provide in isolation.

Substantive Differences in Planned vs. Actual Implementation:
The most significant difference in implementation was that MVOA did not fully utilize the allocated expenditures for the itinerant substitute roles as originally envisioned. While the support staff were hired at the district level, the integration into MVOA’s daily operational schedule varied from the initial plan, leading to underutilized resources. The district is now focused on re-aligning these expenditures to ensure that every "at-risk" student group has a dedicated interventionist providing the consistent, daily check-ins established in the goal's original design.

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 10 were $196,275.00, while estimated actual expenditures were $151,911.00, resulting in the goal being underspent by $44,364.00. The material difference is primarily due to the utilization of alternative funding sources to cover operational needs.

The following action represents the expenditures for this goal:
Action 10.01 – Itinerant Sub (MVOA): Underspent by $44,364.00 as Moreno Valley Online Academy (MVOA) utilized other funding sources to support this action, reducing the reliance on the planned allocation.

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 the general student population at MVOA, demonstrating the effectiveness of the implemented strategies in several key areas. Overall, the chronic absenteeism rate for All Students dropped by 3.7%, falling from 46.9% in 2024 to 43.2% in 2025. This progress highlights the effectiveness of frequent monitoring and data chats, which have moved the academy toward its three-year 2% reduction goal ahead of schedule. African American students experienced a significant reduction of 8.9%, while Students with Disabilities (SWD) saw a steady decline from 43.2% to 42.1%, indicating that during-the-day interventions and social-emotional supports are having a positive impact on high-need learners.

Identification of Implementation Gaps and Targeted Challenges
Despite these positive trends, challenges remain for specific subgroups where the action was partially ineffective due to incomplete implementation. At MVOA, the site relied on existing personnel rather than fully leveraging the itinerant substitute role (Action 10.1) to create the dedicated windows of time required for virtual mentoring and re-engagement. Consequently, certain high-need groups did not receive the full scale of intended services: Homeless Youth (HY): Experienced a troubling increase in chronic absenteeism, rising from 55% in 2024 to 75% in 2025 (a 20% increase). English Learners (EL): Rates increased by 9.7%. Two or More Races (TOM): Saw a sharp rise of 18.4%. The lack of full utilization of Action 10.1 meant this role was not sufficiently leveraged to provide the individualized wraparound services—such as specific outreach for Long-term English Learners and housing-stable support for homeless students—required to maintain consistent school attendance in a virtual environment.

Evidence of Effectiveness through Direct Service
The intervention model itself remains highly promising. In instances where students received direct services—such as frequent monitoring and individualized "data chats"—outcomes improved significantly, as evidenced by the 3.7% overall reduction in chronic absenteeism for MVOA. This demonstrates that the strategy works when implemented with fidelity, but the benefits were not equitably distributed across all subgroups due to the resource utilization gap.

Strengthened Approach for 2026-27
To ensure all student groups benefit from this effective strategy, the District will implement a strengthened approach by mandating full implementation of the itinerant substitute role as originally designed: Protected Intervention Time: Substitutes will be deployed to provide full instructional coverage, ensuring regular staff have the protected, dedicated time required for intensive, one-on-one virtual check-ins with at-risk students. Targeted Advocacy: Re-aligned roles will focus on direct advocacy for HY and EL groups, integrating more effectively with McKinney-Vento supports and specialized linguistic services to remove external barriers to attendance. Proactive Outreach: Staff will move

from reactive monitoring to proactive, daily outreach cycles tailored specifically to students who feel disconnected from the online classroom environment.

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 10 in response to analysis and reflections on prior practice:

Metric 10.2: Added to include percentage of staff appropriately assigned.

Goal Description: Updated to include how the District will address "out of Field: assignments. Updated the identification of students in the "Red" performance category to reflect the current 2025 CA Dashboard results.

Goal Explanation: Updated to include the most recent CA Dashboard results regarding Chronic Absenteeism.

Action 10.1 – Itinerant Substitute: Funding increases to $200,000.00. This adjustment includes unexpended funds from the 2024-2025 and 2025-2026 allocations to ensure consistent instructional coverage and support.

Action Description
10.1: Changed wording from unduplicated to underperforming

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, attendance monitoring, and small-group or individual support sessions aimed at improving student engagement and consistent participation in online learning.	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This action is principally directed toward underperforming 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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$131,070,225.00	$16,577,451.00

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
38.227%	0.000%	$0.00	38.227%

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 which includes instructional strategies to support SEL, is needed to ensure that classroom teachers are effectively providing the most effective instruction to students which in turn increases their academic achievement and improve sense of belonging. This action is being provided on an LEA-wide basis because multiple student groups, in addition	1.1-SBAC rates in ELA and MATH 1.3 Proficiency rates of teachers trained and implementing California State Standards 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
	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	to unduplicated pupils, are demonstrating academic, needs in the area of ELA and MATH. Districtwide survey results also 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..	
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
1.3	**Action:** Access to supplemental instructional materials	Supplemental instructional materials will be provided to support core instruction.	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
	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 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.	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%. 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.	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 improve student achievement, College and Career Readiness, and 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, Improve ELA and Math proficiency, and College and Career Readiness.	1.1 SBAC ELA and Math Scores 2.6 College and Career Indicator 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
	On the 2025 Dashboard Data EL, FY and SWD are Very Low on the ELA and Math Indicators. LI students are Low an ELA and Math Indicators. The all student group is Low; ELA -41.3 dfs and Math -89.1 dfs. ELA EL -71.7 dfs FY -94.3 dfs LI -46.9 dfs SWD -120.2 dfs Math EL -112.4 dfs FY -118.9 dfs LI -94.3 dfs SWD -157.1 dfs **Scope:** LEA-wide		
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 (DFS) are ELA -47.6 and Math -92.5 for All Students. EL students are -83.3 (ELA) and -117.2 (MATH)	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, and HY pupils are demonstrating academic needs in ELA and MATH.	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
	HY students are -92.3 (ELA) and -122.8 (MATH) which are farther from DFS than the all students group. **Scope:** Schoolwide		
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:** 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	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 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	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
	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	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. **Scope:** LEA-wide	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
1.11	**Action:** Site Specific Interventions and Programs **Need:** On the 2023 Dashboard, English Learners, and Homeless Youth received a red	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	1.1 SBAC scores in ELA and MATH

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
	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	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.	
1.12	**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 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	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
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
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	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

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		
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% 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	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
2.3	**Action:** Alternative School Supports **Need:**	This action provides students with alternatives to traditional schools to support their individual learning needs and ensure success. Alternative sites include:	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
	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	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.	
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%	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

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		
2.5	**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% LI 32.9% SWD 8% The unduplicated students fall below the all students group in the area of CCI **Scope:** Schoolwide	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
2.6	**Action:** AVID Program **Need:** On the 2023 Dashboard, EL and HY are orange in the area of graduation rate. FY is	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.	2.1 A to G Course Completion Rate 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
	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	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.	
2.7	**Action:** SHINE Students **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	EL, FY, LI, HY and SWD students will be provided the opportunity to participate in the SHINE 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.	2.6 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
	Scope: LEA-wide		
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% The unduplicated students fall below the all students group in the area of CCI **Scope:** LEA-wide	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
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, 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.	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
	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	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.	
2.10	**Action:** Building Assets Reducing Risks (BARR) 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	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 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.	1.1 SBAC ELA and MATH Scores
2.11	**Action:**	FY, EL, LI and HY will be enrolled in CTE courses. CTE courses allow our students to explore carer	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
	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% The unduplicated students fall below the all students group in the area of CCI **Scope:** LEA-wide	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.	
2.12	**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%	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

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:** LEA-wide		
2.13	**Action:** UCAN College Fair **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 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 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.	2.6 College Career Indicator
3.1	**Action:** Gifted and Talented Education (GATE) **Need:**	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	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	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.	
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

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
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% 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 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. 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 CHKS
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%	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
	SWD 8% The unduplicated students fall below the all students group in the area of CCI **Scope:** 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:**	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	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
	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	laundry and take showers. Families are also able to receive supports for mental health and emotional needs. 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:** **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:**	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

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
4.3	**Action:** CWA Behavioral Support Specialist **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	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 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
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	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
	more than double the rate of the all student group. **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:** LEA-wide	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
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 Attendance Rates are as follows for Unduplicated Pupils according to the 23-24 Dashboard LI-28.7% FY-26.8% EL-23.6%	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. 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.	4.6 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
	Scope: LEA-wide		
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
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	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

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:** LEA-wide		

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 **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 Supports will address the needs of ELs by building instructional capacity among staff so direct supports and instructional strategies 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	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
	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)	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. 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%	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 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 readiness, chronic absenteeism, suspension rates, and performance in math and English.	2.6 College and Career Readiness 4.7 Chronic Absenteeism 4.9 Sense of Belonging

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:
23 Teachers
18 Counselors
13 Assistant Principals
26 Custodians
8 Campus Supervisors
17 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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$342,877,799	131,070,225.00	38.227%	0.000%	38.227%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$131,070,225.00	$19,635,007.00	$0.00	$0.00	$150,705,232.00	$118,816,411.00	$31,888,821.00

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	$1,448,348.00	$3,628,389.00	$5,076,737.00				$5,076,737.00	
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	$5,546,039.00	$5,746,039.00				$5,746,039.00	
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	$1,407,422.00	$1,407,422.00				$1,407,422.00	
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	$29,105,629.00	$0.00	$29,105,629.00				$29,105,629.00	
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	$13,596,331.00	$0.00	$13,596,331.00				$13,596,331.00	
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	$1,599,977.00	$1,599,977.00				$1,599,977.00	

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	1.9	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	$1,080,083.00	$1,198,732.00	$2,278,815.00				$2,278,815.00	
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	$3,003,845.00	$3,003,845.00				$3,003,845.00	
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 Mountain	2024-2027	$11,047,545.00	$0.00	$11,047,545.00				$11,047,545.00	
2	2.4	Maintain a robust college and career program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$643,949.00	$184,661.00	$828,610.00				$828,610.00	

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										
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	$1,768,894.00	$317,117.00	$2,086,011.00				$2,086,011.00	
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	$1,351,505.00	$207,185.00	$1,558,690.00				$1,558,690.00	
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 Low Income	Specific Schools: NorthRidge, Palm MS and Valley View HS	2024-2027	$465,396.00	$300,000.00	$765,396.00				$765,396.00	

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
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	$888,898.00	$0.00	$888,898.00				$888,898.00	
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	$314,015.00	$215,162.00	$529,177.00				$529,177.00	
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	$2,651,340.00	$0.00	$2,651,340.00				$2,651,340.00	
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	$3,000,000.00	$3,000,000.00				$3,000,000.00	
3	3.6	Increase staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$31,577,451.00	$0.00	$16,577,451.00	$15,000,000.00			$31,577,451.00	

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
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	4.3	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	$919,395.00	$0.00	$919,395.00				$919,395.00	
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	$2,110,611.00	$335,311.00	$2,445,922.00				$2,445,922.00	
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	$1,078,196.00	$0.00	$1,078,196.00				$1,078,196.00	
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	
5	5.3	Parent, Student, Community Engagement and Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$473,690.00	$737,383.00	$1,211,073.00				$1,211,073.00	
6	6.1	Professional Development	All	No			Specific Schools: March Mountain High	2024-2027	$162,097.00	$100,986.00		$263,083.00			$263,083.00	

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
							School									
6	6.2	CTE Pathway	All	No			Specific Schools: Bayside High School	2024-2027	$445,643.00	$0.00		$445,643.00			$445,643.00	
7	7.1	Professional Development	All	No			Specific Schools: MVOA	2024-2027	$200,032.00	$600,000.00		$800,032.00			$800,032.00	
7	7.2	Tutoring	All	No			Specific Schools: MVOA	2024-2027	$300,050.00	$532,900.00		$832,950.00			$832,950.00	
8	8.1	Professional Development	All	No			Specific Schools: MVOA Elementary, Middle, and High School	2024-2027	$265,000.00	$220,000.00		$485,000.00			$485,000.00	
8	8.2	Tutoring	All	No			Specific Schools: March Mountain; MVOA Elementary, Middle, and High School	2024-2027	$1,433,299.00	$0.00		$1,433,299.00			$1,433,299.00	
9	9.1	Targeted Behavioral Interventions	All	No			Specific Schools: March Mountain High School	2024-2027	$0.00	$175,000.00		$175,000.00			$175,000.00	
10	10.1	Itinerant Sub	All	No			Specific Schools: Moreno Valley Online Academy Elementary, Middle, and High School	2024-2027	$200,000.00	$0.00		$200,000.00			$200,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$342,877,799	131,070,225.00	38.227%	0.000%	38.227%	$131,070,225.00	0.000%	38.227 %	**Total:**	$131,070,225.00
								LEA-wide Total:	$96,580,223.00
								Limited Total:	$2,436,029.00
								Schoolwide Total:	$32,053,973.00

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	$5,076,737.00	
1	**1.2**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,746,039.00	
1	**1.3**	Access to supplemental instructional materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,407,422.00	
1	**1.4**	Provide Instructional and District Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,105,629.00	
1	**1.6**	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,336,029.00	
1	**1.7**	Maintain and Expand the Dual Immersion Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Armada, Butterfield,	$13,596,331.00	

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	1.8	District software programs to support intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,599,977.00	
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	$2,278,815.00	
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	$3,003,845.00	
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 Low Income	All Schools	$828,610.00	
2	2.5	Provide Course Access	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Canyon Springs,	$2,086,011.00	

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	Vista Heights, and Sugar Hill		
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	$1,558,690.00	
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	$765,396.00	
2	2.10	Building Assets Reducing Risks (BARR) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	9th grade students	$888,898.00	
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	$529,177.00	
2	2.13	UCAN College Fair	Yes	LEA-wide	English Learners Foster Youth Low Income	High Schools	$20,000.00	

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 (%)
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	$2,651,340.00	
3	3.5	Athletics	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools	$3,000,000.00	
3	3.6	Increase staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,577,451.00	
4	4.1	Wellness Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$881,963.00	
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	$919,395.00	
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	$2,445,922.00	
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	$1,078,196.00	

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 (%)
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	English Learners Foster Youth Low Income	All Schools	$1,211,073.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$136,519,958.00	$136,392,758.00

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	$4,311,784.00	$4,311,784.00
1	**1.2**	Technology	Yes	$5,546,039.00	$5,746,039.00
1	**1.3**	Access to supplemental instructional materials	Yes	$1,185,422.00	$1,407,422.00
1	**1.4**	Provide Instructional and District Support Staff	Yes	$28,661,062.00	$29,447,631.00
1	**1.5**	PAR Program	Yes	$79,403.00	$79,403.00
1	**1.6**	English Learner Support	Yes	$2,336,029.00	$2,336,029.00
1	**1.7**	Maintain and Expand the Dual Immersion Program	Yes	$13,018,366.00	$13,018,366.00
1	**1.8**	District software programs to support intervention	Yes	$1,500,000.00	$1,599,977.00
1	**1.9**	Full Day KDG Program	Yes	$7,994,429.00	$7,994,429.00
1	**1.10**	Summer Learning Programs	Yes	$1,416,597.00	$1,416,597.00
1	**1.11**	Site Specific Interventions and Programs	Yes	$5,330,257.00	$5,330,257.00

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	$1,728,815.00	$1,728,815.00
1	1.13	Mental Health Supports	Yes	$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	Yes	$50,000.00	$50,000.00
2	2.1	Visual and Performing Arts (VAPA)	Yes	$2,903,845.00	$2,903,845.00
2	2.2	Mentoring	Yes	$50,000.00	$50,000.00
2	2.3	Alternative School Supports	Yes	$11,047,545.00	$11,047,545.00
2	2.4	Maintain a robust college and career program	Yes	$778,610.00	$878,610.00
2	2.5	Provide Course Access	Yes	$1,728,011.00	$1,950,011.00
2	2.6	AVID Program	Yes	$1,458,690.00	$1,558,690.00
2	2.7	SHINE Students	Yes	$324,661.00	$324,661.00
2	2.8	AP and PSAT/SAT Testing	Yes	$355,000.00	$355,000.00
2	2.9	STEAM Program	Yes	$665,396.00	$665,396.00

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	$867,898.00	$888,898.00
2	**2.11**	Maintain contract with Riverside County Office of Education for Career Technical Education (CTE) programs	Yes	$1,934,378.00	$1,934,378.00
2	**2.12**	Middle College Program	Yes	$315,138.00	$325,138.00
2	**2.13**	UCAN College Fair	Yes	$20,000.00	$40,000.00
3	**3.1**	Gifted and Talented Education (GATE)	Yes	$101,133.00	$101,133.00
3	**3.2**	Foster Youth Support	Yes	$50,000.00	$50,000.00
3	**3.3**	Supports for Homeless Students that are FY, EL, and/or LI	Yes	$91,253.00	$91,253.00
3	**3.4**	Additional counseling staff	Yes	$2,451,340.00	$2,651,340.00
3	**3.5**	Athletics	Yes	$2,294,039.00	$3,154,039.00
3	**3.6**	Increase staffing	Yes	$26,548,833	$23,645,525.00
4	**4.1**	Wellness Center	Yes	$881,963.00	$881,963.00
4	**4.2**	Induction Program	Yes	$679,550.00	$685,550.00
4	**4.3**	CWA Behavioral Support Specialist	Yes	$293,709.00	$293,709.00
4	**4.4**	PBIS Support Program	Yes	$619,398.00	$619,398.00

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	$379,193.00	$379,193.00
4	4.6	Safety and Security	Yes	$2,375,922.00	$2,445,922.00
4	4.7	Attendance Specialists	Yes	$872,234.00	$872,234.00
4	4.8	CWA Alternative Supports	Yes	$340,897.00	$573,169.00
5	5.1	District Wide attendance	Yes	$739,866.00	$739,866.00
5	5.2	Parent Ambassador Program	Yes	$232,024.00	$232,024.00
5	5.3	Parent, Student, Community Engagement and Outreach	Yes	$523,182.00	$531,182.00
6	6.1	Professional Development	No	$45,980.00	$58,255.00
6	6.2	CTE Pathway	No	$90,813.00	$90,932.00
7	7.1	Professional Development	No	$469,405.00	$266,379.00
7	7.2	Tutoring	No	$95,436.00	$75,733.00
8	8.1	Professional Development	No	$220,000.00	$38,561.00
8	8.2	Tutoring	No	$50,826.00	$25,600.00

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)
9	**9.1**	Intervention Software	No	$20,068.00	$79,177.00
9	**9.2**	Intervention Staff	No	$34,244.00	$54,789.00
10	**10.1**	Itinerant Sub	No	$196,275.00	$151,911.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$128,111,999.00	$124,296,911.00	$128,111,999.00	($3,815,088.00)	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	$4,311,784.00	$4,311,784.00		
1	**1.2**	Technology	Yes	$5,546,039.00	$5,746,039.00		
1	**1.3**	Access to supplemental instructional materials	Yes	$1,185,422.00	$1,407,422.00		
1	**1.4**	Provide Instructional and District Support Staff	Yes	$28,661,062.00	$29,447,631.00		
1	**1.5**	PAR Program	Yes	$79,403.00	$79,403.00		
1	**1.6**	English Learner Support	Yes	$2,336,029.00	$2,336,029.00		
1	**1.7**	Maintain and Expand the Dual Immersion Program	Yes	$13,018,366.00	$13,018,366.00		
1	**1.8**	District software programs to support intervention	Yes	$1,500,000.00	$1,599,977.00		
1	**1.9**	Full Day KDG Program	Yes	$7,994,429.00	$7,994,429.00		
1	**1.10**	Summer Learning Programs	Yes	$1,416,597.00	$1,416,597.00		
1	**1.11**	Site Specific Interventions and Programs	Yes	$5,330,257.00	$5,330,257.00		
1	**1.12**	Reading by 3rd Grade Initiative	Yes	$1,728,815.00	$1,728,815.00		
1	**1.13**	Mental Health Supports	Yes	$215,000.00	$215,000.00		

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	$2,903,845.00	$2,903,845.00		
2	2.2	Mentoring	Yes	$50,000.00	$50,000.00		
2	2.3	Alternative School Supports	Yes	$11,047,545.00	$11,047,545.00		
2	2.4	Maintain a robust college and career program	Yes	$778,610.00	$878,610.00		
2	2.5	Provide Course Access	Yes	$1,728,011.00	$1,950,011.00		
2	2.6	AVID Program	Yes	$1,458,690.00	$1,558,690.00		
2	2.7	SHINE Students	Yes	$324,661.00	$324,661.00		
2	2.8	AP and PSAT/SAT Testing	Yes	$355,000.00	$355,000.00		
2	2.9	STEAM Program	Yes	$665,396.00	$665,396.00		
2	2.10	Building Assets Reducing Risks (BARR) Program	Yes	$867,898.00	$888,898.00		
2	2.11	Maintain contract with Riverside County Office of Education for Career Technical Education (CTE) programs	Yes	$1,934,378.00	$1,934,378.00		
2	2.12	Middle College Program	Yes	$315,138.00	$325,138.00		
2	2.13	UCAN College Fair	Yes	$20,000.00	$40,000.00		
3	3.1	Gifted and Talented Education (GATE)	Yes	$101,133.00	$101,133.00		
3	3.2	Foster Youth Support	Yes	$50,000.00	$50,000.00		

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	$91,253.00	$91,253.00		
3	**3.4**	Additional counseling staff	Yes	$2,451,340.00	$2,651,340.00		
3	**3.5**	Athletics	Yes	$2,294,039.00	$3,154,039.00		
3	**3.6**	Increase staffing	Yes	$15,548,833.00	$16,206,103.00		
4	**4.1**	Wellness Center	Yes	$881,963.00	$881,963.00		
4	**4.2**	Induction Program	Yes	$679,550.00	$685,550.00		
4	**4.3**	CWA Behavioral Support Specialist	Yes	$293,709.00	$293,709.00		
4	**4.4**	PBIS Support Program	Yes	$619,398.00	$619,398.00		
4	**4.5**	Social Worker	Yes	$379,193.00	$379,193.00		
4	**4.6**	Safety and Security	Yes	$2,375,922.00	$2,445,922.00		
4	**4.7**	Attendance Specialists	Yes	$872,234.00	$872,234.00		
4	**4.8**	CWA Alternative Supports	Yes	$340,897.00	$573,169.00		
5	**5.1**	District Wide attendance	Yes	$739,866.00	$739,866.00		
5	**5.2**	Parent Ambassador Program	Yes	$232,024.00	$232,024.00		
5	**5.3**	Parent, Student, Community Engagement and Outreach	Yes	$523,182.00	$531,182.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$334,969,279	$128,111,999.00	0%	38.246%	$128,111,999.00	0.000%	38.246%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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