| Board Adopted: | 6/22/21 |
| RCOE Approval: | 7/8/21 |

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Menifee Union Elementary
CDS Code:	33671160000000
LEA Contact Information:	Name: Dr. Kimberly Huesing Position: Asst. Superintendent of Educational Services Phone: 951-672-1851
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$92,535,666
LCFF Supplemental & Concentration Grants	$7,970,450
All Other State Funds	$10,039,044
All Local Funds	$6,670,686
All federal funds	$11,069,496
Total Projected Revenue	$120,314,892

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$21,300,384
Total Budgeted Expenditures in the LCAP	$21,536,192
Total Budgeted Expenditures for High Needs Students in the LCAP	$881,856
Expenditures not in the LCAP	$-235,808

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$8,623,784
Actual Expenditures for High Needs Students in Learning Continuity Plan	$10,256,933

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$-7,088,594
2020-21 Difference in Budgeted and Actual Expenditures	$1,633,149

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Menifee Union Elementary

CDS Code: 33671160000000

School Year: 2021-22
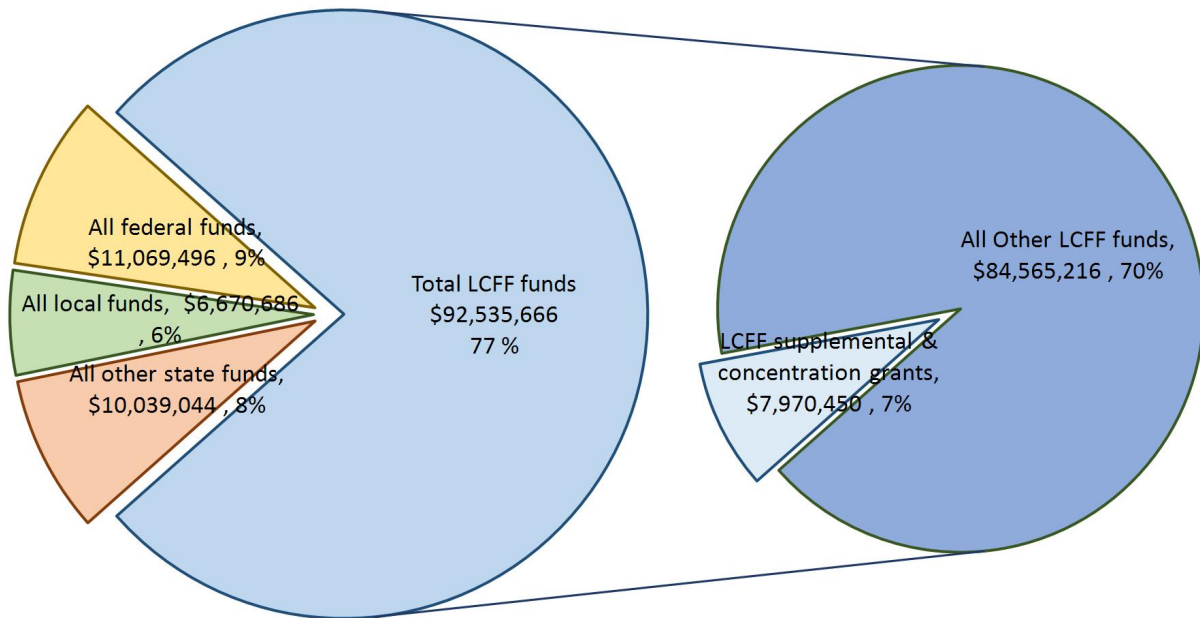
LEA contact information:

Dr. Kimberly Huesing

Asst. Superintendent of Educational Services

951-672-1851

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $11,069,496 , 9%

All local funds, $6,670,686 , 6%

All other state funds, $10,039,044 , 8%

Total LCFF funds $92,535,666 77 %

All Other LCFF funds, $84,565,216 , 70%

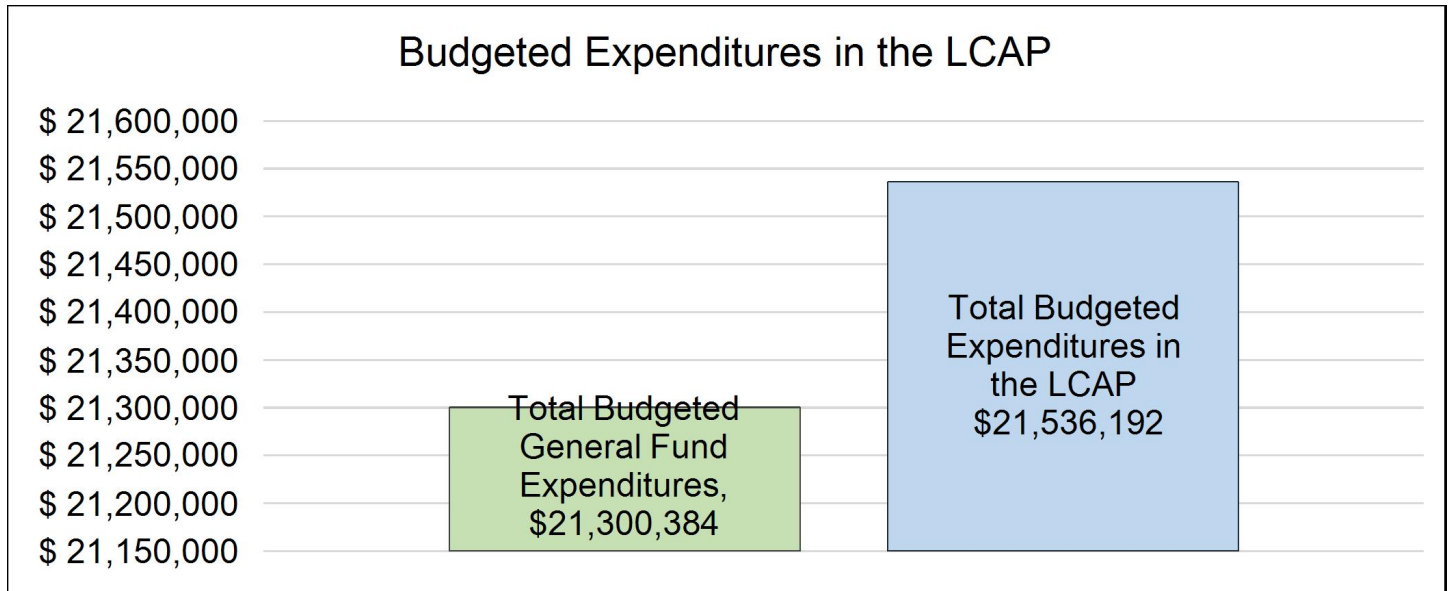LCFF supplemental & concentration grants, $7,970,450 , 7%

This chart shows the total general purpose revenue Menifee Union Elementary expects to receive in the coming year from all sources.

The total revenue projected for Menifee Union Elementary is $120,314,892, of which $92,535,666 is Local Control Funding Formula (LCFF), $10,039,044 is other state funds, $6,670,686 is local funds, and $11,069,496 is federal funds. Of the $92,535,666 in LCFF Funds, $7,970,450 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 21,600,000	
$ 21,550,000	
$ 21,500,000	
$ 21,450,000	
$ 21,400,000	**Total Budgeted Expenditures in the LCAP $21,536,192**
$ 21,350,000	
$ 21,300,000	**Total Budgeted General Fund Expenditures, $21,300,384**
$ 21,250,000	
$ 21,200,000	
$ 21,150,000	

This chart provides a quick summary of how much Menifee Union Elementary plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.
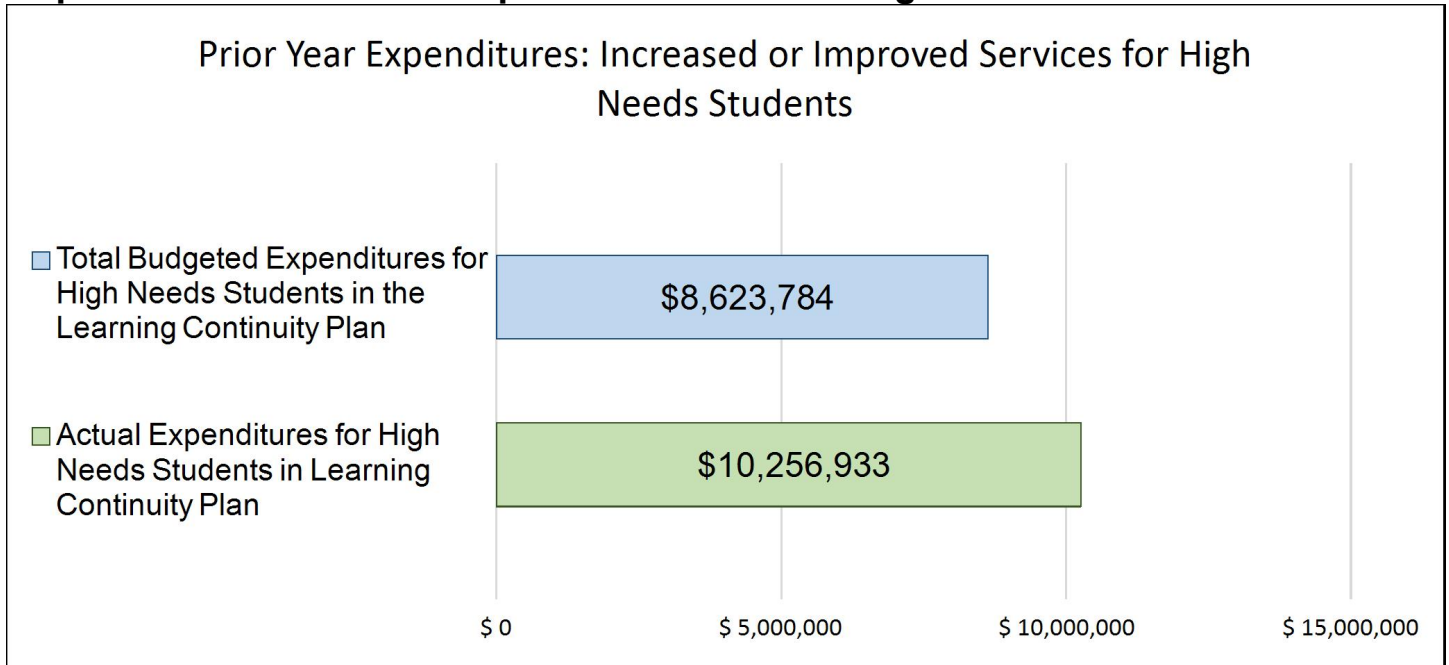
Menifee Union Elementary plans to spend $21,300,384 for the 2021-22 school year. Of that amount, $21,536,192 is tied to actions/services in the LCAP and $-235,808 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Menifee Union Elementary is projecting it will receive $7,970,450 based on the enrollment of foster youth, English learner, and low-income students. Menifee Union Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Menifee Union Elementary plans to spend $881,856 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 2020-21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $8,623,784

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $10,256,933

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000

This chart compares what Menifee Union Elementary budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Menifee Union Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Menifee Union Elementary's Learning Continuity Plan budgeted $8,623,784 for planned actions to increase or improve services for high needs students. Menifee Union Elementary actually spent $10,256,933 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Menifee Union Elementary	Dr. Kimberly Huesing Asst. Superintendent of Educational Services	khuesing@menifeeusd.org 951-672-1851

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

The Menifee Union School District will recruit, hire and retain highly qualified staff, and provide on-going professional development in order to support optimum learning opportunities for student success in safe and orderly schools.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
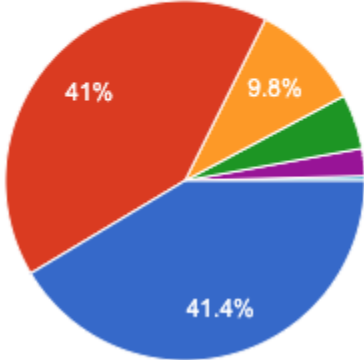   Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of teachers fully credentialed in the subject area for the pupils they are teaching Data Source: School Accountability Report Card (SARC) **19-20** 100% **Baseline** 100%	99% of teachers fully credentialed in the subject area for the pupils they are teaching (6 out of 464 Teachers were not fully credentialed) Data Source: SARC
Metric/Indicator Percent of teachers with English Learner Authorization. Data Source: SARC **19-20** 100% **Baseline** 100%	100% of teachers with English Learner Authorization Data Source: SARC

Expected	Actual
Metric/Indicator The number of unresolved Williams complaints regarding teacher vacancies/mis- assignments. Data Source: Quarterly Uniform Complaint Procedure (UPC) **19-20** 0 **Baseline** 0	The MUSD had 0 unresolved Williams complaints regarding teacher vacancies/misassignments. Data Source: Quarterly Uniform Complaint Procedure (UPC)
Metric/Indicator Percent of facilities in good or exemplary repair. Data Source: SARC • Facility Inspection Tool **19-20** 100% **Baseline** 100%	100% of facilities are in good or exemplary repair. Data Source: Facility Inspection Tool
Metric/Indicator The number of unresolved Williams complaints regarding school facility conditions. Data Source: Quarterly UCP **19-20** 0 **Baseline** 0	The MUSD had 0 unresolved Williams complaints regarding school facilities conditions. Data Source: Quarterly Uniform Complaint Procedure (UPC)

Expected	Actual
Metric/Indicator Percent of students with access to standards-aligned instructional materials. Data Source: Valenzuela Lawsuit Settlement Quarterly reports on Williams Uniform Complaints **19-20** 100% **Baseline** 100%	100% of Students have access to standards-aligned instructional materials. Data Source: SARC
Metric/Indicator Number of unresolved Williams complaints regarding textbooks and instructional materials. Data Source: Quarterly UCP **19-20** 0 **Baseline** 0	The MUSD had 0 unresolved Williams complaints regarding textbooks and instructional materials. Data Source: Quarterly Uniform Complaint Procedure (UPC)
Metric/Indicator Percent of students reporting feelings of school safety on a district-wide survey. Data Source: CA Healthy Kids Survey **19-20**	2019-20 CA Healthy Kids Survey results for all students demonstrated a minor decrease in the percent of student respondents who indicated that they feel safe or very safe at school in both 5th and 7th grade. 5th grade student response of "feel safe at school' decrease 1% to 81%. 7th grade 2019-20 CA Healthy Kids Survey results for "School perceived as very safe or safe" decreased 8% to 52%. Responses of Hispanic students or students identified as two or more races demonstrated a larger decrease than most student groups or all students ranging from 9% (Tow or more to 7%, (Hispanic).

Expected	Actual
5th Grade All - 87% 7th Grade All - 80% African American: 80% Hispanic: 80% Two/More Races: 80% White: 80% **Baseline** 5th Grade All - 83% 7th Grade All - 68.6% African American: 57.1% Hispanic: 71.0% Two/More Races: 62.8% White: 68.9%	
Metric/Indicator Percentage of parents reporting feelings of school safety on a district-wide survey. Data Source: CA Healthy Kids Survey **19-20** Metric is discontinued in favor of a more actionable measurement. **Baseline**	When asked, "Our school is in good repair and is a safe environment for students to learn and thrive" 91.8% of parents were neutral or agreed that MUSD schools are in good repair and have a safe environment for student learning. 8.2% of parents disagreed or strongly disagreed that MUSD schools are in good repair and have a safe environment for student learning. 2019 - 2020 LCAP Survey (n=244)

Expected	Actual
All: 96.7%	35% of 7th grade students agree that "my school is clean and tidy" (CHKS 2019). 76% of 5th grade students agreed that "my school building is neat and clean most or all of the time" (CHKS 2019). Our school is in good repair and is a safe environment for studen 244 responses

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.01C Continue to implement and track current and new employee training for non-certificated and certificated staff. Training to include social-emotional learning training.	N/A 1.01C Personnel Services N/A $0.00	1.01C Personnel Services N/A N/A $0.00
1.02C Continue to develop, implement and monitor plans to refine employee recruitment and hiring practices and procedures to attract and select highly-qualified employees with a focused effort on hiring and maintaining a workforce reflecting the diversity of our current student population. A focus on hiring teachers that have the skills in differentiating instruction for unduplicated pupils will be made.	N/A 1.02C Personnel Services N/A $0.00 N/A 1.03C Personnel Services N/A $0.00	1.02C Personnel Services N/A N/A $0.00 1.03C Personnel Services N/A N/A $0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.03C Continue to update job descriptions to include 21st-century work skills. 1.04C Continue to monitor the teacher induction program which incorporates research -based methods to support new teacher success and retention and work with at-risk learners through intervention.	N/A 1.04C Personnel Services N/A $0.00	1.04C Personnel Services N/A N/A $0.00

1.05C Continue to select, hire, and train highly-skilled teachers as support providers for new teachers participating in the teacher induction program on standards instruction, differentiation, and intervention.	1000-1999, 3000-3999 CE
	5000-5999 Travel & Consultants
	1.05C Curriculum and Instruction
	  Title II 4035 $251,605
		1.05C Curriculum and Instruction
		1000-1999
		3000-3999
		5000-5999
		  Title II 4035 $272,761

1.06C Continue to implement Five Year Deferred Maintenance Plan.
 	
1.07C This item has been discontinued.
 	
1.08C This item will be discontinued in this year due the end of funding from the Educational Effectiveness Program.
	4000-4999, 5000-5999, 6000-6999
	1.06C Business Services
	
	  Deferred Maintenance Fund 14 $350,000
	
	N/A
	1.07C Personnel Services
	
	  N/A $0.00
	
	N/A
	1.08C Curriculum and Instruction
	
	  N/A 0.00
		1.06C Business Services
		4000-4999
		5000-5999
		6000-6999
		  Deferred Maintenance Fund 14 $383,373
		
		1.07C Personnel Services
		N/A
		  N/A $0.00
		
		1.08C Curriculum and Instruction
		N/A
		  N/A $0.00

1.09C This item will be discontinued in this year due the end of funding from the Educational Effectiveness Program.	N/A
	1.09C Curriculum and Instruction
	
	  N/A $0.00
		1.09C Curriculum and Instruction
		N/A
		  N/A $0.00

1.10C Continue to provide certificated staff orientation.	1000-1999, 3000-3999 CE 1.10C Curriculum & Instruction	1.10C Curriculum & Instruction 1000-1999 3000-3999

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.11C Continue to build multi-tiered levels of intervention to address school climate. 1.12C Continue to provide on-going parent training as identified in needs surveys.	N/A $0.00 1000-1999, 3000-3999 CE 1.11C Pupil Personnel Services LCFF Supplemental 0021 $77,537 N/A 1.12C Categorical N/A $0.00	N/A $0.00 1.11C Pupil Personnel Services 1000-1999 3000-3999 LCFF Supplemental 0021 $65,554 1.12C Categorical 2420 LCFF Supplemental 0021 $250
1.13C Continue to support the music program servicing all schools.	1000-1999, 3000-3999 CE 4300 SU 5000-5999 1.13 Curriculum & Instruction LCFF Supplemental 0021 $893,359	1.13 Curriculum & Instruction 1000-1999 3000-3999 4000-4999 5000-5999 LCFF Supplemental 0021 $802,835
1.14C Continue to provide training and support of physical fitness programs.	N/A 1.14C Curriculum & Instruction N/A $0.00	1.14C Curriculum & Instruction 5800 LCFF Supplemental 0021 $3,180 1.14C Curriculum & Instruction 5800 LCFF 0000 $825
1.15C Continue to provide professional development during contracted staff development days for teachers to provide California Standards-aligned instruction to high need and/or struggling students. Additionally, based on professional development survey data, LCAP survey results and metrics for LCAP priorities, continue to plan and provide on-going professional development for all staff as appropriate on early release Wednesdays.	1000-1999, 3000-3999 CE ED 5000-5999 Travel 1.15C Curriculum and Instruction LCFF Supplemental 0021 $31,361	1.15C Curriculum & Instruction 5800 Block Grant 7510 $32,250

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

1.16C Train test examiners in the design and administration of the English Language Proficiency Assessment for California (ELPAC) and provide assistance to sites for ELPAC testing both the Initial and Summative assessments.	1000-1999, 3000-3999 CE SUB & ED
	1.16C Categorical
	  LCFF 0000 $59,011
		1.16C Curriculum & Instruction
		1000-1999
		2000-2999
		3000-3999
		5000-5999
		  LCFF 0000 $11,594

1.17C Continue to provide training or resources to support behavior, social, or emotional needs, and to increase school connectedness.	5000-5999 Conferences
	1.17C Pupil Personnel Services
	  LCFF Supplemental 0021
	$97,156
		1.17C Pupil Personnel Services
		4300
		5200
		5800
		  LCFF Supplemental 0021
		$73,915

1.18C Implement the district wide plan for mentoring, counseling, and tutoring Foster Youth and Homeless students throughout the school year.	1.18C Pupil Personnel Services 1000-1999, 3000-3999 - Certificated ED/Subs/Salaries LCFF Supplemental 0021 $6,000	1.18C Pupil Personnel Services 1000-1999 3000-3999 4300 5800 LCFF Supplemental 0021 $12,526

1.19C Continue to refine recruitment practices to ensure successful recruitment of qualified employees with Early Childhood Education units/credits.
 	
1.20C Continue to provide new and on-going staff development focused on quality improvement in identified areas of need and developmental assessments.
	N/A
	1.19C Personnel Services
	
	  N/A $0.00
	
	N/A
	1.20C Preschool Services
	  N/A $0.00
		1.19C Personnel Services
		N/A
		  N/A $0.00
		
		1.20C Preschool Services
		N/A
		  N/A $0.00

1.21C Continue to attend RCOE Equity Through Excellence conference to support the needs of district African American students and their families. Implement the plan that was developed using the RCOE Blueprint for Action (A framework for understanding and improving academic achievement for African American students).	5000-5999 Conferences
	1000-1999, 3000--3999 CE ED
	1.21C Curriculum and Instruction
	
	  LCFF Supplemental 0021 $3,203
		1.21C Curriculum and Instruction
		5200
		  LCFF Supplemental 0021
		$2,214.47

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.22B Effectively provide on-going training and mentoring for site administrators in personnel matters, meeting the needs of unduplicated pupils inclusive to the disciplinary process, for certificated and classified staff, leadership, evaluation and newly mandated training.	1.22C Curriculum and Instruction 5000-5999 - Travel & Conferences N/A 0.00	1.22C Curriculum and Instruction 4300 5200 LCFF Supplemental 0021 $12,485

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Following March school closures and prior to the launch of distance learning, all teachers were provided the opportunity to complete various professional development sessions to support them in distance learning: Google Classroom, Universal Design for Learning, Screencastify, and WeVideo and Closed Captioning. Previously budgeted actions or services which we were not able to implement were reprioritized into providing all teachers an improved capacity to support student learning and engagement in online learning. The actions which were included in the original 2019-20 LCAP that focused on using assessment and engagement data to respond to the learning needs of all students with an emphasis on Universal Design for Learning, differentiation, and student interventions were implemented through revisioned professional development, investment in technology resources for students and staff, and shifting roles and responsibilities of staff. Along with the shifting of roles and responsibilities, ongoing collaboration with the community and staff were required to understand the needs of all stakeholders and plan to support the capacity for effectiveness.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Menifee Union School District achieved positive growth in our efforts to recruit, hire, and retain highly qualified staff and to provide ongoing professional development in order to support optimum learning opportunities for Student Success in safe and orderly schools. Efforts of the Personnel Department to seek out recruit hire and train highly-qualified appropriately credentialed staff, certificated and classified, as well as all levels of services and interactions have contributed to Improvement in the area of staffing and professional development. Additionally, annually required mandated training for all staff to promote professionalism, safety, and positive and productive working environments are coordinated through the Personnel Department.

The Educational Services Department ensured that all teachers and school administrators received professional development in the implementation of high-quality standards-aligned instruction with a focus on the use of data to inform appropriate interventions and differentiation strategies to struggling students during district in-service days (9/3/2019 & 10/11/2019), during Wednesday early release, and with substitute release. Additional professional development activities through February provided professional development in strategies for student engagement and learning, working with students who have experienced adverse childhood

events, and for using assessment data to improve student outcomes District and site administrators conducted learning walks to collect feedback on implementation and inform site professional development.

Monitoring outcomes of the 2018-2020 Local Control and Accountability Plan (LCAP) goals through the California accountability dashboard indicators was not possible due to Covid-19. Prior to school closures, numerous local stakeholder engagement forums had occurred to inform the development of a new Local Control and Accountability Plan. Data from previous years published in the California accountability dashboard as well as local indicators such as California Healthy Kids Survey had contributed to the early development of District priorities and actions for all students as well as student groups experiencing inequitable outcomes in the new LCAP.

Similarly, ongoing professional development and revision to District assessments and assessment practices had begun to show early indicators of some progress In the form of closer alignment curriculum and instruction and assessment and planning practices. However, school closures and the transition to full online learning in March of 2019-20 resulted in a shift in the needed professional development for teachers to ensure they were familiar with technology. It also disrupted our ability to implement actions related to social emotional well being, RtI and goal setting.
Teachers struggled to provide differentiation in instruction and targeted to meet the needs of students in the period of March through June.

Goal 2

The Menifee Union School District will effectively maximize learning for all students, staff, and parents in order to prepare students for college and career in the 21st century.

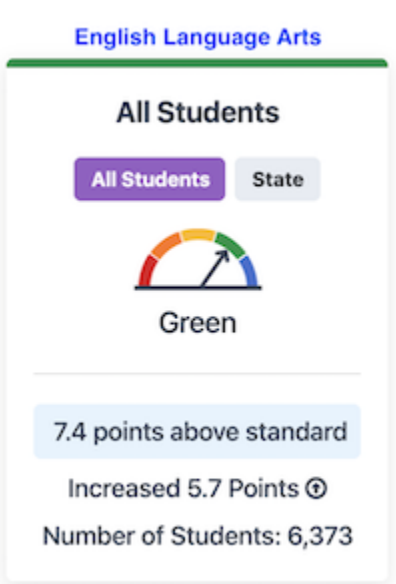State and/or Local Priorities addressed by this goal:

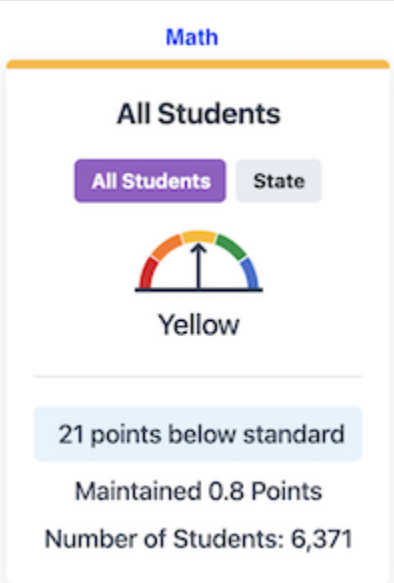| State Priorities: | Priority 2: State Standards (Conditions of Learning) |
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil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

Annual Measurable Outcomes

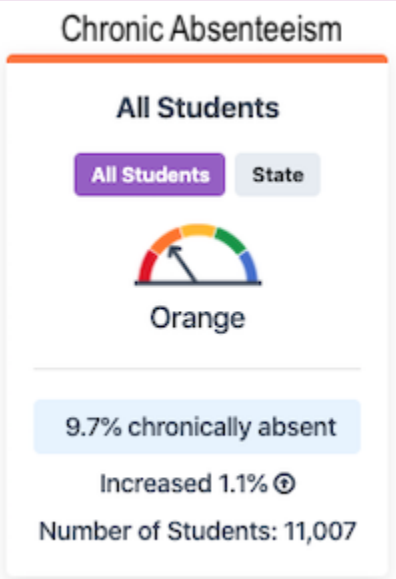| Expected	Actual
Metric/Indicator Average rating on California Department of Education (CDE) self--reflection tool on implementation of state standards - Professional learning - Availability of materials - Implementing policies or programs to support staff - Other adopted academic standards - Support for teachers or administrators Data Source: Survey of staff using self--reflection tool from CDE on a scale of 1(Exploration and research) - 5(Full implementation and sustainability).	Increased the Average rating on California Department of Education (CDE) self-reflection tool on the implementation of state standards: - Professional learning - 4.0 - Availability of materials - 4.0 - Implementing policies or programs to support staff - 3.4 - Other adopted academic standards - 4.2 - Support for teachers or administrators - 4.0 Data Source: Self-Reflection Tool from CDE on a scale of 1 (Exploration and research) - 5(Full implementation and sustainability).

Expected	Actual
19-20 - Professional learning: 3.75 - Availability of materials: 3.75 - Implementing policies or programs to support staff: 3.75 - Other adopted academic standards: 3.75 - Support for teachers or administrators: 3.75 **Baseline** None	
Metric/Indicator Access to CCSS and the ELD as measured through training and support in the following areas: - Teachers hours of training - Principals hours of training aligned to teacher training - Number of schools visited per week for in-person support by English learner Director Source: Training Sign-in Sheets, Director Calendar **19-20** Teachers: 100% of all core content area teachers receive one full day of training Principals: 100% of principals receive four hours of training Schools: Two sites visited per week for in-person support **Baseline** None	During two District designated professional development days, 9/3/19 and 10/11/19, teachers received standards aligned professional development in student-centered learning in Math and use of ELA curriculum and assessments to support student learning. Professional development also occurs throughout the year during occasional early release Wednesday schedule, site based substitute release days, and via Math Discourse Learning Walks. Counselors also attend workshops through the County Office of Education and participate in ongoing collaboration around supporting foster youth. Each school site has a certificated staff member that serves as the English Learner Lead teacher. Through substitute release, the EL Lead attends regular meetings to collaborate and receive information related to high quality instruction for ELs and progress monitoring. EL leads also work with school site administration to relay the learning and information with all staff during staff meetings on at least two dates during the school year.
Metric/Indicator Average Distance from Met on English Language Arts (ELA) Academic Indicator Source: California School Dashboard	Increased 7.4 points above standard met in English Language Arts (ELA) Academic Indicator. Data Source: 18-19 California School Dashboard Results

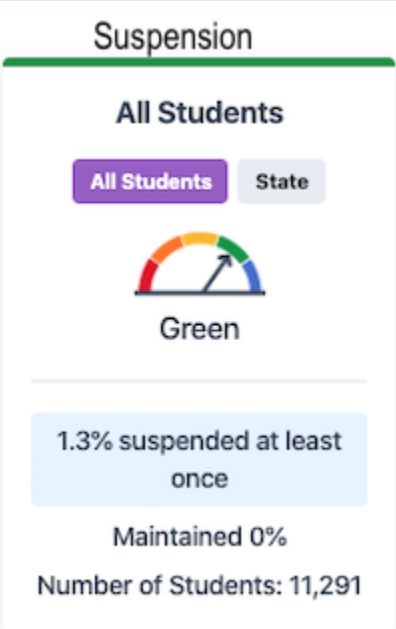| Expected	Actual
19-20 All +4.7 Low Income -8.4 English Learner -24.3 Foster Youth: -30.6 Special Education: -69 Hispanic -2 African American -19.7 **Baseline** All: -2.3 Low Income: -18.4 English Learner: -38 Foster Youth: NA Special Education: -74.9 Hispanic: -12.3 African American: -27.8	**English Language Arts** **All Students** All Students State Green 7.4 points above standard Increased 5.7 Points ⊕ Number of Students: 6,373
Metric/Indicator Average Distance from Met on Mathematics Academic Indicator Source: California School Dashboard **19-20** All -18.7 Low Income -33 English Learner -47.4 Foster Youth -79.2 Special Ed. -91 Hispanic -27.3 African American -54.6	Maintained 0.8 points below standard Met on Mathematics Academic Indicator. Source: 18-19 California School Dashboard Results

Expected	Actual
Baseline All -27.2 Low Income -47.9 English Learner -62.3 Foster Youth NA Special Ed. -102.2 Hispanic -42.9 African American -61.2	**Math** **All Students** [All Students] [State] Yellow 21 points below standard Maintained 0.8 Points Number of Students: 6,371
Metric/Indicator To be determined accountability metric on the California Science Test (CAST) Source: California School Dashboard **19-20** Establish baseline with percentage data that is release in Fall of 2019. **Baseline** None	The baseline of 18-19 California Science Test (CAST) Results 5th Grade - 10% Standard Exceeded, 22% Standard Met, 52% Standard Nearly Met, 14% Standard Not Met 8th Grade - 9% Standard Exceeded, 26% Standard Met, 52% Standard Nearly Met, 13% Standard Not Met Data Source: CDE Online-Reporting System

Expected	Actual
	2018 -2019 5th Grade CAST Results 	Name	Number of Students	Average Scale Score	Percentage in Each
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Menifee Union Elementary	1152	203	14 52 | **2018 - 2019 8th Grade CAST Results** | Name	Number of Students	Average Scale Score	Percentage in
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Menifee Union Elementary	1055	404	13	
Metric/Indicator Percentage of English Learners Making Progress towards English Proficiency Source: California School Dashboard (Excluding reclassified students) **19-20** 80% **Baseline** 61.6%	The Baseline of 18-19 English Language Progress Indicator (ELPI) 42.7% of our English Language Learners are making progress towards English language proficiency. This puts us at a Low-Performance Indicator Source: California School Dashboard (Excluding reclassified students)

Expected	Actual
	English Learner Progress **All Students** State 42.7% making progress towards English language proficiency Number of EL Students: 625 Performance Level Low
Metric/Indicator English learner Reclassification Rate Source: CDE Dataquest **19-20** 20% **Baseline** 12.6%	Increased 1.4% English learner Reclassification 2018 -2019 Redesigned Fluent English Proficient - 21.4% (204 students) Rate Source: CDE DataQuest
Metric/Indicator School Attendance Rate Source: Illuminate Student Information System **19-20** 96.4%	Decreased in School Attendance Rate by 1.18%. Percentage of Positive Attendance – 95.22% District-wide (8.7.19 – 3.13.20) Source: Illuminate Student Information System from August 7, 2019, to March 13, 2020.

Expected	Actual
Baseline 96.0%	
Metric/Indicator Chronic Absenteeism Rate Source: Illuminate Student Information System/California School Dashboard (as of 17-18 - we use DataQuest info or the CA Dashboard when available - based on previous year data) **19-20** All 8.2% Socioeconomically Disadvantaged 10% English Learner 7% Foster Youth 4.9% American Indian 8.6% African American 8.3% Students with Disabilities 13.6% White 8.8% Data Source: 18-19 California School Dashboard **Baseline** All 8.60% Socioeconomically Disadvantaged 9.60% English Learner 7.40% Foster Youth N/A American Indian 17.5% African American 10.7% White 9.30% Data Source: Illuminate	Increased 1.1% in Chronic Absenteeism Rate 18-19 Chronic Absenteeism All Students - 9.7% Socioeconomically Disadvantaged 13.4% English Learner 9.3% Foster Youth 10.7% American Indian 17.5% African American 10.8% Students with Disabilities 14.2% White 9.7% Data Source: 18-19 California School Dashboard **Chronic Absenteeism** **All Students** All Students State Orange 9.7% chronically absent Increased 1.1% Number of Students: 11,007
Metric/Indicator Middle School Dropout Rate	Maintained - Middle School Dropout Rate 2016 -2017 1 Year - Middle School Dropout Rate

Expected	Actual
2015 - 2016 1 Year Middle School Dropout Rate Adjusted 7th-grade and 8th-grade Dropouts - 0.77% Source: CDE Dataquest **19-20** Maintain or decrease **Baseline** 0.12%	Adjusted 7th-grade and 8th-grade Dropouts - 0.75% Source: 16-17 CDE DataQuest
Metric/Indicator Pupil suspension rate Source: California School Dashboard **19-20** All 1.3% Low Income 1.5% English Learner 1% Foster Youth 3% Students with Disabilities 2.7% African American 2.4% Two /More Races 1.5% **Baseline** All 1.9% Low Income 3.1% English Learner 1.4% Foster Youth N/A Students with Disabilities 5.8% African American 3.1% Two /More Races 2.8%	Maintained 0% of Pupil suspension rate Students suspended at least once All 1.3% Socioeconomically Disadvantaged - 1.8% English Learner 0.8% Foster Youth 6.6% Students with Disabilities 3.0% African American 0% Two /More Races 1.8% Source: 18-19 California School Dashboard

Expected	Actual
	Suspension **All Students** [All Students] [State] Green 1.3% suspended at least once Maintained 0% Number of Students: 11,291
Metric/Indicator Pupil expulsion rate Source: CDE Dataquest **19-20** Maintain or Decrease **Baseline** 0%	Maintained .01% Pupil expulsion rate Cumulative Enrollment - 11,303 Unduplicated Count of Students Expelled - 1 Source: 18-19 CDE DataQuest
Metric/Indicator Increase the percentage of students meeting six areas on Physical Fitness Test in the Healthy Zone Source: CDE Physical Fitness Test (PFT) Results **19-20** 5th 51.0%	Decreased in the Percentage of students meeting six areas on the Physical Fitness Test in the Healthy Zone 5th Grade - 33.2% 7th Grade - 33.9% Source: 18-19 CDE DataQuest - Physical Fitness Test (PFT) Results

Expected	Actual
7th 52.6% **Baseline** 5th 45.0% 7th 46.6%	
Metric/Indicator Number of students enrolled in music courses, inclusive of unduplicated pupils and students with exceptional needs (GATE/Special Education) Source: Illuminate Student Information System **19-20** Number of students enrolled in music courses, inclusive of unduplicated pupils and students with exceptional needs (GATE/Special Education) Source: Illuminate Student Information System Total: 1,500 Elementary: 1,000 Middle School: 500 • Unduplicated Pupils: Increase or Maintain • Students with Disabilities: Increase or Maintain **Baseline** Baseline	Number of students enrolled in music courses, inclusive of unduplicated pupils and students with exceptional needs (GATE/Special Education) Source: Illuminate Student Information System Total: Elementary: Middle School: 639

Expected	Actual
Total: 1,085 Elementary: 741 Middle School: 344	
Metric/Indicator Number of students enrolled in AVID Courses, inclusive of unduplicated pupils (Primarily Low Income). Source: Illuminate SIS **19-20** Metric discontinued **Baseline** 615	The number of students enrolled in AVID Courses, inclusive of unduplicated pupils (Primarily Low Income). N/A - Program Discontinued
Metric/Indicator Number of students enrolled in AVID Excel, inclusive of unduplicated pupils (Primarily English Learners). Source: Illuminate SIS **19-20** Metric discontinued **Baseline** 119	The number of students enrolled in AVID Excel, inclusive of unduplicated pupils (Primarily English Learners). N/A - Program discontinued
Metric/Indicator Academic Performance Index **19-20** NA	Academic Performance Index N/A - (API Discontinued)

Expected	Actual
(API Discontinued) **Baseline** NA (API Discontinued)	
Metric/Indicator Percentage of pupils successfully completing entrance requirements to California State University (CSU)/University California (UC). **19-20** NA (K-8 District) **Baseline** NA (K-8 District)	Percentage of pupils successfully completing entrance requirements to California State University (CSU)/University California (UC). NA (K-8 District)
Metric/Indicator Percentage of pupils who have passed an advanced placement (AP) exam with a score of 3 or higher. **19-20** NA (K--8 District) **Baseline** NA (K--8 District)	Percentage of pupils who have passed an advanced placement (AP) exam with a score of 3 or higher. NA (K--8 District)
Metric/Indicator Percentage of pupils participating in the Early Assessment Program (EAP). **19-20** NA (K--8 District) **Baseline** NA (K--8 District)	Percentage of pupils participating in the Early Assessment Program (EAP). NA (K--8 District)

Expected	Actual
Metric/Indicator High School Dropout Rates **19-20** NA (K--8 District) **Baseline** NA (K--8 District)	High School Dropout Rates NA (K--8 District)
Metric/Indicator High School Graduation Rates **19-20** NA (K--8 District) **Baseline** NA (K--8 District)	High School Graduation Rates NA (K--8 District)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

2.01C Maintain Accountability and Assessment Administrator and classified support staff to support efforts to target the educational needs of unduplicated pupils through access to programs, reports, and timely data analysis.	1000-1999, 3000-3999 CE
	2000-2999 CL
	5200 Travel
	2.01C Curriculum & Instruction
	
	  LCFF Supplemental 0021
	$413,517
		2.01C Curriculum & Instruction
		1000-1999
		2000-2999
		3000-3999
		  LCFF Supplemental 0021
		$397,055

2.02C Using differentiation of instruction, provide science simulations for grades two through eight from Explore Learning's Gizmos platform and other science simulations to meet the demands of NGSS.	5000-5999 Software License
	4000-4999 Technology
	2.02C Curriculum and Instruction
	
	  LCFF Supplemental 0021
	$44,743
		2.02C Curriculum and Instruction
		5850
		  LCFF Supplemental 0021
		$30,000

2.03C Maintain a Curriculum and Instruction Coordinator to support literacy in unduplicated pupils through full implementation of state standards.	1000-1999, 3000-3999 CE 2.03C Curriculum & Instruction LCFF Supplemental 0021 $161,695	2.03C Curriculum & Instruction 1000-1999 3000-3999

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		LCFF Supplemental 0021 $161,672

2.04C This action has been discontinued	N/A
	2.04C Curriculum & Instruction
	  N/A $0.00
		2.04C Curriculum & Instruction
		N/A
		  N/A $0.00

2.05C In order to eliminate as many combination grade classes and reduce class size, hire additional elementary school teachers as appropriate and as funding allows.
 	
2.06C Provide teacher staff and site support to focus on implementation of state standards with the integration of universal design and differentiation of instruction, as well as progress monitoring.
	1000-1999, 3000-3999, 5000-5999
	2.05C Business Services
	
	  LCFF Supplemental 0021 $1,408,385
	
	2.06C Curriculum & Instruction
	
	  Curriculum and Instruction LCFF Supplemental 0021 $20,027
		2.05C Business Services
		5710
		  LCFF Supplemental 0021 $1,408,385
		
		2.06C Curriculum & Instruction
		5300
		5200
		  Curriculum and Instruction LCFF Supplemental 0021 $10,815

2.07C Continue to implement Technology strategic plan.
 	
2.08C Continue to equip TK through grade one classrooms with six tablets per classroom, and the 1:1 Chromebook program in grades two through eight.
 	
2.09C Identify and purchase software to support the use of technology for differentiation and intervention to meet the needs of at -risk students.
	N/A
	2.07C Technology Services
	
	  N/A $0.00
	
	4000-4999
	2.08C Technology Services
	
	  LCFF Supplemental 0021 $155,861
	
	5000-5999
	Software Licenses
	2.09C Technology Services
	
	  LCFF Supplemental 0021 $17,147
		2.07C Technology Services
		N/A
		  N/A $0.00
		
		2.08C Technology Services
		4410
		5850
		5800
		  LCFF Supplemental 0021 $161,168
		
		2.09C Technology Services
		5850
		  LCFF Supplemental 0021 $121

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

2.10C Teachers, administrators, and staff continue to attend summer technology conferences to receive updated professional development in technology integration, including Google Summer Summit.
 	
2.11C Continue to provide opportunities for teachers and administrators to receive technology integration certifications, including Leading Edge and Google Certifications.
 	
2.12C Continue to send site staff, including teachers and administrators to the annual CUE (Computer Using Educators) Conference, or other conferences or workshops if access to the annual CUE Conference is unavailable.
 	
2.13C Continue to maintain a Technology Coordinator and Network Engineer to support full implementation of technology resources in classrooms for instruction to support efforts to target the educational needs of unduplicated pupils through increased technology support.
	1000-1999, 3000-3999 CE 2.10C Technology Services
	
	  LCFF Supplemental 0021 $7,280
	
	5000-5999 Consultant 2.11C Technology Services
	
	  LCFF Supplemental 0021 $7,000
	
	1000-1999, 3000-3999 CE ED 5000-5999 Conferences 2.12C Technology Services
	
	  LCFF Supplemental 0021 $16,910
	
	1000-1999, 3000-3999 CE 5000-5999 Conferences 2.13C Technology Services
	
	  LCFF Supplemental 0021 $279,151
		2.10C Technology Services 5200
		  LCFF Supplemental 0021 $5,730
		
		2.11C Technology Services 5800
		  LCFF Supplemental 0021 $0.00
		
		2.12C Technology Services 5200
		  LCFF Supplemental 0021 $6,084
		
		2.13C Technology Services 1000-1999 2000-2999 3000-3999
		  LCFF Supplemental 0021 $166,767
		
		2.13C Technology Services 1000-1999 2000-2999 3000-3999
		  LCFF Supplemental 0021 $128,963

2.14C Continue to increase Community Liaison's face-to-face contact with parents at school sites by continuing to provide and support parent involvement and training opportunities via phone calls, workshops, personal meetings and/or site meetings.	2000-2999, 3000-3999 CL 2.14C Pupil Personnel Services
	
	  Title I 3010 $33,816
	
	2000-2999, 3000-3999 CL 2.14C Pupil Personnel Services
	  LCFF Supplemental 0021 $33,816
		2.14C Pupil Personnel Services 2400
		  Title I 3010 $33,681
		
		2.14C Pupil Personnel Services 2400
		  LCFF Supplemental 0021 $33,681

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.15C Continue to utilize/analyze Riverside County student tracker system to conduct longitudinal analysis of district students completing high school and entering and graduating from college.	N/A 2.15C Curriculum and Instruction N/A $0.00	2.15C Curriculum and Instruction N/A N/A $0.00

2.16C Improve school site capacity to track and respond to attendance trends principally directed to unduplicated pupils.
 	
2.17C Collaboratively work at sites to analyze attendance data, build tiered systems of response and increase parental communication with regard to attendance.
	N/A
	2.16C Pupil Personnel Services
	
	N/A $0.00
	
	5000-5999
	Software License
	2.17C Pupil Personnel Services
	
	  LCFF Supplemental 0021
	$53,000
		2.16C Pupil Personnel Services
		N/A
		  N/A $0.00
		
		2.17C Pupil Personnel Services
		5800
		  LCFF Supplemental 0021
		$53,000

2.18C Continue to monitor attendance to prevent dropouts.	N/A 2.18C Pupil Personnel Services N/A $0.00	2.18C Pupil Personnel Services N/A N/A $0.00
2.19C Continue to build effective MTSS systems by providing supplemental resources, teacher release time, and consultant support. 2.20C Continue to provide 2-3 release days for school sites to continue their work on school culture .	N/A 2.19C Pupil Personnel Services N/A $0.00 N/A 2.20C Pupil Personnel Services N/A $0.00	2.19C Pupil Personnel Services N/A $0.00 2.20C Pupil Personnel Services N/A N/A $0.00

2.21C Continue to administer school surveys related to school climate/culture while working collaboratively with sites to analyze the data provided to develop a plan to address findings.
 	
2.22C Continue to implement a social skills system for Tier I and Tier II, and Tier III interventions.
	5000-5999 Contract
	2.21C Pupil Personnel Services
	
	  LCFF Supplemental 0021 $4,000
	
	N/A
	2.22C Pupil Personnel Services
	
	N/A $0.00
		2.21C Pupil Personnel Services
		5800
		  LCFF Supplemental 0021 $4,000
		
		2.22C Pupil Personnel Services
		N/A
		  N/A $0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.23C Provide transportation services to special education and homeless students as funding provides.	2000-2999, 3000-3999, 4000-4999, 5000-5999 Bus Services for Sped/Homeless 2.23C Business Services Transportation 0704 $1,450,640	2.23C Business Services 2000-2999 3000-3999 4000-4999 5000-5999 Transportation 0704 $1,794,715
2.24C Continue to implement universal screening tools and intervention programs Kindergarten through grade 8, to help close the achievement gap in English language arts (ELA). 2.25C Continue to provide Dreambox , a transitional kindergarten through grade eight intervention program, and other supplemental math programs, as needed.	N/A 2.24C Curriculum & Instruction N/A $0.00 5000-5999 Software Licenses 2.25C Curriculum & Instruction LCFF Supplemental 0021 $80,338	2.24C Curriculum & Instruction N/A N/A $0.00 2.25C Curriculum & Instruction 5000-5999 Block Grant 7510 $78,000 2.25C Curriculum & Instruction 5000-5999 LCFF Supplemental 0021 $2,338
2.26C Continue to hire intervention specialists to support student learning and intervention at school sites.	1000-1999, 3000-3999 CE 2.26C Categorical Title I 3010 $128,290	2.26C Categorical 1200 Title I 3010 $880,097
2.27C Maintain staffing of College and Career Ready tutors. 2.28C Continue to utilize available resources and workshops at Riverside County Office of Education (RCOE) as related to College and Career Readiness. 2.29C Train College and Career Ready Coordinators in College and Career Ready strategies and concepts. 2.30C Continue to provide one professional learning community (PLC) day for College and Career Ready teachers in the district.	2000-2999, 3000-3999 CL 2.27C Curriculum & Instruction LCFF Supplemental 0021 $44,530 N/A 2.28C Curriculum & Instruction N/A $0.00 N/A 2.29C Curriculum & Instruction N/A $0.00	2.27C Curriculum & Instruction 2000-2999 3000-3999 LCFF Supplemental 0021 $22,639 2.27C Categorical 2000-2999 3000-3999 N/A $9,136 2.28C Curriculum & Instruction N/A N/A $0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

2.31C This action was discontinued.	1000-1999, 3000-3999 CE Subs
	2.30C Curriculum & Instruction
	
	  N/A $0.00
	
	N/A
	2.31C Curriculum & Instruction
	
	  N/A $0.00
		2.29C Curriculum & Instruction
		N/A
		  N/A $0.00
		
		2.30C Curriculum & Instruction
		N/A
		  N/A $0.00
		
		2.31C Curriculum & Instruction
		N/A
		  N/A $0.00

2.32C This action was discontinued and professional development for the ELD standards and integration into core content will be included in other actions.
 	
2.33C Continue to provide district-supported EL intervention assistance throughout the school year.
 	
2.34C Discontinued action because it was combined with action 2.27.
	N/A
	2.32C Categorical
	
	  N/A $0.00
	
	N/A
	2.33C Categorical
	
	  N/A $0.00
	
	N/A
	2.34C Categorical
	
	  N/A $0.00
		2.32C Categorical
		N/A
		  N/A $0.00
		
		2.33C Categorical
		1000-1999
		3000-3999
		5850
		  Title III- LEP 4203 $4,054
		2.34C Categorical
		N/A
		  N/A $0.00

2.35C Support College and Career Readiness at all middle schools.
 	
2.36C Action was moved and discontinued in 2017-18
 	
2.37C Continue to provide online Learning A-Z and Raz Kids programs, (transitional kindergarten through grade five) for students to practice reading fluency at home.
 	
2.38C Continue to monitor progress of re-designated students.
	5000-5999 Contract
	2.35C Categorical
	
	  LCFF 0000 $2,589
	
	N/A
	2.36C Categorical
	
	  N/A $0.00
		2.35C Categorical
		N/A
		  LCFF Supplemental 0021 $0.00
		
		2.36C Categorical
		N/A
		  N/A $0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.39C This action was discontinued as other programs were identified and structures are in place to support ELD.	5000-5999 Software Licenses 2.37C Curriculum & Instruction LCFF Supplemental 0021 $74,653 N/A 2.38C Categorical N/A $0.00 N/A 2.39C Categorical N/A $0.00	2.37C Curriculum & Instruction 5850 Block Grant 7510 $74,652 2.38C Categorical N/A N/A $0.00 2.39C Categorical N/A N/A $0.00
2.40C In collaboration with the District African American Parent Advisory Committee (DAAPAC), continue to identify, research, and implement best practices to meaningfully engage all staff regarding the needs of African American students, foster youth, and low income and their families in order to close the achievement gap.	N/A 2.40C Curriculum & Instruction N/A $0.00	2.40C Curriculum & Instruction 5726 LCFF Supplemental 0021 $84

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LCAP allocated budget and actions for goal two of the 2017-2020 LCAP principally directed at staffing and professional development. With school closures in March of 2020 impacted these planned actions and services, the focus of professional development and the responsibilities of staff shifted to support students in distance learning.

Teacher and administrator professional development in the use of instructional technology adapted to online learning platforms and strategies. Staff roles also shifted to include outreach to families, ensuring regular engagement and connectivity, distribution of materials and supplies such as academic enrichment packets, and preparing to continue to support into distance learning. Along with the shifting of roles and responsibilities, ongoing collaboration with the community and staff were required to understand the needs of all stakeholders and plan to support the capacity for effectiveness.

The prolonged uncertainty about school closures and in particular services for students in special education during school closures greatly hindered our ability to plan for the implementation of measures to ensure adequate support for all student groups. As it

became clear however that distance learning would continue through the conclusion of the 2019-20 school year, our district amplified its commitment to continued professional development for all educators in the use of instructional technology and strategies to provide access, appropriate support, and engagement strategies for all learners.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Menifee Union School District's Efforts during the 2019-2020 school year to effectively maximize learning for all students, staff, and parents in order to prepare students for college and career in the 21st century resulted in many successful outcomes. District self-reflection tool results for State Standards demonstrated improvement in all areas.

The MUSD LCAP Goal 2 addresses state Priority 2, Implementation of State Academic Standards. Within the actions and metrics for this priority to provide all students standards based instruction and achievement, there is an emphasis on supports and outcomes for those who traditionally experience inequitable outcomes such as students experiencing poverty or homelessness, Foster youth, students who have experienced trauma, students with disabilities, and English learners. This was demonstrated in the district provided professional development and resource allocation in 2019-20 and resulted in 100% of all core content area teachers receiving one full day of standards-aligned training with an emphasis on strategies for access and differentiation for students with disabilities, English Learners, and trauma informed instructional practices. During two District designated professional development days, 9/3/19 and 10/11/19, teachers received standards aligned professional development in student-centered learning in Math and use of ELA curriculum and assessments to support student learning. Professional development also occurred throughout the year during occasional early release Wednesday schedule, site based substitute release days, and via Math Discourse Learning Walks. Counselors also attend workshops through the County Office of Education and participate in ongoing collaboration around supporting foster youth. 100% of principals received four or more hours of training in student centered learning, strategies to support Math discourse, and classroom cultures for collaboration, strategies that are beneficial for all students but principally directed to support students with disabilities, English Learners, and students who typically demonstrate lower achievement including but not limited to Foster youth, students experiencing homelessness and/or poverty.

While providing this professional development in ELD was beneficial, our school district English Learner profile, only 7% EL, s a unique challenge in that numbers of ELs are in many cases between 0-3 at a grade level. With this generally small population, all teachers do not experience fluid practice in implementing supports for English Learners.

With the coordinated efforts of Educational Services department personnel in collaboration with district teachers and administration, District assessment and teaching practices were improved. Through ongoing professional development and collaboration, the use of student data to inform instruction and intervention needs of students with the support of site Intervention Facilitators and appropriate instructional materials, resulted in improved practices for identifying student learning needs and use of instructional materials to target improvements in learning. District assessment data collected prior to school closures suggested that all students were on target to make gains in CAASPP academic achievement. When the pandemic interrupted our school year and removed the opportunity to participate in state testing, we were unable to measure the impact of our professional development and continuous Improvement

efforts on student outcomes for all students and prioritized student groups across Mathematics, English Language Arts, Science/NGSS, English language proficiency, and Physical Fitness Testing.

MUSD LCAP Goals related to student attendance and chronic absenteeism for 2019-20 school year could not be measured as the impact on school closures and health implications associated with the COVID 19 pandemic greatly impacted student attendance. Following school closures, student participation in Distance Learning provided our district early experience with monitoring student participation and engagement in online learning. From the period of April 2020 through the end of the school year, school staff reached out to students who were not participating in online learning, provided devices and/or resources to support connectivity, and maintained contact to account for student safety and participation. Over 95% of MUSD pupils were participating in some form of distance learning and over 99% of MUSD students could be confirmed as reachable.

MUSD LCAP Goal 2 metrics and actions related to State Priority 5, Pupil Engagement, are primarily measured through academic achievement, attendance, and suspension data reported via the California Accountability Dashboard. In accordance with Senate Bill 98, the California Accountability Dashboard Data could not be published for 2020. Data collected through the California Healthy Kids Survey (CHKS) in areas of student perception of Feeling Safe at School, School Connectedness, and Meaningful Participation provide our district with actionable information to improve outcomes in pupil suspension, absenteeism, and academic achievement.

"Feelings of school safety and connectedness." in 2019-20. Results for all students demonstrated a minor decrease in the percent of student respondents who indicated that they feel safe or very safe at school in both 5th and 7th grade. 5th grade students' response to "feel safe at school" decreased 1% to 81%. 7th grade 2019-20 CA Healthy Kids Survey results for "School perceived as very safe or safe" decreased 8% to 52%. Responses of Hispanic students or students identified as two or more races demonstrated a larger decrease than most student groups or all students ranging from 9% (Two or more races) to 7% (Hispanic).

2019-20 CA Healthy Kids Survey results for all students demonstrated a minor increase at the 5th grade and a moderate decrease at the 7th grade in School Connectedness. 5th grade student response to school connectedness scale questions increased from 72% to 73% in 2019/20. 7th grade student response to school connectedness scale questions decreased from 59% to 54% .

The 2019-20 Student survey and engagement data collected through pupil attendance and engagement and thorough California Healthy Kids Survey provided student perception data related to school engagement and support. While student perception data in the area of meaningful participation showed a minor increase, 5th grade results showed that only 42% of 5th grade students and 33% of 7th grade students perceive school as providing meaningful participation.

While the California Accountability Dashboard Suspension indicator was not available to monitor growth in suspensions, suspension data collected by the federal government in accordance with the Individuals with Disabilities Education Act (IDEA) from the 2019-20 school year continued to demonstrate a disproportionate number of suspensions for African American students leading to the identification of our district as significantly disproportionate in the area of suspensions. While this finding was specific to disproportionality for African American students with disabilities, the process to identify the underlying cause and related factors,

demonstrates that MUSD was not on target to meet LCAP goals in the area of suspension and the need for continued improvements in supports for social emotional well-being and alternatives to suspensions.

The actions under goal two of the 2017-2020 LCAP plan are closely tied to pupil learning outcomes and addressing the underlying mental wellness, positive climate and culture, and relationship foundations needed to improve learning opportunities for all students.

Included in this framework is the capacity to support the coordinated roles of the school counselors that was made possible by the LCAP action for providing the counselor at every Elementary School and more than one at every Middle School. Embedded throughout actions connected to this goal are an emphasis on trauma-informed and restorative practices, integrated supports and learning environments for all students. The professional development and alignment of values and systems in our district have contributed to improved support for students with chronic absenteeism, behavioral and academic concerns, behavioral intervention systems, and support for families.

2019-20 CA Healthy Kids Survey results for all students demonstrated a minor decrease in the percent of student respondents who indicated that they feel safe or very safe at school in both 5th and 7th grade. 5th grade student response to "feel safe at school' decreased 1% to 81%. 7th grade 2019-20 CA Healthy Kids Survey results for "School perceived as very safe or safe" decreased 8% to 52%. Responses of Hispanic students or students identified as two or more races demonstrated a larger decrease than most student groups or all students ranging from 9% (Two or more races) to 7%, (Hispanic).

School closures and the transition to full online learning in March of 2019-20 resulted in a shift in the needed professional development for teachers and staff to ensure they were familiar with technology. It also disrupted our ability to implement actions related to social emotional well being, RtI and goal setting. Teachers struggled to provide differentiation in instruction and targeted to meet the needs of students in the period of March through June.

Access to students and families via virtual meetings during this period had not developed into effective systems. Assessing student progress and providing timely response through supports or intervention were challenged. Providing designated ELD to English Learners as well as other needed supports for any student to access the curriculum was a new and difficult challenge for many teachers during this period.

Goal 3

The Menifee Union School District will engage and involve parents and stakeholders in the educational process of our students and by doing so, will increase levels of trust within the community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of students with at least one parent with an email address and signed up for the Illuminate Parent Portal. Data Source: Illuminate SIS **19-20** 99% **Baseline** 33.1%	Maintained 99% of students with at least one parent with an email address and signed up for the Illuminate Parent Portal. Data Source: Illuminate SIS
Metric/Indicator Number of parents responding to annual district surveys. Data Source: Thought Exchange **19-20** Metric discontinued **Baseline** 1135 (LCAP Survey)	The number of participants responding to annual district surveys DAAPAC 245 - LCAP Parents and Community Members 209 - LCAP MUSD Staff Due to the COVID-19 School Closure, the number of respondents was impacted Data Source - 2020 LCAP Survey

Expected	Actual
Metric/Indicator Percentage of parents district-wide with positive perceptions regarding input into school and district decision-making. Data Source: LCAP Survey **19-20** Metric discontinued **Baseline** 69.3% (LCAP Survey)	Percentage of parents/community members who believe that MUSD is committed to improving achievement and outcomes for all students. 38% Strongly Agree 41.6% Agree 13.1% Neutral 6.9% Disagree .04% Strongly Disagree Data Source: 2020 LCAP Survey
Metric/Indicator Percentage of parents district-wide with positive perceptions regarding promotion of parent participation. Data Source: LCAP Survey **19-20** Metric discontinued **Baseline** 69.3%	Percentage of parents/community members who believe that they are provided with opportunities to participate in two-way communication with schools and the district. 33.5% Strongly Agree 38.8% Agree 15.1% Neutral 8.2% Disagree 2.4% Strongly Disagree Data Source: 2020 LCAP Survey
Metric/Indicator Number of stakeholders engaging in annual Thought Exchange stakeholder input system. Data Source: Thought Exchange Survey **19-20** Total: 1600 Parent/Guardian: 1300 Staff: 300	Discontinued

Expected	Actual
Baseline NA	
Metric/Indicator The number of contacts provided specifically on topics relevant to students with disabilities: Phone calls through an automated system. Flyers sent with students. Workshops posted on school/district website District Facebook posts **19-20** 4 meetings with Special Education Parent Advisory Committee (SEPAC) 3 or more parent workshops **Baseline** Baseline is in 2017-18	3 meetings with Special Education Parent Advisory Committee (SEPAC)
Metric/Indicator The number of contact provided specifically on topics relevant to unduplicated pupils: Phone calls through an automated system. Flyers sent with students. Workshops posted on school/district website District Facebook posts **19-20** Increase phone calls through automated system, flyers sent, workshops posted on school/district website- **Baseline** Baseline is in 2017-18	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

3.01C Provide district wide parent education/training on state standards and on the new curriculum to support academic achievement of students in all core academic areas.
 	
3.02C Continue to provide a variety of formats, including meetings and electronic resources such as Thought Exchange program, to gather and report parent/stakeholder input.
 	
3.03C Utilize Open.Gov program as a resource to increase transparency for budget related expenditures with all stakeholders.
	4000-4999 Materials and Supplies
	5000-5999 Consultants, Travel, Postage
	3.01C Categorical
	 2000-2999, 3000-3999 -
	Classified ED/Subs/Salaries LCFF Supplemental 0021 $15,619
	
	5000-5999 Software License
	3.02C Superintendent's Office
	
	  LCFF Supplemental 0021
	$26,205
	
	5000-5999 Software License
	3.03C Business Services
	
	  LCFF Supplemental 0021
	$20,376
		3.01C Categorical LCFF Supplemental 0021 $0.00
		
		3.02C Superintendent's Office 5850
		  LCFF Supplemental 0021 $26,205
		
		3.03C Business Services 5850
		  LCFF Supplemental 0021 $20,376

3.04C Continue to provide technology training opportunities for parents to assist them in using digital tools to support student learning.
 	
3.05C Action is discontinued.
	N/A
	3.04C Technology Services
	
	  N/A $0.00
	
	N/A
	3.05C Curriculum & Instruction
	
	  N/A $0.00
		3.04C Technology Services N/A
		  N/A $0.00
		
		3.05C Curriculum & Instruction N/A
		  N/A $0.00

3.06C Continue to offer English as a Second Language (ESL) courses in partnership with Mount San Jacinto Junior College to be held at the Parent Engagement Center and at Quail Valley Elementary. Parent involvement programs will be coordinated with Educational Services to promote parent's ability to understand and support higher levels of student achievement for English learner (EL) students, in accordance with the district implementation plan.	N/A
	3.06C Categorical
	
	  N/A $0.00
	
	1000-1999, 3000-3999 CE
	4000-4999 Supplies
	3.07C Curriculum & Instruction
		3.06C Categorical
		4300
		  LCFF Supplemental 0021 $79
		
		3.07C Curriculum & Instruction
		1000-1999
		3000-3999
		4300
		  LCFF Supplemental 0021 $1,267

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.07C Provide opportunities for parent training and involvement through the science, technology, engineering and mathematics (STEM) Expo at district level. Workshops on the importance of literacy standards as connected to STEM will be offered to parents.	LCFF Supplemental 0021 $10,315	
3.08C Continue to provide support for parents with career/college readiness activities. 3.09C Continue to invite parents to attend college visits with their children.	N/A 3.08B Curriculum & Instruction N/A $0.00 N/A 3.09C Curriculum & Instruction N/A $0.00	3.08C Curriculum & Instruction N/A N/A $0.00 3.09C Curriculum & Instruction N/A N/A $0.00
3.10C Hire counseling staff to facilitate and support Tier I, Tier II, and Tier III via a Multi-Tiered Support Structure (MTSS).	1000-1999, 3000-3999 Certificated 4000-4999 Supplies 3.10C Pupil Personnel Services LCFF Supplemental 0021 $820,762	3.10C Pupil Personnel Services 1000-1999 LCFF Supplemental 0021 $567,836
3.11C Continue to increase Community Liaison's face-to-face contact with parents by providing support through parent involvement and training opportunities via phone calls, workshops, personal meetings and/or site meetings. 3.12C Teachers on Special Assignment (TOSA's) were discontinued. Intervention Specialists were added. Please see 2.26 and 2.04.	2000-2999, 3000-3999 CL 3.11C Categorical Title I 3010 $67,034 N/A 3.12C Categorical N/A $0.00	3.11C Categorical 2400 Title I 3010 $67,257 3.12C Categorical N/A N/A $0.00
3.13C Continue to maintain a Director that supports the English Learner Services program. (100% LCFF Supplemental)	1000-1999, 3000-3999 CE 3.13C Categorical	3.13C Categorical 1300

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.14C Continue to maintain Secretary II for English Learner Services Director and translation services for English Learner families. 3.15C Continue to provide supplemental support to English Language Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) members. 3.16C Continue to have staff attend Family Involvement Network (FIN) meetings at Riverside County Office of Education (RCOE).	LCFF Supplemental 0021 $189,997 2000-2999, 3000-3999 CL 3.14C Categorical LCFF Supplemental 0021 $56,248 2000-2999, 3000-3999 CL 3.14C Categorical Title I 3010 $31,463 N/A 3.15C Categorical N/A $0.00 5000-5999 Travel Reimburse 4000-4999 Supplies 3.16C Categorical LCFF Supplemental 0021 $2,500	LCFF Supplemental 0021 $151,633 3.14C Categorical 2400 LCFF Supplemental 0021 $31,341 3.14C Categorical 2400 Title I 3010 31,341 3.14C Categorical 2400 LCFF Supplemental 0021 $23,365 3.15C Categorical N/A N/A $0.00 3.16C Categorical 5200 LCFF Supplemental 0021 $848
3.17C Provide academic and behavior support in order to decrease the adverse effects of school mobility. 3.18C Continue to meet collaboratively with foster families to discuss best ways to support foster students at school.	N/A 3.17C Pupil Personnel Services N/A $0.00 N/A 3.18C Pupil Personnel Services N/A $0.00	3.17C Pupil Personnel Services N/A N/A $0.00 3.18C Pupil Personnel Services N/A N/A $0.00
3.19C Continue Community Collaborative meetings with other districts, business partners and community agencies to support district student needs.	3.19C Pupil Personnel Services 5000-5999 - Travel &	3.19C Pupil Personnel Services 5200 4300 5925

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Conferences LCFF Supplemental 0021 $5,410	5210 LCFF Supplemental 0021 $4,154
3.20C Provide district wide parent/stakeholder meetings for on--going monitoring of the LCAP process. Participants will include representatives from the community, school administration, and parents of low income, English learner, foster youth, African American, and special education students.	3.20C Curriculum & Instruction 4000-4999 - Materials & Supplies LCFF Supplemental 0021 $100	3.20C Curriculum & Instruction 5726 LCFF Supplemental 0021 $808
3.21C Continue to maintain special education department link on district website for parent and staff information.	N/A 3.21C Special Education Services N/A $0.00	3.21C Special Education Services N/A N/A $0.00
3.22C Continue to provide communication and services for Hispanic families in our district taking on projects such as the 'Latino Family Literacy,' and 'Hispanic Awareness Activities.'	N/A 3.22C Categorical N/A $0.00	3.22C Categorical N/A N/A $0.00
3.23C Continue to increase and improve parent/guardian communication and support concerning the progress of Re-Designated Fluent English Proficient Students (RFEP).	N/A 3.23C Categorical N/A $0.00	3.23C Categorical N/A N/A $0.00
3.24C Utilize "English learner (EL) Lead Teacher" to help monitor English learner (EL) progress and Re-designated Fully English Proficient (RFEP) student progress up to 20 hours per year.	3.24C Categorical 1000-1999, 3000-3999 - Certificated ED/Subs/Salaries Title II 4035 $14,173	3.24C Categorical 1120 1131 Title II 4035 $7,492
3.25C Continue to engage parents of young children in parent education and enrichment activities, with a focus on literacy, math, social-emotional development, and students with specific disabilities.	N/A 3.25C Preschool Services N/A $0.00	3.25C Preschool Services N/A N/A $0.00
3.26C Provide parent education for African American, English learner, foster youth, and low income parents that focuses on preparing African American students for college and career readiness.	3.26C Categorical 4000-4999 - Materials & Supplies LCFF Supplemental 0021 $16,148	3.26C Categorical N/A LCFF Supplemental 0021 $0.00
3.27C Continue to implement the District's Comprehensive School Safety Initiative. Continue the programs, policies, and practices that improve school safety and climate, focus on school environment, for students and schools.	4000-4999 Supplies 5000-5999 Mileage 3.27C Business Services	3.27C Business Services 1000-1999 2000-2999 3000-3999

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999, 3000-3999 - Classified ED/Subs/Salaries LCFF Supplemental 0021 $333,513	4000-4999 5000-5999 LCFF Supplemental 0021 $333,513

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Following the school closures in March of 2020, planned activities for parent engagement and education as family engagement activities at school sites and learning trips were halted in response to heath and safety guidance issued by County Heath officials. Our efforts and resources shifted to providing communication with staff and community, professional development and resources to assist all constituents to engage in full distance learning through the duration of the 19-20. Uncertainty surrounding re-opening of schools resulted in the development of preliminary plans for a return to school. Ongoing stakeholder communication about potential options for return to school and sharing of resources with community on how to best support student sin online learning students in distance learning inclusive of learning new technology and online strategies as well as recommendations for home practice and learning routines became priority focus of stakeholder engagement.

Numerous task force meetings occurred involving staff and parents which also provided input from the community on district priorities. In response to parent interest in continuing full time distance learning in the 2021-22 school year, staff and community were invited to join the Menifee Union School District Virtual Academy Task Force to plan for the learner profile and Vision for the new school. The MUSD Model Google Classroom lesson recommendation task force contributed start up lesson templates and models for all teachers. With a pivot from school closures to full distance learning, a wide array of teacher professional development offerings were developed to provide teachers support for a change in practice.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our LCAP goal to engage and involve parents and stakeholders in the educational process of our students to increase levels of trust within the community had been supported through the 2019-20 school year .

Staff and community members had the opportunity to participate in the Menifee Union School District vision and Mission setting workshops Feb through April of 2020.   These ongoing meetings supported stakeholder engagement to develop our district vision and mission in response to the shared aspirations and goals of our community. Parent participation in DELAC and PAC had been consistent between August and March. The MUSD DAAPAC had established bylaws, officers, and identified staff representatives

from each of our fourteen school.   DAAPAC meetings occurred monthly once the bylaws had been established and the average attendance increased with every meeting.

Parents and community were provided structured opportunities to reflect on District data and provide feedback regarding the LCAP priorities through school site meetings such as English Learner Advisory Committee (ELAC), Parent Teacher Association or Organization (PTA/O), or other such as Coffee with the Principal, February through early March of 2020.

School closures in March of 2020 through the conclusion of the 2019-20 school year, hindered our ability to implement actions in goal 3. Parent workshops and meetings had not yet transitioned smoothly into online attendance. Adult ESL classes, Grandparents Raising Grandchildren support group, and Similarly, parents also needed training in the array of technical tools needed for students to engage in full online learning as well as the routines to support full home based learning. Parent meetings to support improved attendance or provide needed resources also came to a halt with school closures. Meetings to check in on Foster youth or other student groups took on a new challenge. When needed, school administration and counselors increased outreach y phone or even home visit to ensure the safety of students who were not checking in to online learning.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. To be used for small group support or tutoring in addition to general interaction.	$34,197	$22,529	No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	$1,000	$9,056.65	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$36, 592	$175,659.29	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	$19,332	$33,278.78	No
Custodians/Plant Managers: Additional staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	$9,297	$9,800	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
HVAC filters: Sites will replace HVAC filters 4 times per year as recommended.	N/A	$162,690.54	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk. To be used for small group support or tutoring for English Learners, students experiencing poverty and/or homelessness, and Foster youth, in addition to general interaction.	$19,167	$145,994.91	No
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	$157, 500	$150,378.78	No
Hand Sanitizing Stations: Additional hand sanitizing stations for locations where sink access is insufficient.	$18,805	$87,579.50	No
Services/Support for English Learners; Training and coaching for teachers of English Learner clusters and school site principals	$38,000	$66,907.56	Yes
Services/Support for Foster youth, students experiencing homelessness or poverty; additional hours for teachers and support staff to provide tutoring and intervention and/or engagement	$56,000	$5,320.83	Yes
In-home Tutoring Services for students with moderate to severe special education supports	$10,000	$20,160.90	No
Contracted psycho-educational services to provide in-person special education assessments	$342,000	$282,494.56	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Action 1 - Budgeted Funds for PPE are $34,197 vs Estimated Actual Expenditures of $22,529; Unexpected length of Distance learning resulted in decreased need for PPE

Action 2 - Budgeted Funds for Health Materials are $1,000 vs Estimated Actual Expenditures of $9,056.65; Safety protocols and school safety plans for return to in-person resulted in increase in health materials.

Action 3 - Budgeted Funds for Disinfecting Materials are $36,592 vs Estimated Actual Expenditures of $175,659.29; Safety protocols and school safety plans for return to in-person resulted in increase.

Action 4 - Budgeted Funds for Signage, Posters and Floor Decals are $19,332 vs Estimated Actual Expenditures of $33,278.78; Safety protocols and school safety plans for return to in-person resulted in increase.

Action 5 - Budgeted Funds for Custodians/Plant Managers are $9,297 vs Estimated Actual Expenditures of $0 ; not a substantive difference.

Action 6 - Budgets Funds for HVAC Filters are N/A vs Estimated Actual Expenditures of $162,690.54;unanticipated safety protocols related to HVAC recommendations

Action 7 - Budgeted Funds for Safety Barriers are $19,167 vs Estimated Actual Expenditures of $145,994.91; Safety protocols and school safety plans for return to in-person resulted in increased volume, time, use , and scope of accommodations to support distancing

Action 8 - Budgeted Funds for Individual Supplies are $157,500 vs Estimated Actual Expenditures of $150,378.78; not a substantive difference.

Action 9 - Budgeted Funds for Hand Sanitizing Stations are $18,805 vs Estimated Actual Expenditures of $87,579.50; Safety protocols and school safety plans for return to in-person resulted in increased volume and time of use of Hand Sanitizing Stations

Action 10 - Budgeted Funds for Services/Support for English Learners are $38,000 vs Estimated Actual Expenditures of $66,907.56; Increased amount of professional development for teachers to support educational engagement of English Learners in response to assessment outcomes of ELs

Action 11 - Budgeted Funds for Services/Support for Foster Youth/Homeless/Poverty are $56,000 vs Estimated Actual Expenditures of $5,320.83; Estimated costs for Foster transportation decreased due to long-term full online learning

Action 12 - Budgeted Funds for In Home for Mod Severe SpEd are $10,000 vs Estimated Actual Expenditures of $20,160.90 ; Unexpected length of Distance learning resulted in increased need for in-home educational services to mitigate learning loss

Action 13 - Budgeted Funds for Contracted Services SpEd are $342,000 vs Estimated Actual Expenditures of $282,494.56; Unexpected length of Distance learning resulted in increased need for in-home educational services to mitigate learning loss. This action is also contained in Distance Learning Program section.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The Path to Re-opening Menifee Union School District to in person instruction has been a recurring Board of Trustees agenda item since March of 2019 and through the 2000s- 2021 school here. As the school year reached the end of the third quarter, the path continues to be full of challenging obstacles to returning our students to in-person instruction. The journey on this path, however unpredictable, has resulted in a number of successes.

Through our efforts to support our community and understand the needs and experiences of all stakeholders through the pandemic and school closures, we have experienced improved two way communication, collaboration with our employee group organizations, and empathy.

In November 2020, small cohorts of moderate to severe special education students returned to classrooms for in-person learning. Collaboration with parents and employee groups as well as County Health officials to ensure clear understanding and successful implementation of measures to ensure the safety for all students resulted in these most vulnerable students' ability to return to the classroom learning environment. While increases in positive cases in our district and County in December resulted In a temporary return to distance learning or closing of our in person small group special education classes, the lessons we learned in procedures for safety provided a course for the return of the moderate to severe special education students as well as the mild-to-moderate special education students when the case rate decreased in March of 2021. These lessons learned through the return of moderate-to-severe special education cohorts also created a path for small groups of unduplicated high needs students in grades transitional kindergarten through second grade To return to in person learning pods in April of 2021.

As the case rate continued to decrease, our district continued to explore the feasibility of returning all students in grades transitional kindergarten through second grade to small group hybrid schedule in-person schooling. Our collaboration with community and staff to explore the safety and instructional measures for the potential of a hybrid schedule continued to inform our Board of Trustees and community that every precaution and consideration had been attended to resulting in improved understanding and communication in our District. As we approached the opportunity for approved plan for in-person instruction, nearly 40% of our families chose to return To in-person school with safety precautions on a hybrid schedule.

Finally, during the week of March 29, 2021, Kindergarten, First grade, and 6th grade students had the first opportunity to return to school in advance of the upper elementary and middle school grades for a "soft start." This provided these students the opportunity to visit the school for the first time and provide schools an opportunity to prepare for the return of the remaining grade levels the following school week, April 12th, following spring break.

A major priority of families and teachers was to keep students with the teacher whom they have had for most of the school year regardless of whether students chose to remain in full online learning or to return to in-person learning. This led to a new challenge, providing simultaneous in-person and online learning. With the implementation of technology tools and some teacher training, the new challenge was met and students and staff were able to develop a new normal.
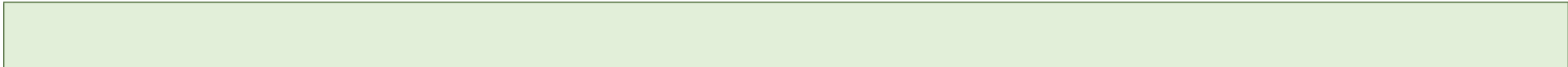
Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide Devices to Students and staff for distance learning: Chromebooks will be made available for all students who need a device to access distance learning at home. Kajeet wifi hotspot devices will be made available to all homes that do not have internet. Headsets with microphones will provided for early English Learners. Teacher Chromebooks, webcams,and document cameras will be provided to staff as needed to replace outdated devices.	$1,123, 705	$2,483,797.88	No
Additional Technology for Students with Disabilities	$22,000	$727,388.86	No
RCOE Led Teacher and Administrator professional development in designated/integrated English Language Development (ELD), newcomer programs. Within the distance learning model, support site staff in effectively delivering designated and integrated ELD in a virtual context, including use of targeted instruction. Collaborate with Curriculum and Instruction team to implement ELD standards and the ELA/ELD framework.	$38,000	$25,375.00	Yes
Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs.	$34,437	$34,437	Yes
English Learner Support: Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs.	$260,733	$109,130.41	Yes
Technology for the delivery of special education services or psycho educational assessments	$7,074	$144,037.25	No
Counselors: Maintain staffing and supports to provide Second Step Social Emotional Curriculum and core and supplemental counseling services to students. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes,	$1,874,164	$36,148.71	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
particularly as staff may need to be redeployed to address health concerns and students may have different proportions of in-person learning.			
Educational Services Department: Maintain existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective use of district's scope and sequence documents, integration of SEL practices, use of learning management system, and implementation of targeted small group and individual sessions.	$1,702,420	$284,695.56	No
Collaboration Time: Continue weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessment and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID19.	N/A	N/A	No
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	$6,013,355	$52,780.32	No
Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	$34,437	$34,437	Yes
Lead Counselor: Support all school counselors, site engagement and site academic and intervention teams, administration and analysis of data of school social emotional surveys. Support the tier 3 re-engagement actions.	$100,210	$99.21	Yes
Intervention Specialist: Support school site academic and social emotional needs, all school Intervention Facilitators, support site	$95,973	$12,289.89	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
engagement teams continuum of supports. Assist with social emotional surveys and engagement data, tier 2 re-engagement.			
Planning and collaboration to develop distance learning protocols and practices and legal services to engage classified and certificated staff in agreement of working conditions in during distance learning	$30, 472	$12,895.60	No
Comprehensive Sexual Health Education, Positive Prevention Plus, online student portal to implement required curriculum in distance learning	$7,667	$13,033.83	No
Special Education Contracts Services for home based services and assessments during distance learning	$1,056,013	$282,494.56	No
Spring 2020 Virtual Professional Development Opportunities for all teachers to prepare for ELD and UDL in Distance Learning	$18,750	$60,926.40	No
Provide certificated and classified staff with extra hours for pre-calendar consultation and training with families to orient with Google Classroom	$30,030	$19,345.96	No
Classified Hours for the distribution of Chromebooks, textbooks, materials and supplies for home use during distance learning	$2,530	$5,369.24	No
Purchase of learning materials for home use during distance learning	$156,000	$572,469.67	No
Additional materials and supplies for home use during distance learning for students with Special Education related needs	$106,200	$373,275.67	No
Extra hours for the development of professional development resources such as recorded tutorials or presentations in strategies to foster learning and engagement in distance learning, use of student diagnostic assessments in distance learning, and student data management in distance learning and in the creation of model Google Classroom lessons for use across the district during the first 11 days of instruction.	$72,192	$114,710.96	No
Extra hours for the creation of academic summer enrichment lessons and activities for families	$6,050	$1,265.32	No
Purchase/subscription of technology supports and programs for students in special education to support access to learning	$405,560	$23,772.66	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Rosetta Stone English learning licenses for English learners levels 1-3 and headsets with microphones	$56,933	$54,814.38	Yes
Purchase of technology/technology professional development to promote student learning and engagement and district wide two way communication platform, Aeries Parent Square, to support parent communication in distance learning	$257,688	$46,691.40	No
Provide funding for sites to offer extra hours for staff to assist with distribution of Chromebooks, textbooks and instructional materials, and other home supplies needed for distance learning	$11,000	0	No
Extra hours for classified and certificated staff to support student academic support and tutoring in distance learning with a priority for addressing the needs of unduplicated populations.	$25,000	$-49.66	Yes
Extra hours for planning, collaboration, and training of Special Education Certificated staff in delivery of services and provisions of Individualized Educational Plan in distance learning	$42,700	$70,318.55	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Action 1 - Budgeted Funds for Devices for DL Students/Staff are $1,123,705 vs Estimated Actual Expenditures of $2,483,797.88; Prolonged online learning and increased needs for supports for students exceeded original estimates.

Action 2 - Budgeted Funds for Additional Technology Students w/ Disabilities are $22,000 vs Estimated Actual Expenditures of $727,388.86; Prolonged online learning and increased needs for supports for students exceeded original estimates.

Action 3 - Budgeted Funds for RCOE PD in ELD are $38,000 vs Estimated Actual Expenditures of $25,375.00; not a substantive difference

Action 5 - Budgeted Funds for English Learner Support are $260,733 vs Estimated Actual Expenditures of $109,130.41. Expenditures were lower than anticipated due to challenge of providing differentiated EL supplemental services in online environment.

Action 6 - Budgeted Funds for Technology for SpED are $7,074 vs Estimated Actual Expenditures of $144,037.25. Prolonged online learning and increased needs for supports for students exceeded original estimates.

Action 7 - Budgeted Funds for Counselors are $1,874,164 vs Estimated Actual Expenditures of $36,148.71; Majority was funded from LCFF 2020-21.

Action 8 - Budgeted Funds for Ed Services Staffing and Supports are $1,702,420 vs Estimated Actual Expenditures of $284,695.56; Majority was funded from LCFF 2020-21

Action 10 - Budgeted Funds for SpEd IA and Psychologists are $6,013,355 vs Estimated Actual Expenditures of $52,780.32; funded from LCFF 2020-21

Action 12 - Budgeted Funds for Lead Counselor are $100,210 vs Estimated Actual Expenditures of $99.21; Counselor funded from LCFF 2020-21

Action 13 - Budgeted Funds for Intervention Specialist are $95,973 vs Estimated Actual Expenditures of $12,289.89; Intervention Specialist staff member transferred to a school site in the absence of an assistant principal.

Action 14 - Budgeted Funds for Planning/Collab .for DL Protocols are $30,472 vs Estimated Actual Expenditures of $12,895.60; Provided at lower estimated hours than anticipated

Action 15 - Budgeted Funds for Comprehensive Sex Ed are $7,667 vs Estimated Actual Expenditures of $13,033.83; Distance learning required online platform for appropriate delivery of Positive Prevention Plus content.

Action 16 - Budgeted Funds for SpEd Contract Services are $1,056,013 vs Estimated Actual Expenditures of $282,494.56; ; Unexpected length of Distance learning resulted in increased need for online service provider supplemental hours

Action 17 - Budgeted Funds for Spring 2020 Virtual PD are $18,750 vs Estimated Actual Expenditures of $60,926.40:: Unexpected length of Distance learning resulted in increased need for materials to support in-home learning

Action 18 - Budgeted Funds for Staff Extra Hours Pre-Calendar Consult/Training are $30,030 vs Estimated Actual Expenditures of $19,345.96; ; Provided at lower estimated hours than anticipated

Action 19 - Budgeted Funds for Classified Hours for DL Distribution are $2,530 vs Estimated Actual Expenditures of $5,369.24:: Unexpected length of Distance learning resulted in increased need for distribution of materials to support in-home learning

Action 20 - Budgeted Funds for DL Home Use Materials are $156,000 vs Estimated Actual Expenditures of $572,469.67: Unexpected length of Distance learning resulted in increased need for materials to support in-home learning

Action 21 - Budgeted Funds for Additional Materials for DL SpEd are $106,200 vs Estimated Actual Expenditures of $373,275.67: Unexpected length of Distance learning resulted in increased need for materials to support in-home learning

Action 22 - Budgeted Funds for Development of PD Resources are $72,192 vs Estimated Actual Expenditures of $114,710.96: Unexpected length of Distance learning resulted in increased need for professional development

Action 23 - Budgeted Funds for Creation of Academic Summer Enrichment Lessons are $6050 vs Estimated Actual Expenditures of $1,265.32; Actual hours needed were higher than expected.

Action 24 - Budgeted Funds for Purchase/Subscription of Technology Supports for SpED are $405,560 vs Estimated Actual Expenditures of $23,772.66; Provided at lower expense than anticipated

Action 25 - Budgeted Funds for Rosetta Stone English are $56,933 vs Estimated Actual Expenditures of $54,814.38; not substantive difference

Action 26 - Budgeted Funds for Purchase of Technology/Technology PD for DL are $257,688 vs Actual Expenditures of $46,691.40; Provided at lower expense than anticipated

Action 28 - Budgeted Funds for Extra Hours Student Academic Support in DL are $25,000 vs Actual Expenditures of $4,966; There was not availability of certificated staff to provide extra hours supports.

Action 29 - Budgeted Funds for Extra Hours Planning/Collab/Training SpEd DL are $42,700 vs Actual Expenditures of $70,318.55; Unexpected length of Distance learning resulted in increased need for professional development and collaboration

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Through our district-wide implementation of distance learning following spring break of the 2019- 2020 school year, we had developed knowledge areas of needed improvements as well as promising practices. Systems for monitoring student engagement supporting student access and connectivity redistrict provided mobile Wi-Fi devices and student Chromebooks provided he needed the first step for the distance learning that would mark the opening of the 2020-21 school year and the unpredictable months to follow. Through ongoing collaboration with parents and staff as well as recommendations from the continued task force, we were able to prepare for the start of the 2020- 2021 school year in full distance learning for all students. In collaboration with our stakeholder groups, we

achieved a shared plan for the creation model Google classrooms, a plan for professional development for all staff to support distance learning, and modifications to our instructional calendar to allow for needed additional time for professional development.

Data gathered and experience with one to one devices in spring of 2020, provided our district and families practice and knowledge needed to begin a full year of online learning and the number of devices and resources needed for our district to support the capacity of every student to engage in online learning reliably. Purchase and distribution of devices and home based learning materials and supplies, though an initial challenge, became a routine of existing school staff to manage distribution safely and effectively. Hundreds of home-based wi-fi devices were made available to all students without home connectivity and school based connectivity was enhanced to provide families access to signals in school parking lots.

To support continuity of Instruction, our district chose to utilize iReady Reading and Math Diagnostics to understand pupil learning levels and to plan for instruction targeted to maximize learning for all students with a priority for identifying struggling students and providing additional support. Modifying assessments for online learning was a challenge for many teachers across our district. Through ongoing professional development and collaboration to share teacher innovations in the Assessment Google Classrooms, teachers developed greater comfort. The use of assessments to inform instructional groupings, to identify key standards and essential skills, and to inform supportive strategies assisted teachers and teacher teams in developing routines and resources to support small group differentiated instruction.

Professional development for all staff has occurred at a significantly grander scale than typical. The need to shift past practice to full online learning and to use tools to meaningfully engage students provided all teachers both challenge in redefining their role and success in innovating their capacity to ensure students learn. In addition to learning to fluidly use Google Classroom, Flip grid, and a seemingly endless list of tools, teachers also needed to learn how to support collaboration, to scaffold for English learners and other student needed learning supports, and to foster community in an online environment. The constant stream of professional development via online formats and video-conferencing resulted in our district curation of hundreds of topics. All teachers were provided an additional 8 hours of compensation for self selected professional development or shared planning utilizing the menu of topics available to meet each teacher's unique learning needs.

Long-term online learning necessitated a shift in the roles and responsibilities of probably every school staff member. School attendance, administration, and counseling staff adapted to new systems for monitoring engagement and attendance and new efforts for outreach. A practice many administrators implemented was to conduct home visits and deliver meals. Nutrition services staff were the staff on the front line and from any children and families the only staff that were able to be seen in person for the majority of the year. Nutrition services staff shifted their work locations and processes to provide meals safely at the curbside. Classified staff took on the ongoing task to manage distribution of technology tools, curriculum materials, and supplies safely and effectively throughout the year.

School counselors played a key role in providing daily social emotional lessons and activities and a variety of other activities to build school community and to support student well being. The CORE well being survey was given to all students in grades 4-8 and counselors assisted teachers in looking into their student's sense of happiness in well-being. School counselors across our district

disseminated Wednesday Wellness Activities for staff and provided activities to foster connection as well as to share the availability of services such as Risk Management and Care Solace during staff meetings. Site principals took an an objective of checking in with staff through phone calls or 1:1 meetings just to be present for support. During the school year counselors provided over 2,000 lessons, over 300 small group lessons, over 3,000 individual sessions, over 200 referrals to Care Solace, and over 40 risk assessments.

Full distance learning has had an inequitable impact on students who were already experiencing challenges. Pupils with Unique Needs, including English learners and students with disabilities, pupils in foster care, and pupils who are experiencing poverty and/or homelessness did not have the benefit of experiencing the level of support that is possible when in school. Numerous technology tools such as Rosetta Stone for English Learners and Learning All and Read and Write for Google for example, were provided to scaffold and accommodate student need. Site classified Intervention Facilitators, also played an important supporting role by meeting with students in small groups to provide tutoring and support. Teachers prioritize asynchronous small group meeting time to ensure qualitative small group support was afforded to students with assessed needs.

Students in special education programs with highly specialized staff and supports experienced great challenges due to home based learning. While the small group and individualized lessons and schedule was seen as a benefit to many students and families, other students' frustration and difficulty with full distance learning was of great concern. Numerous home-based services were provided to assist meeting the unique needs and services of pupils.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Extra hours for classified and certificated staff to support student academic support and tutoring in distance learning with a priority for addressing the needs of unduplicated populations	$25,000	$313,666.80	Yes
Rosetta Stone English learning licenses for English learners levels 1-3 and headsets with microphones	$56,933	$63,383	Yes
Spring 2020 Virtual Professional Development Opportunities for all teachers to prepare for ELD and UDL in Distance Learning	$18,750	$18,750	Yes
Collaboration Time: Continue weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessment and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID19.	N/A	N/A	No
Educational Services Department: Maintain existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective use of district's scope and sequence documents, integration of SEL practices, use of learning management system, and implementation of targeted small group and individual sessions.	See Distance Learning Action 8	See Distance Learning Action 8	No
Counselors: Maintain staffing and supports to provide Second Step Social Emotional Curriculum and core and supplemental counseling services to students. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be redeployed to address health concerns and students may have different proportions of in-person learning.	See Distance Learning Action 7	See Distance Learning Action 7	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
English Learner Support: Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs.	See Distance Learning Action 5	See Distance Learning Action 5	Yes
RCOE Led Teacher and Administrator professional development in designated/integrated English Language Development (ELD), newcomer programs. Within the distance learning model, support site staff in effectively delivering designated and integrated ELD in a virtual context, including use of targeted instruction. Collaborate with Curriculum and Instruction team to implement ELD standards and the ELA/ELD framework.	See Distance Learning Action 3	See Distance Learning Action 3	Yes
Purchase of Diagnostic assessment and instructional tools; iReady, Dreambox, IXL to measure and inform appropriate instruction and support student learning acceleration and progress monitoring in Math and English Language Arts. Middle school StudySync English Language Arts curriculum resources are also used to address learning loss and accelerate learning in ELA	$168,000	$398,912	No
Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	See Distance Learning Action 11	See Distance Learning Action 11	Yes
Extra hours for classified and certificated staff to support student academic support and tutoring in distance learning with a priority for addressing the needs of unduplicated populations	See Distance Learning Action 27	See Distance Learning Action 27	Yes
Staff Professional Development in Equity, Meaningful and Engaging Instruction, Using Data to Address Academic Achievement Gaps, and Student Centered Learning with Better Lesson	$24,000	$16,404.44	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Action 1 - Budgeted Funds for Extra Hours Staff Academic Support DL are $25,000 vs Estimated Actual Expenditures of $313,666.80; The length of distance learning exceeded original projections. Technology based resources to increase student engagement and

teacher formative assessment and feedback in distance learning such as Screen Castify, Pear Deck and iReady adaptive learning tools were implemented to target learning accelerations for pupils.

Action 2 - Budgeted Funds for Rosetta Stone English are $56,933 vs Estimated Actual Expenditures of $63, 383; Additional requests for Rosetta Stone Intermediate ELs and Parents required additional 100 licenses.

Action 9 - Budgeted Funds for Purchase of Diagnostic Assessment & Instructional Tools are $168,000 vs Estimated Actual Expenditures of $398,912; The length of distance learning and online tools for addressing pupil engagement and learning loss exceeded original projections.

Action 12 Budgeted Funds for Staff PD Addressing Achievement Gaps are $24,000 vs Estimated Actual Expenditures of $16,404.44; The length of distance learning exceeded original projections.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Full distance learning has had an inequitable impact on students who were already experiencing challenges. Pupils with unique needs, including English learners and students with disabilities, pupils in foster care, and pupils who are experiencing poverty and/or homelessness did not have the benefit of experiencing the level of support that is possible when in school. Numerous technology tools such as Rosetta Stone for English Learners and Learning Ally and Read and Write for Google for example, were provided to scaffold and accommodate student need.

The implementation of district-wide standards aligned iReady diagnostic assessments provided teachers and school administrators a clear understanding of the learning needs of students.

iReady (ELA) Diagnostic assessment administered during the 2020-21 school year in grades three through eight demonstrated that performance for all students was comparable to 2018-19 CAASPP results and that gaps in achievement were maintained or widened for students who typically perform below all students such as students with disabilities, students experiencing poverty and or homelesness, foster youth, English learners and students who have experienced trauma. Mid-year ELA assessment results demonstrate 37% of all students were at grade level and 23% of all students were near grade level. For socio-economically disadvantaged students, 32% were at grade level and 26% were near grade level. For African American students, 45% were at grade level and 17% were near grade level. For English Learners 6% were at grade level and 31% were near grade level. For Homeless

students 26% were at grade level and 18% were near grade level. For students with disabilities, 15% were at grade level and 19% were near grade level. For Foster youth, 26% were at grade level and 17% were near grade level.

iReady Math Diagnostic assessment administered during the 2020-21 school year, like ELA results, demonstrated that performance for all students was comparable to 2018-19 CAASPP results and that gaps in achievement were maintained or widened for students who typically perform below all students. Mid-year Math assessment results demonstrate 27% of all students were at grade level and 38% of all students were near grade level. For socio-economically disadvantaged students, 20% were at grade level and 42% were near grade level. For African American students, 40% were at grade level and 34% were near grade level. For English Learners 6% were at grade level and 31% were near grade level. For Homeless students, 11% were at grade level and 40% were near grade level. For students with disabilities, 11% were at grade level and 26% were near grade level. For Foster youth, 3% were at grade level and 40% were near grade level.

The iReady data assisted teachers in creating student groupings by need and recommended scaffolding and strategies to support student learning. Site classified Intervention Facilitators, played an important role in school efforts to address learning loss and accelerate learning by meeting with students in small groups to provide tutoring and support. Teachers prioritized asynchronous small group meeting times to ensure qualitative small group support was afforded to students with assessed needs. While distance learning presented many challenges to instruction and learning, many teachers shared that they felt the small group differentiated instruction they implemented allowed them to truly meet the differentiated needs of their students.

Students in special education programs with highly specialized staff and supports experienced great challenges due to home based learning. While the small group and individualized lessons and schedule was seen as a benefit to many students and families, other students' frustration and difficulty with full distance learning was of great concern. Numerous home-based services were provided to assist meeting the unique needs and services of pupils.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

School counselors played a key role in providing daily social emotional lessons and activities and a variety of other activities to build school community and to support student well being.
During the school year counselors provided over 2,000 social emotional lessons for students in staff. The CORE well being survey was given to all students in grades 4-8 and counselors assisted teachers in looking into their student's sense of happiness in well-being.

Additionally, the California Healthy Kids Survey (CHKS), implemented for students in 5th and 7th grade, indicated that 38% of 5th grade students and 56% of 7th graders reported feeling "zest" about school, including being excited to go to school, excited to learn something new, as well as feeling energetic and enthusiastic. Parent feedback reinforced this data and the need for students to have fun and interact with other students outside of learning. In response, school sites were allocated funds to increase the number of after school enrichment activities and school counselors and administrators created lunch bunch virtual activities where students could interact with one another.

Counselor led teacher professional development emphasized self-care, trauma-informed and community building strategies, and procedures for referring students for additional services or supports. As a result of parent or staff referral, MUSD counselors facilitated over 300 small group lessons, over 3,000 individual sessions, over 200 referrals to Care Solace, and over 40 risk assessments.

Counselors and School administrators implemented actions to support the well being of teachers and staff. Counselors facilitated activities during staff meetings to build community and connections. Counselors also provided staff weekly Wellness Wednesday activities to intentionally focus on and promote self-care. Additionally Care Solace and other mental health and well-being resources were shared with all staff during faculty meetings by school administrators and via newsletters from our personnel department. School counselors played a key role in providing daily social emotional lessons and activities and a variety of other activities to build school community and to support student well being. These lessons were provided to students and teachers. Site principals took an an objective of checking in with staff through phone calls or 1:1 meetings just to be present for support and to seek to understand challenges and state of wellness of staff. While these actions resulted in some increased morale, the long-term distance learning and lack of live interaction presented a challenging environment for all staff.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Menifee Union school District is fortunate to have four active District parent groups that meet monthly during regularly scheduled meetings; District English Learner Advisory Committee (DELAC); District African American Parent Advisory Committee (DAAPAC);

Parent Advisory Committee (PAC); Grandparents Raising Grandchildren (GRG), and the Special Education Parent Advisory Committee (SEPAC) . Each of these important community groups continued to meet virtually throughout the school year. The average meeting attendance increased and the number of meetings also increased from four to six. Similarly, parent attendance and voice at Board meetings has been consistently higher during the 2020-21 school year due to the ease of online attendance.

The 2019-20 and 20-21 Student engagement data collected through pupil attendance and engagement and thorough California Healthy Kids Survey provided student engagement perception data. While student perception data in the area of meaningful participation showed a minor increase, 5th grade results showed that only 42% of 5th grade students and 33% of 7th grade students perceive school as providing meaningful participation, including being involved in decision-making, opportunities for problem-solving, and engaged in activities that interest them. Additionally, 38% of 5th grade students and 56% of 7th graders reported feeling "zest" about school, including being excited to go to school, excited to learn something new, as well as feeling energetic and enthusiastic.

Parent feedback also identified the need for additional opportunities for students to have fun and interact with other students outside of learning. In response, school sites were allocated funds to increase the number of after school enrichment activities and school counselors and administrators created lunch bunch virtual activities where students could interact with one another.

School based parent engagement also saw challenges and successes during the 2020-21 school year. Activities such as Coffee with the Principal, Educational Workshops and Forums, Science Nights, and even the district Spelling Bee were adapted to virtual formats, allowing for large audiences and greater participation.

Procedures for monitoring student absences and lack of student engagement were incorporated into classroom routines and in our student information system. School site re-engagement teams composed of school attendance personnel , administration, and counseling staff adapted to new systems for monitoring engagement and attendance and new efforts for outreach.

SB 98 modified attendance and engagement reporting requirements differ greatly from traditional attendance monitoring. This has resulted in a dramatic reduction of students who are considered chronically absent or disengaged.

Through SB98 Attendance and Engagement protocols, our schools implemented systems to monitor the attendance and engagement of pupils. Staff re-engagement teams conducted enhanced outreach efforts to confirm students safety and to re-engage with school. All students with engagement concerns received phone calls and/or parent meeting requests. Students with enhanced engagement concerns were contacted by school counselors and administrators and meetings were scheduled to identify barriers and provide available services such as WIFI devices, access to meals or school counseling, or other county resources. Safety protocols limited administrators and counselors ability to conduct home visits to some degree but when chronically absent students could not be reached, home visits were conducted to ensure that the student is safe or had moved out of the region.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Menifee USD has successfully provided nutritionally adequate meals for all pupils, including those eligible for free or reduced- price meals during the 2020-2021 school year through a combination of on-site meal service for students enrolled in-person hybrid learning and bulk curbside meal distribution for distance learners.
Successes have included the following:
·   Effective implementation of bulk curbside meal distribution twice per week to include 7 days' worth of meals beginning on March 1, 2021.
·   70% Increase in meal participation after implementation of bulk curbside meal distribution.
·   Successful implementation of daily meal delivery to the classroom during hybrid instruction.
Challenges have included the following:
·   Food supply chain shortages resulting in difficulties procuring food from suppliers.
·   Variety of changes necessary in equipment and method of meal preparation to transition from daily meal service to bulk meal distribution twice per week.
When MUSD transitions to the Traditional model, meals will continue to be offered to all pupils free of charge for the entirely of the 2021-2022 school year due to waiver #85 allowing seamless summer option through school year 2021-2022.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	$3,000	$79,754.59	No
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing counseling staffing and supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	See Distance Learning Action 7	See Distance Learning Action 7	No
Mental Health and Social and Emotional Well-Being	Pupil Personnel Services Family Liaison: Maintain existing Family Liaison staffing and supports to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. Collaborate in the district wide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic	See Distance Learning Action 4	See Distance Learning Action 4	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Continuity of Instruction)	School Psychologists: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	See Distance Learning Action 9	See Distance Learning Action 9	No
Pupil Engagement and Outreach	District Family Engagement Center: Maintain existing staffing and actions to support district wide parent engagement. Within the school closure context, the Family Engagement Center staff are partnering closely with the Pupil Personnel Services department to provide resources and training and to conduct home visits and other outreach to make contact with 'unreachable ' students.	$38,450	$38,450	Yes
Mental Health and Social and Emotional Well-Being	Develop Tier I and II District framework for staff roles and district resources to support student behavior and skill development.	$18,000	$14,000	No
Mental Health and Social and Emotional Well-Being	Provide training to counselors and administration on trauma informed and restorative practices.	$3,000	$6,038.09	Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Educational Services Department: Maintain existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective use of district's scope and sequence documents, integration of SEL practices, use of learning management system, and implementation of targeted small group and individual sessions.	See Distance Learning Action 8	See Distance Learning Action 8	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Provide training to school nutrition staff total budgeted $3,000 vs. actual $79,754.59; Longer than expected full distance learning resulted in increased need for equipment to provide meal distribution in response to community needs.

Provide training to counselors and administration on trauma informed and restorative practices total budgeted $3,000 vs. actual $6,038.09; Longer than expected full distance learning resulted in increased professional development needs with emphasis in supporting capacity to engage students and build community/connection in virtual learning.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The 2020-21 school year has changed the horizon for our district. Schools have developed strong partnerships with parents and our district has engaged with staff and community in the development of the 2021-24 LCAP actions.

The theme of student voice and choice was repeated in numerous stakeholder comments, both in learning and other school activities. Stakeholder feedback continued to indicate strong desire for continued resources for social emotional well being, student engagement, and school climate. Stakeholders appreciate the outcomes of school counselors and recognize the growing need for social-emotional and mental health support as students return to school, especially those who have experienced trauma and/or with elevated social emotional and behavioral needs. The theme of strengthening school communities, relationships, and connectedness were repeated by stakeholders in LCAP forums and throughout the school year as parents expressed their concerns about the negative impacts of school closures. The theme of school communities that value and celebrate students' differences and strengths also came through in LCAP feedback as well as throughout the year in the wake of national dialogue about racism and equity. Stakeholders want schools to provide opportunities for all students to engage in interesting activities during lunch and/or after school such as clubs and athletics. Our SEPAC looks forward to increased visibility and opportunity for extracurricular activities as well. There is an expressed desire to continue to build partnerships with families and in our community with groups such as local businesses, city, law enforcement, youth organizations to increase opportunities for students.

Stakeholder engagement and collaboration has been heightened since school closures in March of 2020.   A major theme of these expectations is a desire for continued improvement and systems to provide equity. Parents wish to continue to be involved in school data and behavior conversations and planning. All stakeholders have a concern about the impacts of school closures on learning, wellness, and behavior and acknowledge that classrooms and school will require strategies and supports and these need to be well coordinated.   Inequitable outcomes visible in our data led to feedback that school teams need to look at subgroup discipline data and student well being data regularly.

Parents are willing to support the school and many shared that continued parent participation at ELAC, DELAC, PAC, school site and District activities will make schools more successful . Parents acknowledged that improved school communication and meetings via Parent Square and virtual meetings allowed parents to attend more events. Our DELAC greatly appreciates the availability of all workshops in Spanish and English as well as opportunities to learn how to support their student sbe prepared for high school and college/career.

Within goal 1, specific actions for students emerged as a result of district data and community recommendations for outcomes for all students. The need for improvement in Math learning and for student engagement in learning resulted to a variety of actions related to district-wide math professional development including two Math Teachers on Special Assignment (TOSAs) to serve a s coaches, contracted professional development in supportive and engaging strategies in student-centered math, and teacher coaching and planning time. The need for improvements in district systems to support the progress of English Learners (ELs) resulted in district-provided professional development and support for the implementation of integrated and designated English Language Development (ELD) standards. This will be enacted through Riverside County Office of Education (RCOE) professional development with teachers and administrators in learning cycles throughout the school year where staff learn, plan for implementation. The implementation of supportive strategies for math and planse for implementation of effective ELD will be monitored with school learning walks where district and site staff can collect data and provide feedback to support the implementation of best practices. The feedback provided by stakeholders related to the considerable gaps in outcomes for students with disabilities, while somewhat addressed by the emphasis of supportive strategies of both the Math and ELD professional development, also merit specific support for Special Education. A District Special Education Coordinator position is added to improve the effectiveness of educational programs that provide services to students with disabilities. Embedded in the professional development will be the emphasis of student engagement, meaningful participation, and opportunities for students to explore their potential, all of which are in alignment and emphasized in response to stakeholder feedback.

Feedback also resulted in the inclusion of metrics our community identified as opportunities to improve our district in the context of our student achievement and outcome profile. For ELs, metrics are included to both increase the reclassification rate and to decrease the percent of ELs identified as Long Term English Learners (LTELs) in grades 6-8. In response to community expressed concern at the learning loss experienced by lower elementary students, metrics are included in our LCAP specific to the percent of students meeting standards in Reading by the end of 3rd grade. Additionally, the desire for our district achievement data to be both competitive and provide a limitless future for students, a metric included above minimum requirements for the percent of students exceeding standards who complete our middle school Compact Math . Additionally, there are metrics related to the number of unduplicated students and students with disabilities who participate in Compact Math and in the advanced elective offerings at our middle schools.

Goal area #2 also contains actions and metrics that have emerged from themes in stakeholder feedback. The desire to continue and build on the role of school counselors were strong and supported continuing school counselors. There was a strong desire to add to the capacity of schools to support the social-emotional and mental health needs of students which resulted in the funding for three District Social Workers. For our schools in the district with the highest concentration of unduplicated pupils and the highest need for school and community based services and resources, four District Community Liaisons were added to support the schools' capacity to

eliminate barriers to attendance and learning and to increase parent involvement with an emphasis on our unduplicated pupils. Student engagement in extracurricular activities and clubs is a priority with dedicated resources in our LCAP in response to stakeholder feedback .

Feedback also resulted in the inclusion of metrics in response to our student outcome data. MUSD 5th and 7th grade student responses to the California Healthy Kids Survey (CHKS) in the areas of Meaningful Participation and Zest were lower than all other areas of student engagement data measured by CHKS in 2019-20 and 2020-21. Our new LCAP will have metrics for improved Meaningful Participation and Zest as these attributes are seen as underlying conditions of academic performance and attendance. Additionally, there are metrics related to the number of after school enrichment or extracurricular activities offered at our schools as well as the number of student-initiated clubs at middle school. There will also be metrics for the number of Foster youth and students with disabilities who participate in clubs and enrichment activities.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The 21-22 LCAP will continue to demonstrate the interconnectedness of academic achievement with student engagement and social emotional well-being. Ensuring the social-emotional well-being of all students and staff in a safe and supportive environment will serve as a foundation for our efforts to improve learning outcomes for students.

The 2021-2022 LCAP will continue to place a high priority on academic growth for all students and will amplify current efforts to monitor and respond to student learning with an emphasis on accelerating the learning and support for those experiencing inequitable outcomes such as students experiencing homelessness or poverty, students who have experienced trauma, students with disabilities, and English learners.

To support continuity of Instruction, our district will continue to utilize iReady Reading and Math Diagnostics to understand pupil learning levels and to plan for instruction targeted to maximize learning for all students with a priority for identifying struggling students and providing additional support. Assessments will be used to inform instructional groupings, to identify key standards and essential skills, and to inform supportive strategies to assist teachers and teacher teams in developing routines and resources to support small group differentiated instruction.   The iReady data analytics will provide details of needed support as well as students who will have a priority for accessing expanded learning time.

Expanded learning opportunities will be provided during after school and summer programs. During the 2021-22 school year and the following summer. English learners, Foster youth, students with disabilities, and students experiencing poverty and/or homelessness will have prioritized participation in expanded learning programs

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The actions and services described in this plan that have previously been provided and continue to be provided as an increase or improvement to unduplicated students include:
Foster Youth Services
English Language Learner Staff
Homeless Services
Curriculum and Instruction Staff
Lead Counselor and Intervention Specialist
Teacher Collaboration Time
Family Engagement Center
Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)
Restorative Practices
Nurses

Expanded Learning Programs

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families.
These include Foster Youth Services (serving Foster Youth), the English Learner staff (serving English Learners), Homeless Services (serving Homeless Youth), and Family Engagement Center Center (serving English Learners and families who require translation and interpretation). Additionally, this plan includes an action to provide additional interpretation services through an outside provider.

Actions described in this plan that may be available to a broader audience but are primarily directed towards unduplicated pupils to increase
services include:

Intervention Assistants: Sites with the highest enrollment percentages of students who are socioeconomically disadvantaged students and English Learners receive funding for additional support staff.

Substantive Differences: Additional Instructional Assistants for Distance Learning were not implemented. Minimal compensation for extra hours worked providing tutoring assistance were provided for Intervention Facilitators

Intervention Facilitator and Teacher extra hours: All sites are provided funding for Intervention Facilitators and Teachers to provide academic assistance and tutoring.

Substantive Differences: There were no substantive differences on the estimated personnel costs associated with this service; staff responsibilities were adjusted to support student needs in school closures.

Riverside County Office of Education (RCOE) Professional Development: At sites whose English Learner progress towards proficiency has been less than the District average, teachers of clusters of English language learners at levels 1-3 in grades 3-5 as well as their administrator and district Curriculum and Instruction staff receive professional and coaching in implementing Designated and Integrated English Language Development and Universal Design for Learning for in-person and distance learning.

Substantive Differences: There were no substantive differences on the estimated cost for contracted professional development services. Budgeted Funds for English Learner Support are $260,733 vs Estimated Actual Expenditures of $109,130.41. Expenditures were lower than anticipated due to challenge of providing differentiated EL supplemental services in online environment.

Computers and Additional Technology to Support Distance Learning: This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots on an as-needed basis, is being principally directed toward families and students who are not able to obtain this without support

Substantive Differences: Budgeted Funds for Devices for DL Students/Staff are $1,123,705 vs Estimated Actual Expenditures of $2,483,797.88; Prolonged online learning and increased needs for supports for students exceeded original estimates.

Actions described in this plan that are funded by multiple resources and have components with a particular focus on increasing and improving services for unduplicated pupils include:

District Family Engagement Center: The District Family Engagement Center, while open to parents and guardians from all schools, focuses its efforts in particular towards those families that can benefit most from increased connection to school and capacity building to support their students' learning. Among these are our Foster youth, students experiencing poverty and/or homelessness, and English learners.

Substantive Differences: While additional costs were incurred representing a minor increase in cost due to extra hours required to present to families online or to translate parent meetings, there were no substantive differences on the estimated personnel costs associated with this service; staff responsibilities were adjusted to support student needs in school closures.

Actions described in the plan that represent an increase in services above and beyond the level that would be provided otherwise, with the
increase intended to primarily benefit Foster youth, students experiencing poverty and/or homelessness, and English learners include:

Lead Counselor and Intervention Specialist: A base level of counselor staffing is provided by Local Control Funding Formula (LCFF) Base funding. The remainder is funded by LCFF Supplemental and Concentration Grant funds, with the goal of the action being to increase access to counseling for students that need it most. Additionally, the creation of a Lead Counselor position to coordinate this work throughout our District supports improving the effectiveness of services. Our school counselors support the implementation of social emotional Second Step curriculum lessons, Student MTSS, school engagement team process, and teacher professional development in trauma informed practices such as Community Building Circles. While this goal promotes the success of all students, this action is is enhanced for Foster youth, students experiencing poverty and/or homelessness, and English learners, who frequently have higher needs for counseling based on their context.

Substantive Differences: There were no substantive differences on the estimated personnel costs associated with this service; staff responsibilities were adjusted to support student needs in school closures.

Intervention Facilitators: LCFF Supplemental and Concentration Grant funds the staffing of the Intervention Facilitator at each school site, with the goal of the action being to increase student achievement. The creation of the Intervention Specialist position supports improving the effectiveness of services. Our school Intervention Facilitators support student engagement, academic and intervention. The Intervention Specialist will assist sites and district with administration and responses to the data of school social emotional surveys and engagement team data. Additionally, our Intervention Specialist will support the tier 2 re-engagement actions related to student attendance engagement with a priority for our re-engaging and supporting our Foster youth, students experiencing poverty and/or homelessness, students with disabilities, and English learners.

Substantive Differences: There were no substantive differences on the estimated personnel costs associated with this service; staff responsibilities were adjusted to support student needs in school closures.

School Community Liaisons: LCFF Supplemental and Concentration Grant funds the staffing of School Community Liaisons; one in the Pupil Personnel Services Department and one in the Family Engagement Center, with the goal of the action being to increase access to community and district resources, and training, monitoring, outreach, and advocacy of our homeless and Foster youth , and engagement of our community. While this goal promotes the success of all students, this action is is enhanced for all unduplicated students, who frequently have higher needs for counseling based on their context.

Substantive Differences: While additional costs were incurred representing a minor increase in cost due to extra hours required to present to families online or to translate parent meetings, there were no substantive differences on the estimated personnel costs associated with this service; staff responsibilities were adjusted to support student needs in school closures.

Nurses: This action, in non-pandemic times, represents another of the district's efforts to provide resources to the MUSD community

based on the needs of the most vulnerable, including unduplicated students. In particular for Foster youth, students experiencing poverty and/or homelessness, students with disabilities, students who have experienced trauma, and English learners who may not always have regular access to health services, including counseling and mental health services, this action is a critical support. Providing preventative health services and rapidly responding when needs are identified increases the ability of more students to attend school more often. With attendance playing a critical role in academic success, this action is viewed as a direct support of student success in the classroom and beyond. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure. As mentioned throughout, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students.

Substantive Differences: There were no substantive differences on the estimated personnel costs associated with this service; staff responsibilities were adjusted to support student needs in school closures.

Actions described in this plan that are implemented district wide with the intent to principally benefit unduplicated students include:

District Pupil Personnel Services Staff: The Pupil Personnel Services Staff work to identify and connect students and families to a range of resources, including mental health supports, immunization, transition, family counseling, attendance intervention, and suicide risk/response and intervention. While all students and families have access, these resources, similar to nurses described above, are intended to meet the needs of youth and families that experience higher rates of health challenges and accessing services on their own. Again, this is intended to primarily benefit vulnerable youth such as Foster youth, students experiencing poverty and/or homelessness, students who have experienced trauma, and English learners.

Substantive Differences: There were no substantive differences on the estimated personnel costs associated with this service; staff responsibilities were adjusted to support student needs in school closures.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Monitoring outcomes of the 2017-2020 Local Control and Accountability Plan (LCAP) goals through the California accountability dashboard indicators was not possible due to Covid-19. Prior to school closures, numerous local stakeholder engagement forums had occurred to inform the development of a new Local Control and Accountability Plan. Data from previous years published in the California accountability dashboard as well as local indicators such as California Healthy Kids Survey had contributed to the early development of District priorities and actions for all students as well as student groups experiencing inequitable outcomes in the new LCAP. Similarly, ongoing professional development and revision to District assessments and assessment practices had begun to show early indicators of some progress In the form of closer alignment curriculum and instruction and assessment and planning practices..

Commencing in the 2020-2021 school year, our Learning Continuity and Attendance Plan (LearnCAP) priorities and actions ensured that assessing student learning during the fall occurred in order to understand and appropriately respond to learning levels. While it was unclear whether targeted gains in learning had occurred during the period of spring to March of the 2019-20 school year, the use of standards-aligned assessment in Language Arts and mathematics demonstrated significant learning loss between the period of spring CAASPP assessment in 2019 and the beginning of the 2020-21 school year did not occur.

The 2021-2022 LCAP will continue to place a high priority on academic growth for all students. In response to our local indicators as well as California accountability dashboard data from prior years, the 2021-2022 LCAP will maintain goals and actions for improving student learning, ensuring safe learning environments and social emotional supports and systems for continuous improvement. The 21-22 LCAP will amplify current efforts to monitor and respond to student learning with an emphasis on accelerating the learning and supports for those experiencing inequitable outcomes such as students experiencing homelessness or poverty, students who have experienced trauma, students with disabilities, and English learners. Additionally, the 21-22 LCAP will continue to demonstrate the interconnectedness of Academic achievement with student engagement and social emotional well-being. Lastly, The 2021-2022 LCAP goals and actions will include greater clarity on the rationale and impact for enhanced and improved actions to meet the needs of students experiencing inequitable outcomes and measures to understand and respond to ongoing progress monitoring.

The MUSD 2021-22 LCAP will maintain priorities and actions for continuous improvement in academic growth in all content areas for all students, supporting positive engaging environments for staff and students and systemic support to meet the underlying social emotional needs of learners. The MUSD 2021-22 LCAP will prioritize the implementation of Multiple Tiered Systems of Support MTSS) that includes the following:

Systemic use of data for all students and all student subgroups including but not limited to academic achievement, discipline, attendance, and engagement
Systemic supports for the establishment of safe and welcoming school culture through Positive Behavior Intervention Systems (PBIS)
Systemic support to provide all students Rigorous and Engaging Instruction
Systemic support for equitable outcomes for all students

The Menifee Union School District's efforts to effectively maximize learning for all students, staff, and parents in order to prepare students for college and career in the 21st century had been prioritized in actions to address the underlying mental wellness, positive climate and culture, and relationship foundations needed to improve learning opportunities for all students. This shift in priority provided MUSD an existing foundation and understanding to support underlying concerns of mental wellness and engagement amplified by school closure and required in the Learning Continuity and Attendance Plan.

The investment in counselors and the coordinated strategic work to provide inclusive learning environments for all students, tiered supports, and positive and supportive School cultures for all constituents met the needs of our district as determined through our California accountability dashboard and local indicators and provided the ability to adapt during school closures and covid-19. The disproportionate impacts of the pandemic on the students and Families continued throughout the majority of the 2020-2021 school year and we do not yet fully understand the long-term implications on well-being and learning. During the school year, resources have been prioritized to ensure access and connection to school, engagement and caring communities, as well as flexible and responsive systems to care for and support our community.

The 2021-24 LCAP goals and actions will continue our emphasis on mental wellness and equitable support for students and families. Professional development, support, and resources to ensure flexible, supportive, and equitable learning environments are provided to every student will be prioritized into the new plan. Systems to identify and respond to student needs with researched-based tiered supports which emphasize a preventative approach will be investments integrated into our new plan. We will measure our student well-being through local indicators such as surveys and focus groups in addition to the California accountability dashboard indicators.

The 2019-20 LCAP actions for providing Staffing and support to accomplish anticipated growth goals in academics, language proficiency, and the reduction of chronic absenteeism in suspensions appear to have contributed. MUSD teachers we're disappointed to lose the opportunity to see their student growth reflected in the California accountability dashboard.

2019-20 LCAP actions to provide standards-aligned professional development with an emphasis on data analysis and differentiation to support the needs of students along with the use of additional support staff, Intervention Facilitator, contributed to the development obstructures structures within each school site to identify and differentiate support for learners.

2019-20 LCAP actions to provide a counselor at every elementary school and then additional counselors at every Middle School was successfully implemented. Additionally, counselors successfully implemented social emotional curriculum, Second Steps or every student in our district throughout the school year. The role of the counselor at elementary school and middle school provided the

opportunity to collect data on the number of parent training and workshops, academic and or social emotional counseling sessions, as well as school-wide, small group, and individualized sessions.

Available data includes but is not limited to the following:

District chronic absenteeism and suspension data up to March 2020
California Healthy Kids Survey (5th &7th) Oct 2020, and Jan 2021
CORE Rally wellbeing survey (4th -8th) October 2020 and April 2021
i-Ready Reading and Math Diagnostic Assessments (3rd - 8th) Sept 2020 and Jan 21
Parent and Community feedback through Stakeholder meetings

Our community will recognize The newly-developed vision admission for our district and will identify a connection at the dedication of resources two actions to support the following goals:

1 : MUSD will be culturally responsive to our community and serve the learning community in a safe, supportive and engaging environment.
2 : MUSD will ensure all students experience a high-quality, standards-aligned education to increase academic achievement.
3: MUSD will promote organizational effectiveness and equity through alignment of district systems and structures.

Our commitment to strengthen social emotional support for students and staff is prioritized through actions found primarily in Goal 1. The convergence of actions and systems to build academic capacity and strengthen social emotional support for students is a theme found in our LCAP. School counselors support academic, college and career readiness, and social emotional well being systems for students. Support for coherence of district systems strengthen social emotional support for students and staff is visible in the 2021-22 LCAP. Similarly, there is an ongoing dedication to provide training and district support for professional development, supportive learning environments and implementation of tiered systems of support to identify students by needs and connect them with the appropriate social emotional supports.

Our commitment to build capacity in student learning is prioritized through actions found primarily in Goal 2. The priority to provide a school counselor to every Elementary School and an additional counselor to each of our middle schools is continued. Similarly, there is a continued dedication of the funding for the position of Intervention Facilitator at each school site and additional Intervention Facilitators to support small group differentiated instruction. To ensure the coherence of district systems to build capacity in student learning, the MUSD 2021-22 LCAP will provide training and district support for professional development, high quality instruction and implementation of tiered systems of support to identify students by needs and connect them with the appropriate academic supports.

The MUSD 2021-22 LCAP will maintain priorities and actions for continuous improvement in academic growth in all content areas for all students, supporting positive engaging environments for staff and students to meaningfully participate and thrive and systemic

support to meet the underlying social emotional needs of Learners. The MUSD 2021-22 LCAP will prioritize the implementation of tiered systems of support to identify students by needs and connect them with the appropriate supports.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - ○ Continuity of Instruction,
  - ○ Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	7,816,483.00	8,408,114.47
Block Grant 7510	0.00	184,902.00
Deferred Maintenance Fund 14	350,000.00	383,373.00
LCFF 0000	61,600.00	12,419.00
LCFF Supplemental 0021	5,427,862.00	4,726,886.47
N/A	0.00	9,136.00
Title I 3010	260,603.00	1,012,376.00
Title II 4035	265,778.00	280,253.00
Title III- LEP 4203	0.00	4,054.00
Transportation 0704	1,450,640.00	1,794,715.00
	1,450,640.00	1,794,715.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	7,816,483.00	8,408,114.47
	7,405,493.00	8,397,299.47
1000-1999, 3000-3999 - Certificated ED/Subs/Salaries	20,173.00	0.00
2000-2999, 3000-3999 - Classified ED/Subs/Salaries	349,132.00	0.00
4000-4999 - Materials & Supplies	16,248.00	0.00
5000-5999 - Travel & Conferences	5,410.00	0.00
Curriculum and Instruction	20,027.00	10,815.00
	0.00	3,180.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	7,816,483.00	8,408,114.47
	Block Grant 7510	0.00	184,902.00
	Deferred Maintenance Fund 14	350,000.00	383,373.00
	LCFF 0000	61,600.00	12,419.00
	LCFF Supplemental 0021	5,031,045.00	4,716,071.47
	N/A	0.00	9,136.00
	Title I 3010	260,603.00	1,012,376.00
	Title II 4035	251,605.00	280,253.00
	Title III- LEP 4203	0.00	4,054.00
	Transportation 0704	1,450,640.00	1,794,715.00
1000-1999, 3000-3999 - Certificated ED/Subs/Salaries	LCFF Supplemental 0021	6,000.00	0.00
1000-1999, 3000-3999 - Certificated ED/Subs/Salaries	Title II 4035	14,173.00	0.00
2000-2999, 3000-3999 - Classified ED/Subs/Salaries	LCFF Supplemental 0021	349,132.00	0.00
4000-4999 - Materials & Supplies	LCFF Supplemental 0021	16,248.00	0.00
5000-5999 - Travel & Conferences	LCFF Supplemental 0021	5,410.00	0.00
5000-5999 - Travel & Conferences	N/A	0.00	0.00
Curriculum and Instruction	LCFF Supplemental 0021	20,027.00	10,815.00
		20,027.00	0.00
		20,027.00	0.00
		0.00	3,180.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,769,232.00	1,673,762.47
Goal 2	4,437,388.00	5,466,837.00
Goal 3	1,609,863.00	1,267,515.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$547,991.00	$1,171,851.30
Distance Learning Program	$12,438,269.00	$5,595,951.63
Pupil Learning Loss	$292,683.00	$811,116.24
Additional Actions and Plan Requirements	$62,450.00	$138,242.68
All Expenditures in Learning Continuity and Attendance Plan	$13,341,393.00	$7,717,161.85

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$453,991.00	$1,099,622.91
Distance Learning Program	$11,792,546.00	$5,325,418.40
Pupil Learning Loss	$192,000.00	$415,316.44
Additional Actions and Plan Requirements	$21,000.00	$93,754.59
All Expenditures in Learning Continuity and Attendance Plan	$12,459,537.00	$6,934,112.34

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$94,000.00	$72,228.39
Distance Learning Program	$645,723.00	$270,533.23
Pupil Learning Loss	$100,683.00	$395,799.80
Additional Actions and Plan Requirements	$41,450.00	$44,488.09
All Expenditures in Learning Continuity and Attendance Plan	$881,856.00	$783,049.51

Local Control 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
Menifee Union Elementary	Dr. Kimberly Huesing Asst. Superintendent of Educational Services	khuesing@menifeeusd.org 951-672-1851

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

MUSD is a preschool through grade eight District in southwestern Riverside County. The current enrollment is over 10,500 students and ongoing development in the region forecasts continued growth. The District has ten elementary schools, one kindergarten through eighth grade school, three middle schools, a state funded preschool and a Special Day Class (SDC) preschool. Menifee is among the top 5 fastest growing cities in California.

With the rapid development of our District in size as well as leadership, staffing and community representation, there is also a challenge in ensuring the MUSD vision and systems grow along with our community. In July of 2020, our Board of Trustees issued a resolution condemning racism and affirming the District's commitment to an inclusive school environment for all. Within this resolution, the District emphasized the importance of the guiding beliefs that all children can learn, that equity and access to rigorous curriculum is every student's right, that diversity is strength and strong relationships and trust positively impact learning. The Board charged the MUSD leadership to implement specific actions which include the call to address equity and to eliminate the effects of racism and inequities on our marginalized students and staff. During the 2020-21 school year, the MUSD has engaged the community in the development of a new vision, mission, and student profile. Our emerging vision is "To Engage Young Minds for Limitless Futures".

The District's diverse geographic area encompasses isolated, rural housing to planned community developments, and produces an equally diverse socio-economic and ethnic student population. The District's diverse community speaks over 39 different primary languages and the student population is comprised of the following:
Hispanic 46.6%
American Indian 0.3%
Pacific Islander 0.6%
Two or More Races 5.2%
White 33.8%
Filipino 3.8%
Asian 2.2%
African American 6.2%

Forty-five percent of the students district-wide are socio-economically disadvantaged (SED). The District had a total of 817 English Learners (EL), 718 Reclassified Fluent English Proficient students, and 56 foster youth in 2019-20. All required metrics are addressed in the Local Control Accountability Plan (LCAP); however, since MUSD is a preschool through grade eight structure, high school required metrics are not included.

Menifee Union School District serves its community in the following ways:
- Providing a high quality standards-based education to all students, with a focus on differentiated instruction and intervention to meet the needs of under-performing students not meeting those standards.

- Providing support services intended to meet the social-emotional learning needs of students, to promote better achievement and a positive school climate.

- Providing professional development to teachers on universal access to core content to ensure academic success for ALL students, including those with special needs, gifted students, as well as English Learners through a multi-tiered system of support (MTSS) and implementation of Universal Design for Learning (UDL).

- Ensuring a well-rounded education for students through a vertically articulated visual and performing arts program, increased access to electives including College and Career Readiness, technology, foreign language classes, Career and Technical Education (CTE).

- Creating an environment of collaboration through actions and services intended to promote increased parent participation, parent training, and community partnerships.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The California Accountability Dashboard and Local Indicators help to inform us of our progress towards our LCAP goals. We recognize that even small accomplishments provide opportunities to reflect and plan for continuous improvement. The California Accountability Dashboard data and the Local Indicators demonstrate District progress in providing professional development and support for differentiated needs of all learners, social-emotional support, and meaningful engagement of staff and community stakeholders.

Our greatest progress as captured in the 2019 California Accountability Dashboard (2018-2019 data), is in the area of English Language Arts (ELA), with an overall increase of 7.4 points and an indicator of green for all students. However, results for foster youth and students with disabilities were in the orange, and results for African American students, English Learners, and socio-economically disadvantaged students were in the yellow. At the beginning of the 2020-21 school year, iReady Reading and Math diagnostic assessments demonstrated comparatively similar results for all students and student groups. Mid-year assessment results demonstrate that school closures and distance learning created barriers for maintaining the overall progress of students in ELA and Math for all students. The data also demonstrated that the historic trend of inequitable outcomes for students with greater barriers continued and were amplified for students with disabilities, students experiencing poverty and/or homelessness, foster youth, English Learners, and students who have experienced trauma.

Our District also experienced progress in the reduction of suspensions reported in the 2019 California Accountability Dashboard. We maintained green status for all students with a suspension rate of 1.3% of all students who were suspended at least once. We also successfully reduced suspensions for our foster youth and homeless students during the 2018-19 school year. The suspension rate was higher for students with disabilities, students of two or more races, and Asian students resulting in yellow status. Rates were considerably higher for African American students resulting in red status. The absence of in-person learning for the majority of the 2020-21 school year did not allow us the opportunity to continue our progress or measure the results of our efforts to improve outcomes in school suspensions or absenteeism due to distance learning. Additionally, SB 98 modified attendance and engagement reporting requirements.

The dedication of resources in the 2019-20 LCAP to provide additional staffing at each school site, through the position of Intervention Facilitator, contributed to the effectiveness of our efforts to provide standards-aligned differentiated instruction to underperforming students. During the 2020-21 school year, the Intervention Facilitators continued to support the school-based efforts to provide targeted academic support for students scoring below grade level in Reading and Math.

Our 2019-20 LCAP priority to increase support for social-emotional well-being resulted in the staffing of a School Counselor to every elementary school and an additional School Counselor to each of our middle schools. As a result, all schools implemented a social-emotional curriculum, Second Step, for all students during the 2019-20 school year and increased integrated support for students. During the 2020-21 school year, the School Counselors were instrumental in continuing to deliver social-emotional and mental health support to students as well as college and career readiness lessons. Even in Distance Learning in 2020-21, School Counselors provided small groups, individual counseling, and facilitated engagement activities across our District, such as Lunch with the Counselor.

The MUSD 2021-22 LCAP will maintain priorities and actions for continuous improvement in academic growth in all content areas for all students, supporting positive engaging environments for staff and students and systemic support to meet the underlying social-emotional

needs of learners. The MUSD 2021-22 LCAP will prioritize the implementation of Multi-Tiered System of Support (MTSS) that includes the following:

- Systemic use of data for all students and all student subgroups including, but not limited to, academic achievement, behavior, attendance, and engagement.
- Systemic support for the establishment of safe and welcoming school culture through Positive Behavior Intervention Systems (PBIS).
- Systemic support to provide all students rigorous and engaging instruction.
- Systemic support for continuous improvement and equitable outcomes for all students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The guiding beliefs of the Menifee Union School District that all children can learn, that equity and access to the rigorous curriculum is every student's right, that diversity is strength, and that strong relationships and trust positively impact learning, compel our concerted efforts to address equity on our marginalized students and staff. Our emerging vision for our District, "To Engage Young Minds for Limitless Futures", and stakeholder feedback, provide a common thread of identifying opportunities for growth for all students, eliminating practices that contribute to inequity, and implementing practices that will improve outcomes for all student groups.

We are committed to honest reflection with our community on all quantitative and qualitative data related to our system operations and system outcomes. Providing equitable opportunities and outcomes for all members of our community continues to demand intentional collection and analysis of our data in all areas and required priorities demonstrated in the California Accountability Dashboard, as well as other local data. We will continue to use said data to identify and equitably address access, achievement, and opportunity gaps for all students and between subgroups, as they persist throughout the data.

In the area of English Language Arts (ELA), our District's 2019 CA Accountability Dashboard indicator for all students was green, and overall 7.4 points above standard, 56% of all students met or exceeded the standard. The ELA performance indicator was yellow for African American students (11.5 points below standard), English Learners (24.6 points below standard), and socio-economically disadvantaged students (11.7 points below standard). The ELA performance indicator was orange for foster youth (54.5 points below standard) and Students with Disabilities (75 points below standard).

iReady Standards Aligned Reading/English Language Arts (ELA) diagnostic assessment administered during the 2020-21 school year in grades three through eight demonstrated that performance for all students was comparable to 2018-19 CAASPP results and that gaps in achievement were maintained or widened for students who typically perform below all students such as students with disabilities, students experiencing poverty and/or homelessness, foster youth, English Learners and students who have experienced trauma. Mid-year ELA

assessment results demonstrate 37% of all students were at grade level and 23% of all students were near grade level. For socio-economically disadvantaged students, 32% were at grade level and 26% were near grade level. For African American students, 45% were at grade level and 17% were near grade level. For English Learners, 6% were at grade level and 31% were near grade level. For homeless students, 26% were at grade level and 18% were near grade level. For students with disabilities, 15% were at grade level and 19% were near grade level. For foster youth, 26% were at grade level and 17% were near grade level.

California Accountability Dashboard indicator for English Learner Progress in 2019 demonstrates that 42.7% of English Learners made progress towards proficiency, yielding a low rating and identified need. Mid-year iReady diagnostic assessment revealed low progress for English Learners in ELA and Math. The 2020-21 English Language Proficiency Assessment of California (ELPAC) will not be available until the summer of 2021.

In the area of Math, our District's 2019 CA Accountability Dashboard indicator for all students was yellow and overall 21 points below standard, 43% of all students met or exceeded the standard. The Math performance indicator was orange for English Learners (51.8 points below standard), foster youth (86.3 points below standard), Hispanic students (33.6 points below standard), Pacific Islander (31.3 points below standard), and socio-economically disadvantaged students (42.2 points below standard). The Math performance indicator was red for students with disabilities (103.8 points below standard).

iReady Standards Aligned Math Diagnostic assessment administered during the 2020-21 school year, like ELA results, demonstrated that performance for all students was comparable to 2018-19 CAASPP results and that gaps in achievement were maintained or widened for students who typically perform below all students. Mid-year Math assessment results demonstrate 27% of all students were at grade level and 38% of all students were near grade level. For socio-economically disadvantaged students, 20% were at grade level and 42% were near grade level. For African American students, 40% were at grade level and 34% were near grade level. For English Learners, 6% were at grade level and 31% were near grade level. For homeless students, 11% were at grade level and 40% were near grade level. For students with disabilities, 11% were at grade level and 26% were near grade level. For foster youth, 3% were at grade level and 40% were near grade level. In response to identified performance gaps and overall need for increased achievement in Math, the 2021-22 LCAP will contain numerous actions to ensure high quality professional development in student centered Math instructional practices. During the 2021-22 professional development will focus on a review of Math standards for teachers and administrators, support for additional staff to provide coaching and staff to support the implementation of small group instruction. District support for the effectiveness of professional development will ensure the coherence of implementation of math practices and strategies to positively impact student outcomes.

For the 2018-19 school year, 9.7 % of MUSD students were absent for 10% or more of the school year, an increase of 1.1% from the prior year resulting in an overall indicator of orange on the dashboard in the area of Chronic Absenteeism. The Chronic Absenteeism performance indicator was red for homeless students, 42.2% of whom were chronically absent. The overall indicator of orange demonstrates the need to implement practices that will improve outcomes for all student groups.

The absence of in-person learning for the majority of the 2020-21 school year did not allow us the opportunity to adequately continue our progress or measure the results of our efforts in school suspensions or absenteeism due to the reality of distance learning. Additionally, SB 98 modified attendance and engagement reporting requirements. While the impacts of the pandemic will likely continue to impact improved attendance for all students, decreasing the percentage of students who are chronically absent is an area of ongoing need.

In the area of Suspension, our District indicator for all students during the 2018-19 school year was green, as reported in the 2019 California Accountability Dashboard. Foster youth performance indicator was red, African American student indicator rating was orange, and students with disabilities, socio-economically disadvantaged, and two or more races indicator rating was yellow. Suspension data from the 2019-20 school year continued to demonstrate a disproportionate number of suspensions for African American students leading to the identification of our District as significantly disproportionate in the area of suspensions. While this finding was specific to disproportionality for African American students with disabilities, the process to identify the underlying cause and related factors demonstrate the need for continued improvements in support for social-emotional well-being and appropriate adult response to student behaviors.

The 2019-20 and 2020-21 student engagement data collected through pupil attendance and engagement and thorough California Healthy Kids Survey provided student perception data. While student perception data in the area of meaningful participation showed a minor increase, results showed that only 42% of 5th-grade students and 33% of 7th-grade students perceive school as providing meaningful participation, including being involved in decision-making, opportunities for problem-solving, and engaged in activities that interest them. Additionally, 38% of 5th-grade students and 56% of 7th grade students reported feeling "zest" about school, including being excited to go to school, excited to learn something new, as well as feeling energetic and enthusiastic. In response to identified overall need for improvement in student engagement demonstrated in chronic absenteeism data, suspension data, and student CHKS survey data, the 2021-22 LCAP will contain numerous actions to ensure high quality professional development in Multi-Tiered System of Support and Universal Design for Learning for teachers and administrators, support for additional staff. To ensure the effectiveness and coherence of implementation of MTSS practices and UDL strategies to positively impact student and family outcomes, District support for implementation of services will be included in the plan.

Professional development, key staff, and structures are directed to improve our District's capacity for effective standards-based instruction, Positive Behavioral Intervention Systems (PBIS), Multi-tiered System of Support (MTSS), and student engagement. Embedded in these actions is the intentional consideration and planning to ensure systemic capacity to effectively provide enhanced or improved support for student groups experiencing inequitable outcomes.

We acknowledge the reality that students with learning disabilities, students experiencing homelessness and/or poverty, African American students, and English Learners traditionally experience inequitable outcomes as compared to White and Asian students. The 2019 Accountability Dashboard data demonstrates the need to maintain efforts to sustain improvement in English Language Arts, the need for enhanced efforts to accelerate achievement in Mathematics, as well the need to implement systems to address gaps in outcomes for student subgroups and ethnicities in student achievement. Progress towards proficiency for English Learners also demonstrates the need for improvement. Chronic Absenteeism Dashboard data and student California Healthy Kids Survey data in the area of Meaningful Participation also demonstrate the need for improvement in a systemic approach to improve student voice, choice, connectedness and engagement at school. Data collected during the 2020-21 school year demonstrates that inequities in academic outcomes and engagement have been amplified during school closures.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The impacts of the pandemic and school closures on our staff, students and families has required all members of our community to adapt and to reflect on the needed priorities for students. The unpredictable challenges of COVID-19 and school closure necessitated changes in our relationships leading to greater partnerships and more candid conversations with our community. We look forward to the 2021-22 school year and our continued partnerships with all stakeholders. The MUSD 2021-22 LCAP is an exciting opportunity for our District and community to build upon our strengths, to embrace the opportunity to face and overcome challenges, and reimagine how our system operates and responds to the needs of our staff and students to support achievement and wellness.

As the MUSD Board of Trustees charged the MUSD leadership to implement specific actions to address equity, challenge inequities and eliminate the effects of racism and inequities on our marginalized students and staff. Our community reiterated the importance of actions and outcomes to meet these expectations. The vision for our District emerging from our stakeholders is "To Engage Young Minds for Limitless Futures". The guiding beliefs of the Menifee Union School District; that all children can learn; that equity and access to rigorous curriculum is every student's right; that diversity is strength and strong relationships and trust positively impact learning are woven into our Local Control Accountability Plan in Actions to achieve the following goals:

1. MUSD will be culturally responsive to our community and serve the learning community in a safe, supportive and engaging environment.
2. MUSD will ensure all students experience a high-quality, standards-aligned education to increase academic achievement.
3. MUSD will promote organizational effectiveness and equity through alignment of District systems and structures.

Through the examination of multiple data sources including, but not limited to, student achievement data, chronic absenteeism, discipline/suspensions, and additional CA Healthy Kids Survey scale questions, Maslow's Hierarchy of Needs provides an explanation of our overall data profile, barriers to student achievement and opportunities, and a framework to truly engage all students and provide for maximum opportunities for limitless opportunities. The premise of Maslow's Hierarchy of Needs is that the basic physiological and safety needs of individuals as well as the need for belongingness and love, are prerequisites and must be satisfied before individuals can attend higher needs of developing esteem through accomplishments and achieving one's full potential academically and other creative endeavors.

This premise is threaded throughout our LCAP. There is a dedication of actions and resources that demonstrate an investment in school systems to address physiological, safety, and belonging needs for our students and school communities, as well as expectations that all students and student groups will be afforded the opportunity to explore and develop abilities towards full intellectual and creative potential.

Embedded in all of our priorities and actions in our LCAP, our community will observe intentional systems to ensure our District seeks to understand and address inequitable outcomes for all students and every student group including ethnic groups.

Our commitment to strengthen social-emotional support for students and staff is prioritized through actions found primarily in Goal 1. The convergence of actions and systems to build academic capacity and strengthen social-emotional support for students is a theme found in our LCAP. School Counselors support academics, college and career readiness, and social-emotional well being systems for students. Similarly,

there is an ongoing dedication to provide training and District support for professional development, supportive learning environments and implementation of tiered systems of support to identify students by need and connect them with the appropriate social-emotional support.

Our commitment to support and improve student learning is prioritized through actions found primarily in Goal 2. The priority to provide a School Counselor to every elementary school and an additional School Counselor to each of our middle schools is continued. Similarly, there is a continued allocation of funding for the position of Intervention Facilitator at each school site to support classroom instruction and the capacity for teachers to facilitate small group differentiated instruction. The continued use of standards-aligned assessments to inform stakeholders of student progress and to inform our instructional program and practices monitoring for success. To ensure the coherence of District systems to support and improve student learning, the MUSD 2021-22 LCAP will build capacity in staff for high quality instruction, development and implementation of a multi-tiered system of support for the diverse academic, behavioral and social-emotional needs of students and families.

In Goal 3 of our LCAP, support for coherence of District systems to strengthen social-emotional support for students and staff is visible. The MUSD 2021-22 LCAP will maintain priorities and actions for continuous improvement in academic growth in all content areas for all students, supporting positive engaging environments for staff and students to meaningfully participate and thrive and systemic support to meet the underlying social-emotional needs of learners. The MUSD 2021-22 LCAP will prioritize the implementation of tiered systems of support to identify students by needs and connect them with the appropriate supports.

Using the MTSS framework, we will align leadership, organizational structure and culture, family and community engagement, policies, and practices to build capacity in staff to systemically support the diverse academic, behavioral and social emotional needs of students and families.

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.

MUSD has no CSI eligible schools

Support for Identified Schools

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

MUSD has no CSI eligible schools

Monitoring and Evaluating Effectiveness

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

MUSD has no CSI eligible schools

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

MUSD's vision for stakeholder engagement emphasizes meaningful participation and representation of all constituents to understand and respond to the unique profile of strengths and challenges in our District. Stakeholder engagement in the development of our LCAP provided multiple opportunities to leverage the voices, hopes, and dreams of our community to align our resources, goals, and actions to LCAP priorities. In addition to ongoing engagement with our employee bargaining units, Menifee Union School District is fortunate to have four active District parent groups that meet monthly during regularly scheduled meetings: District English Learner Advisory Committee (DELAC); District African American Parent Advisory Committee (DAAPAC); Parent Advisory Committee (PAC); and the Special Education Parent Advisory Committee (SEPAC) that includes our SELPA Administrator. Each of these important community groups participated in an LCAP Stakeholder Forum in March and April of 2021.

Parents and community were invited to participate in these structured opportunities to reflect on District data and to provide feedback regarding the LCAP priorities through school site meetings such as English Learner Advisory Committee (ELAC), Parent Teacher Association or Organization (PTA/O), or other meetings such as Coffee with the Principal and Site Leadership meetings in March through May, 2021.

District employee groups participated in school site LCAP forums to reflect on District data and to provide feedback regarding the LCAP priorities. School teams consisting of classified and certificated staff and parents attended a virtual District LCAP Forum on March 31, 2021, as well as scheduled Board of Trustees LCAP Community input meetings. During the 2020-21 school year, all Governing Board meetings and parent committee meetings were held virtually and community members were provided the opportunity to join and provide feedback via phone message, email, and/or join an online meeting.

Parents and staff stakeholders from each school community also had the opportunity to provide feedback on LCAP priorities via the LCAP Stakeholder Input Survey. Students provided powerful feedback to inform the development of LCAP priorities. All students in grades 5 and 7 participated in the California Healthy Kids Survey and all students in grade 4-8 participated in a student well-being survey in October, 2020 and April, 2021. Students and families provided feedback regarding LCAP priorities through our community LCAP Stakeholder Survey. As of April 26, 2021, over 2,300 students had participated in the Student LCAP Survey and over 300 staff and parents have participated in the LCAP Staff and Community Survey.

Through school closure and in development of potential plans for a return to school, numerous task force meetings occurred involving staff and parents which also provided input from the community on District priorities. In response to parent interest in continuing full time distance learning in the 2021-22 school year, staff and community were invited to join the Menifee Union School District Virtual School Task Force to plan for the learner profile and vision for the new school.

Staff and community members had the opportunity to participate in the Menifee Union School District vision and mission setting workshops February through May, 2021. These ongoing meetings supported stakeholder engagement to develop our District vision and mission in response to the shared aspirations and goals of our community.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder engagement provided constituents the opportunity to review District data in all priorities of the LCAP for all MUSD students and all student groups. Intentional analysis of our progress and outcomes in all LCAP priorities for all students and the discrepancies of outcomes between student groups resulted in community feedback to inform areas of LCAP priorities and actions. Staff and community also shared desires for a return to in-person schooling in the most normal way possible and the level of support to respond to the needs of students and families due to the impact of the pandemic and school closures. The following trends in stakeholder feedback emerged to inform LCAP goal development and actions.

A strong theme in stakeholder feedback is rooted in student learning and engagement. There is a strong desire for our District to be competitive and shine in academic achievement. Our community acknowledged our need to continue academic progress in ELA and Math instruction and learning, noting that our District Math results demand significant improvement. Similarly, outcomes for English Learners are lower and yielded feedback supporting enhanced support for English Language Development instruction and engaging activities to learn. Furthermore, there is a shared desire to see improvement in the results of and support for students with disabilities as well students who access learning and engagement differently. Many staff and parent groups also acknowledged that learning routines and environments must value and support all students' backgrounds and differences if students are to truly thrive. Our DAAPAC, DELAC, and SEPAC want our schools to be places where all cultures and talents are valued and celebrated. Parents and staff also shared a strong desire for learning to be engaging and interesting.

The theme of student voice and choice was repeated in numerous stakeholder comments, both in learning and other school activities, particularly among Site Administrators. While all constituents continued to indicate a strong support for the work of School Counselors, Site Administrator feedback suggested a need for increased support for social-emotional well being. Additionally, Site Administrators have a strong shared desire to improve student engagement and school climate through ongoing training in Multi-tiered System of Support (MTSS).

A strong theme in teacher feedback is in the area of school culture, well-being and morale of staff and students. Teachers also had a strong interest in increased opportunities for extracurricular activities for all students and a broad range of elective offerings for students at the middle school level. Teachers shared a desire for new curriculum materials in Math and Science in grades K-8 and Social Studies in grades K-5. The teacher's bargaining unit association echoed the desire for crossing guards as well as the need to attract and maintain highly qualified teachers; in turn, providing support for new teachers to complete their credentialing programs.

Our classified bargaining unit provided strong feedback expressing a desire for transparency and collaboration. Additionally, the classified association shared a desire for our classified work partners to receive the recognition, training, and overall support needed to be safe and effective. Feedback from classified staff also recommended parent communication and engagement.

Overall, stakeholders appreciate the outcomes of School Counselors and recognize the growing need for social-emotional and mental health support as students return to school, especially those who have experienced trauma and/or with elevated social-emotional and behavioral needs. The theme of strengthening school communities, relationships, and connectedness were repeated by stakeholders in LCAP forums and throughout the school year as parent groups such as PTA/PTO and District Parent Advisory Council expressed their concerns about the negative impacts of school closures. The theme of school communities that value and celebrate students' differences and strengths also came through in LCAP feedback as well as throughout the year in the wake of national dialogue about racism and equity. Stakeholders want schools to provide opportunities for all students to engage in interesting activities during lunch and/or after school such as clubs and athletics. Our SEPAC looks forward to increased visibility and opportunities for extracurricular activities as well. Our District African American Parent Advisory Committee (DAAPAC) looks forward to continuing to create opportunities for parent engagement and student leadership. All parent groups expressed the desire to continue to build partnerships with families and in our community with groups such as local businesses, city, law enforcement, and youth organizations to increase opportunities for students. One area of concern by teachers and parents is the need for crossing guards to ensure the safety of all students.

Stakeholder engagement and collaboration has been heightened since school closures in March of 2020. Through the multiple plans for potential return to in-person schooling, the hiring of District leadership, a change in our School Board, and the development of a new Menifee Union School District vision, our community LCAP forums and feedback opportunities, our community shared aspirations and set expectations for 2021-22. A major theme of these expectations is a desire for continued improvement and systems to provide equity. Parents wish to continue to be involved in school data, behavior conversations and planning. All stakeholders have a concern about the impacts of school closures on learning, wellness, and behavior and acknowledge that classrooms and schools will require strategies and supports that need to be well coordinated. Inequitable outcomes visible in our data led to feedback that school teams need to look at subgroup discipline data and student well being data regularly. Parents are willing to support the school and many shared that continued parent participation at ELAC, DELAC, PAC, school site and District activities will make schools more successful. Parents acknowledged that improved school communication and meetings via Parent Square and virtual meetings allowed parents to attend more events. Our DELAC greatly appreciates the availability of all workshops in Spanish and English as well as opportunities to learn how to support their students to be prepared for high school and college/career.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder engagement provided constituents the opportunity to review District data in all priorities of the LCAP for all MUSD students and all student groups and to provide feedback to inform actions and expected outcomes related to LCAP priorities. The themes of stakeholder voice and recommendations are captured in our 2021-22 LCAP Goals:

#1 MUSD will be culturally responsive to our community and serve the learning community in a safe, supportive and engaging environment.
#2 MUSD will ensure all students experience a high-quality, standards-aligned education to increase academic achievement.
#3 MUSD will promote organizational effectiveness and equity through alignment of District systems and structures.

Our District Parent Advisory Committee provided the following feedback :
A main concern is to have less time when taking the state test. Parents appreciate delaying the testing one year.
Expect that the protocol for attendance to change post COVID and not receive letters.
We would like to have current data.
Priority in our District should be to provide additional support to students who have experienced trauma.
A suggestion was made to involve students by having them take the LCAP survey and motivate parent involvement.
Desire to have students attend more than 2 days a week during Hybrid schedule.
Teachers need to go back to the classroom but not on a hybrid model.
Students need the opportunity to have fun, interact, and engage.

The above PAC recommendations/feedback are addressed in the LCAP development and actions. Parent concerns regarding District actions to improve attendance and support consistent attendance following COVID-19 is acknowledged. Current safety protocols require students to stay home if potential symptoms are present. While there is no action in the LCAP to alter the parent outreach procedures of the District, safety protocols will continue to be followed and lessons learned through SB 98 re-engagement team support will continue to inform the MUSD process for parent communication regarding school absences. Student 2020-21 academic iReady data is provided to parents and more timely reports will be available following administration of iReady Reading and Math diagnostics in the 2021-22 and subsequent school years. Additionally, actions in the LCAP address the development of a MTSS which will include protocols for analysis and timely response to student performance and outcome data. Over 2,300 students in grades 3-8 participated in the 2021-22 LCAP development survey. Additional support for students experiencing trauma, and other challenges associated with school closure, are addressed in the LCAP through the addition of District Social Workers and School-Community Liaisons. The need for student opportunities for engagement and interaction is addressed through actions and metrics related to the number of engagement opportunities as well as unduplicated student participation.

Goal area 1 contains actions and metrics that have emerged from themes in stakeholder feedback. The desire to continue and build upon the role of School Counselors was strong and supported continuing with school counselors. During the LCAP Public Forum, a community member shared support for continuing the role of the School Counselor and to consider additional counselors to provide social-emotional support that may be needed in return from school closures. In response to the consistent stakeholder feedback to add to the capacity of our District to support the social-emotional and mental health needs of families, we provided funding for three District Social Workers. For schools in the District with the highest concentration of unduplicated pupils and the highest need for school and community-based services and resources, five District Community Liaisons were added to support the District parent engagement plan, capacity to eliminate barriers to attendance and learning, and to increase parent involvement with an emphasis on our unduplicated pupils. Student engagement in extracurricular activities and clubs is a priority with dedicated resources in our LCAP in response to stakeholder feedback.

Feedback also resulted in the inclusion of metrics in response to our student outcome data. MUSD 5th and 7th grade student responses to the California Healthy Kids Survey (CHKS) in the areas of Meaningful Participation and Zest were lower than all other areas of student engagement data measured by CHKS in 2019-20 and 2020-21. Our new LCAP will have metrics for improved Meaningful Participation and Zest as these attributes are seen as underlying conditions of academic performance and attendance. Additionally, there are metrics related to the number of after-school enrichment or extracurricular activities offered at our schools as well as the number of student-initiated clubs at middle school. There will also be metrics for the number of foster youth and students with disabilities who participate in clubs and enrichment activities.

Within Goal 2, specific actions for students emerged as a result of District data and community recommendations for outcomes for all students. The need for improvement in math learning and student engagement in learning resulted in a variety of actions related to District-wide math professional development including two Math Teachers on Special Assignment (TOSAs) to serve as coaches, contracted professional development in supportive and engaging strategies in student-centered math, and teacher coaching and planning time. The need for improvements in District systems to support the progress of English Learners (ELs) resulted in District-provided professional development and support for the implementation of integrated and designated English Language Development (ELD) standards. This will be enacted through Riverside County Office of Education (RCOE) professional development with teachers and administrators in learning cycles throughout the school year where staff learn and plan for implementation. The implementation of supportive strategies for math and plans for implementation of effective ELD will be monitored with school learning walks where District and site staff can collect data and provide feedback to support the implementation of best practices. The feedback provided by stakeholders related to the considerable gaps in outcomes for students with disabilities, while somewhat addressed by the emphasis of supportive strategies of both the Math and ELD professional development, also merit specific support in Special Education. A District Special Education Coordinator position is added to improve the effectiveness of educational programs that provide services to students with disabilities. Embedded in the professional development will be the emphasis on student engagement, meaningful participation, and opportunities for students to explore their potential, all of which are in alignment and emphasized in response to stakeholder feedback.

Feedback also resulted in the inclusion of metrics our community identified as opportunities to improve our District in the context of our student achievement and outcome profile. For ELs, metrics are included to both increase the reclassification rate and to decrease the percent of ELs identified as Long Term English Learners (LTELs) in grades 6-8. In response to community expressed concern at the learning loss experienced by lower elementary students, metrics are included in our LCAP specific to the percent of students meeting standards in reading by the end of third grade. Additionally, the desire for our District achievement data to be both competitive and provide a limitless future for students, a metric included above minimum requirements for the percent of students exceeding standards who complete our middle school Compacted Math course. Additionally, there are metrics related to the number of unduplicated students and students with disabilities who participate in Compacted Math and in the advanced elective offerings at our middle schools.

In response to teacher feedback, a curriculum adoption calendar will be created. Beginning in 2021-22, elementary Social Studies curriculum approved materials will be reviewed by teachers and selected through a curriculum adoption process. A timeline of framework adoption and release of approved materials will also be shared with teachers and parents. During the 2021-22, teachers of Math will receive professional development in the new Math Framework in anticipation of a potential adoption following the 2021-2022 school year.

Goal 3 of our LCAP promotes organizational effectiveness and equity through alignment of District systems and structures in all LCAP priorities. Stakeholder feedback on the importance of effective support for academic achievement and social emotional well-being of students contributed to actions to coordinate and improve outcomes across our District in a coherent manner. This resulted in the continuation of the Educational Services Director and Coordinator positions while adding a new Curriculum Coordinator position in response to teacher and administrator feedback. Staff feedback accentuated staff climate and morale. In response to staff climate surveys, self-care practices will be included in the LCAP. Teacher request for training of the Intervention Facilitator staff to support small group instruction of struggling students is supported in the LCAP through the addition of a District Intervention Specialist. Similarly, teacher and administrator feedback also expressed a desire to continue the social- emotional lessons and small groups that School Counselors organize. The coordination of School

Counselors and teacher professional development is implemented in the LCAP through a District Lead Counselor, who will coordinate Second Step Social-Emotional lessons and teacher professional development.

Our community noticed the inequitable outcomes in student achievement and suspensions across our District and have expressed an expectation for our school District to provide support to close the gaps and to ensure our school communities value the talents and background of all members. Staff development in culturally responsive practices, Multiple Tiers of Support Structure (MTSS), and Positive Behavior Intervention Systems (PBIS) are included in our LCAP in alignment with feedback from teachers as well as administrators. Additionally, the stakeholder feedback recommending monitoring student subgroup data in academic achievement and discipline is addressed through the systemic support of PBIS and MTSS.

Goals and Actions

Goal

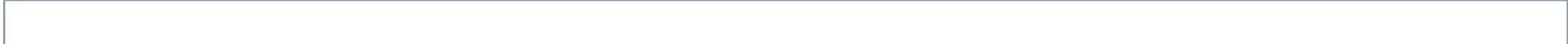| Goal #	Description
1	MUSD will be culturally responsive to our community and serve the learning community in a safe, supportive and engaging environment. LCFF Priority 1: Basic Services (Facilities) LCFF Priority 3: Parent Involvement LCFF Priority 5: Student Engagement LCFF Priority 6: School Climate (CHKS &Attendance & Suspension) LCFF Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

Maslow's Hierarchy of Needs provides an explanation of our overall data profile, barriers to student achievement and opportunities, and a framework to truly engage all students and provide for maximum opportunities for a limitless future. The premise of Maslow's Hierarchy of Needs is that the basic physiological and safety needs of individuals as well as the need for belongingness and love, are prerequisite and must be satisfied before individuals can attend higher needs of developing esteem through accomplishments and achieving one's full potential academically and in other creative endeavors.

Actions and metrics in Goal 1 are tightly connected to the experience of each student. At the heart of the actions in Goal 1 is a commitment to providing all students safe, supportive schools and equitable opportunities for meaningful participation and to experience joy or excitement which we refer to as "zest." Increased staffing, training, and systems of support to address social-emotional and mental health needs, or to connect families with a continuum of supports, are intended to eliminate barriers and strengthen family connections. Additionally, many actions intentionally address support and strategies to engage traditionally marginalized communities or students experiencing inequitable outcomes.

Metrics throughout Goal 1 demonstrate aspirational goals for equitable opportunities for all students and all student groups. Student growth goals are present to ensure our intentional work toward improving student perception of meaningfulness of school and zest, or excitement, in learning. Additionally, there are metrics related to the number of after-school enrichment and extracurricular opportunities at all schools and the number of student initiated clubs at the middle school level. There are also expected outcomes in the number of unduplicated students and students with disabilities who participate in clubs and activities, with an additional metric for foster youth.

District-wide professional development will focus on school-wide systems and classroom strategies to support and respond to behavior in a manner that promotes positive behavior and prosocial skill development. Professional development, ongoing planning and support, and analysis of data will provide our District and community with progress in Goal 1.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in Good or Excellent Repair (SARC - Facilities Inspection Tool)	100%				100%
Parent Involvement Efforts to seek parent input in decision making (Local Indicators Self-Reflection Tool)	3 - Initial Implementation				5- Full Implementation and Sustainability
Priority 3 Percent Parental Participation in Programs (attendance logs	DAAPAC Average Meeting Attendance: 10 Grandparents Raising Grandchildren (GRG) Average Meeting Attendance: 10 Parent Advisory Committee Average Meeting Attendance: 7				DAAPAC Average Meeting Attendance: 36 Grandparents Raising Grandchildren Average Meeting Attendance: 40 Parent Advisory Committee Average Meeting Attendance:36

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 Percent Parental Participation in Programs - English Learner (attendance logs)	DELAC Average Meeting Attendance: 15				DELAC Average Meeting Attendance: 36
Priority 3 Percent Parental Participation in Programs for students with disabilities	SEPAC Average Meeting Attendance: 14				SEPAC Average Meeting Attendance: 36
School Attendance Rate Percentage of Positive Attendance (SIS)	(2019/20) – 96.4% (8/7/19 – 3/13/20) – 95.2%				98%
Chronic Absenteeism (CA School Dashboard)	All students: Orange 9.7 % 20/21 Chronic Absenteeism Disengagement Data 2.1% (SIS) English Learner (EL) Orange : 9.3 % Socio-Economically Disadvantaged (SED): Orange 13.4 %				All students: Green 5.0% English Learner (EL) : Green 5.0% Socio-Economically Disadvantaged (SED): Green 5.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities (SWD): Orange 14.2 % Foster youth: Orange 10.7 % Homeless youth: Red 42.2 % African American: Orange 10.8% Hispanic: Orange 10.2% Two or More Races: Orange 10.3%				Students with Disabilities (SWD): Green 5.0% Foster youth: Green 5.0% Homeless youth: Green 5.0% African American: Green 5.0% Hispanic: Green 5.0% Two or More Races: Green 5.0%
Meaningful Participation/Decision-making (20-21 CA Healthy Kids Survey)	7th Grade: 33% 5th Grade: 42%				7th Grade: 63% 5th Grade 72:%
Zest	7th Grade: 56%				7th Grade: 86%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(20-21 CA Healthy Kids Survey)	5th Grade: 38%				5th Grade: 68%
Suspension Rate (CA School Dashboard)	All students: Green 1.3 % English Learner (EL): Green 0.8 % Socio-Economically Disadvantaged (SED): Yellow 1.8 % Students with Disabilities (SWD): Yellow 3.0 % Foster youth: Red 6.6 % Homeless youth: Green 1.4 % African American: Orange 4.1% Hispanic: Green 1.2%				All students: Blue 0.5 % English Learner (EL): Blue 0.5 % Socio-Economically Disadvantaged (SED): Blue 0.5 % Students with Disabilities (SWD): Blue 0.5 % Foster youth: Blue 0.5 % Homeless youth: Blue 0.5 % African American: Blue 0.5% Hispanic: Blue 0.5 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Two or More Races: Orange 10.3%				Two or More Races: Blue 0.5 %
Expulsion Rate (Dataquest)	2019/20 - 0.03%				0.00%
Number of Student Initiated Clubs at Middle Schools (ASB Minutes; School Calendar)	9 total ; Average of 2.25 per school				28 total
Number of After School Enrichment Activities	38 total; Average of 2.7 per school				4 at each school
Middle School Dropout (SIS 2019-20)	0				0

Actions

Action #	Title	Description	Total Funds	Contributing
1	Care Solace	Provide referrals for students, staff, and families to access mental health and health services.	$26,885.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Supplemental School Counselors	Hire counseling staff to facilitate and support Tier I, Tier II, and Tier III social-emotional and behavioral Multi-Tiered Support Structure (MTSS)	$1,305,659.00	Yes
3	District Social Workers (3)	District Social workers will support Tier II and III social emotional and mental health needs of students.	$347,086.00	No
4	Community Liaison Site QVE (7hr) , FCE, RES, CWM, ERE (3.5 hr each)	Continue to increase Community Liaison's face-to-face contact with parents throughout the district positioned at school sites with high unduplicated count to provide and support parent involvement and training opportunities, connecting families with school and community resources, personal meetings and/or site meetings. Liaisons support the district and school capacity to eliminate barriers to attendance and learning and to increase parent involvement with an emphasis on our unduplicated pupils.	$299,285.00	Yes
5	5 APs: K Brilee, K. Cross, Sue Di Bernardo, M. Blanton	Provided targeted site support to pupils through the hiring of Assistant Principals to SSE, OME, FCE and a Dean of Students at MVMS to address the areas of academic achievement, social-emotional learning, parent engagement, and safe and orderly schools.	$628,797.00	Yes
6	Music Teachers and program supplies	Provide music education opportunity to all students	$690,029.00	Yes
7	Teacher Staffing for Effective Learning Environments/Eliminate Combo classes	Maintain effective teacher staff to student ratios: eliminate as many combination grade classes and reduce class size through the hiring of additional elementary school teachers as appropriate and as funding allows.	$1,408,385.00	Yes
8	TK-3 25:1	Maintain 25:1 teacher staff to student ratios in grades TK - 3	$855,355.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Maintain Additional MUSD School Psychologist	Support School Tier II and III Behavioral Needs	$345,665.00	No
10	Translation Services	Translation Services and extra hours for parent meetings	$69,173.00	Yes
11	MTSS/UDL Planning, Professional Development	Continue to provide training or resources to support behavior, social or emotional needs, and to increase school connectedness, MTSS, Universal Design for Learning (UDL) administrator and teacher training and collaboration.	$96,179.00	Yes
12	CUE/Google Camp	Continue to provide opportunities for teachers and administrators to receive technology integration certifications, including Leading Edge and Google Certifications.	$20,437.00	Yes
13	Parent Involvement/Education	Continue to identify, research, and implement best practices to meaningfully engage students and their families in order to close the achievement gap for English Learners, Foster Youth, and Low Income Students.	$18,269.00	Yes
14	CPI Training; Certificated Sub	Provide Training to Staff in Crisis Prevention Institute (CPI) to support safe and effective response to students in crisis	$6,496.00	No
15	SSS Workshops and Training	SSS Professional Development in PBIS, MTSS, and strategies to promote student safety and well-being	$39,945.00	No
16	After School Enrichment Foster	Provide materials and extra hours for staff to facilitate after school enrichment/extracurricular activities with a priority for engaging Foster youth and other unduplicated at risk students	$7,296.00	No

Action #	Title	Description	Total Funds	Contributing
17	LCFF Site Allocation	Site allocations were targeted to meet the individual student needs of low income, foster youth, and English Learners	$293,274.00	Yes
18	MUSD Equity Committee; Workshops, and CRL for admin	MUSD Equity Committee; Workshops, and CRL for admin	$15,000.00	Yes
19	Attendance Intervention and Support A2A	Attendance Intervention and Support A2A documentation and resources	$53,000.00	No
20	CHKS and well-being progress monitoring dashboard	California Healthy Kids Survey (CHKS) and staff and student well-being progress monitoring dashboard	$11,500.00	Yes
21	CKH BMMS	Capturing Kids Hearts BMMS contract; Staff professional development and planning for the implementation of strategies to improve school culture and reduce discipline/suspension	$45,000.00	No
22	Lunch Time or Before/After School Enrichment	Lunch Time or Before/After School Enrichment	$100,000.00	Yes
23	Library/Media Center/Makerspace Supplies	Library/Media Center/Makerspace Supplies	$112,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	MUSD will ensure all students experience a high-quality, standards-aligned education to increase academic achievement. LCFF Priority 1: Basic Services LCFF Priority 2: Implementation of State Standards LCFF Priority 4: Student Achievement LCFF Priority 7: Course Access LCFF Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

The guiding beliefs of the Menifee Union School District that all children can learn, that equity and access to rigorous curriculum is every student's right, that diversity is strength, and that strong relationships and trust positively impact learning, compel our concerted efforts to address equity and to eliminate inequities on our marginalized students and staff. Our emerging vision for our District, "To Engage Young Minds for Limitless Futures" and stakeholder feedback, provide a common thread of identifying opportunities for growth for all students, eliminating practices that contribute to inequity, and implementing practices that will improve outcomes for all student groups.

Goal 2 anchors these beliefs, vision, and commitments in student academic achievement and related LCFF Priorities. The actions and metrics in Goal 2 connect resources to provide coherent professional development and ongoing support for the implementation of instructional practices that foster student engagement, strategies that support student access to rigorous content, maximize opportunities to learn, and student-centered learning practices to give relevance and meaningfulness to learning. Support for students with disabilities, students experiencing poverty and/or homelessness, foster youth, and English Learners, are prioritized throughout actions in Goal 2.

Metrics throughout Goal 2 demonstrate aspirational goals for high academic achievement for all students and equitable outcomes for all student groups. Metrics specific to English Learners are included above the minimum to establish desired outcomes for the increased rate of reclassification of English Learners and reduction of Long-Term English Learners in grades 6-8. Additionally, there are metrics related to the number of unduplicated students and students with disabilities who participate in Compacted Math and in the advanced elective offerings at our middle schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Properly Credentialed Teachers As evidenced by CALPADS 4.1, 4.2, 4.3 SARC	0.8% misagnments of teachers of English Learners 4 total teacher misassignments and/or vacancies				0% misagnments of teachers of English Learners 0 total teacher misassignments and/or vacancies
Access to Instructional Material Williams Textbook Sufficiency Report, SARC	100% Students with access to own copies of standards-aligned instructional materials				100% Students with access to own copies of standards-aligned instructional materials
Implementation of Academic Content Standards Local Indicators Self-Reflection Tool	4- Full Implementation				5- Full Implementation and Sustainability
EL Access to CA Standards including ELD Standards, Local Indicators Self-Reflection Tool	3 - Initial Implementation				5- Full Implementation and Sustainability
ELA Pupil Achievement on Statewide Assessments Ca School Dashboard Indicator Color and Distance from Standard	All students: Green 7.4 points above standard (CA School Dashboard 2019)				All students: Green 10.1 points above standard (CA School Dashboard) English Learner: Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learner (EL): Yellow 24.6 points below standard (CA School Dashboard 2019) Socio-Economically Disadvantaged (SED): Yellow 11.7 points below standard (CA School Dashboard 2019) Students with Disabilities (SWD): Orange 75 points below standard (CA School Dashboard 2019) Alternate: ELA CAASPP (SBAC) Performance: Percent Met/Exceeded TOMS Foster youth: Orange 54.5 points below standard				(EL): 5.1 points below or above standard (CA School Dashboard) Socio-Economically Disadvantaged (SED): Green 2.7 points below standard Students with Disabilities (SWD): Green 5 points below standard (CA School Dashboard) Alternate: ELA CAASPP (SBAC) Performance: Percent Met/Exceeded TOMS Foster youth: Green 5 points below standard (CA School Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(CA School Dashboard 2019) Homeless youth: Green 1.7 points below standard (CA School Dashboard 2019) African American: Yellow 11.5 points below standard (CA School Dashboard 2019) Hispanic: Green 3.4 points below standard (CA School Dashboard 2019) Two or More Races: Green 20.6 points above standard (CA School Dashboard)				Homeless youth: Green 7.3 points above standard (CA School Dashboard) African American: Green 2.5 points below standard (CA School Dashboard) Hispanic: Green 5.6 points above standard (CA School Dashboard) Two or More Races: Green 20.6 points above standard (CA School Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress Towards Literacy 3rd Grade (Dataquest, SBAC)	29.9% of 3rd grade Students Above Standards in Reading, SBAC 19.85% of 3rd grade Students Above Standards in Writing, SBAC				60% of 3rd grade Students Above Standards in Reading, SBAC 50% of 3rd grade Students Above Standards in Writing, SBAC
Pupil Achievement on Statewide Assessments Math (CA School Dashboard 2019)	All students: Yellow 21 points below standard (CA School Dashboard) English Learner (EL): Orange 51.8 points below standard (CA School Dashboard) Socio-Economically Disadvantaged (SED): Orange 42.2 points below standard (CA School Dashboard)				All students: Green 12 points below standard (CA School Dashboard) English Learner (EL): Green 25 points below standard (CA School Dashboard) Socio-Economically Disadvantaged (SED): Green 25 points below standard (CA School Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities (SWD): Red 103.8 points below standard (CA School Dashboard) Alternate: Math CAASPP (SBAC) Performance: Percent Met/Exceeded TOMS Foster youth: Orange 86.3 points below standard (CA School Dashboard) Homeless youth: Yellow 30.5 points below standard (CA School Dashboard) African American: Yellow 56.3 points below standard (CA School Dashboard) Hispanic: Orange				Students with Disabilities (SWD): Green 25 points below standard (CA School Dashboard) Alternate: Math CAASPP (SBAC) Performance: Percent Met/Exceeded TOMS Foster youth: Green 25 points below standard (CA School Dashboard) Homeless youth: Green 21.5 points below standard (CA School Dashboard) African American: Green 25 points below standard (CA School Dashboard) Hispanic: Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	33.6 points below standard (CA School Dashboard) Two or More Races: Yellow 13.2 points below standard (CA School Dashboard)				24.6 points above standard (CA School Dashboard) Two or More Races: Green 4.2 points below standard (CA School Dashboard)
Students Completing Compact Math 8 Exceeds Standards SBAC (SIS)	60%				90%
Pupil Achievement on Statewide Assessments Science (CAST)	34.75% Met and Exceeded				64% Met and Exceeded
Percentage of EL Students Making Progress on English Proficiency (CA School Dashboard ELPAC)	42.7% English Learners Making Progress on English Proficiency ELPI Status : Low				57.7% English Learners Making Progress on English Proficiency ELPI Status : High

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate Dataquest	22.1%				35%
Percent Long Term English Learners (LTELs) Grades 6-8 Dataquest	88%				32%
Number Unduplicated Access to Rigorous Courses - Compact Math (SIS)	48.9% program participation				52% program participation
Number Unduplicated Access to Advanced Electives, ASB, WEB, CCR (SIS)	63.9% program participation				64% program participation
Number Foster youth Access to Advanced Electives such as ASB, WEB, CCR (Aeries SIS)	1 out of 26 7th and 8th grade, or 3.8%				25% Foster youth
Number Unduplicated Access to Rigorous Courses - Spanish (Aeries SIS)	60.8% program participation				61% program participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Students with Disabilities Access to Advanced Electives, ASB, WEB, CCR (Aeries SIS)	0% program participaiton				3% program participation
2020-21 iReady Mid-year Reading	All students: 39.3 % met or exceeded standard iReady Reading Mid-Year (2020-21) English Learner (EL): 11 % met or exceeded standard iReady Reading Mid-Year (20/21) Socio-Economically Disadvantaged (SED): 34 % met or exceeded standard iReady Reading Mid-Year (20/21) Students with Disabilities (SWD): 16.6 % met or exceeded standard iReady Reading Mid-Year (20/21)				All students: 66 % met or exceeded standard iReady Reading Mid-Year English Learner (EL): 16 % met or exceeded standard iReady Reading Mid-Year Socio-Economically Disadvantaged (SED): 66 % met or exceeded standard iReady Reading Mid-Year Students with Disabilities (SWD): 21 % met or exceeded standard iReady Reading Mid-Year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster youth: 25.67 % met or exceeded standard iReady Reading Mid-Year (20/21) Homeless youth: 26.5 % met or exceeded standard iReady Reading Mid-Year (20/21) African American: 51.89 % met or exceeded iReady Reading Mid-Year (20/21) Hispanic: 32 % met or exceeded standard iReady Reading Mid-Year (20/21) Two or More Races: 46.39 % met or exceeded standard iReady Reading Mid-Year (20/21)				Foster youth: 33 % met or exceeded standard iReady Reading Mid-Year Homeless youth: 40 % met or exceeded standard iReady Reading Mid-Year African American: 67 % met or exceeded iReady Reading Mid-Year Hispanic: 53 % met or exceeded standard iReady Reading Mid-Year Two or More Races: 83 % met or exceeded standard iReady Reading Mid-Year
2020-21 iReady Mid-year Math	All students: 26.7 % students met or exceeded standard				All students: 26.7 % students met or exceeded standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	iReady Reading Mid-Year (20/21)				iReady Reading Mid-Year
	English Learner (EL): 6.4 % met or exceeded standard iReady Reading Mid-Year (20/21)				English Learner (EL): 16 % met or exceeded standard iReady Reading Mid-Year
	Socio-Economically Disadvantaged (SED): 19.6 % met or exceeded standard iReady Reading Mid-Year (20/21)				Socio-Economically Disadvantaged (SED): 35 % met or exceeded standard iReady Reading Mid-Year
	Students with Disabilities (SWD): 10.6 % met or exceeded standard iReady Reading Mid-Year (20/21)				Students with Disabilities (SWD): 16 % met or exceeded standard iReady Reading Mid-Year
	Foster youth: 2.7 % met or exceeded standard iReady Reading Mid-Year (20/21)				Foster youth: 30 % met or exceeded standard iReady Reading Mid-Year
	Homeless youth: 10.6 % met or exceeded standard iReady Reading Mid-Year (20/21)				Homeless youth: 40 % met or exceeded standard iReady Reading Mid-Year
	African American:				African American:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	42.6 % met or exceeded standard iReady Reading Mid-Year (20/21) Hispanic: 18.7 % met or exceeded iReady Reading Mid-Year (20/21) Two or More Races: 29 % met or exceeded standard iReady Reading Mid-Year (20/21)				56 % met or exceeded standard iReady Reading Mid-Year Hispanic: 18.7 % met or exceeded iReady Reading Mid-Year Two or More Races: 70 % met or exceeded standard iReady Reading Mid-Year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Math Teacher and Administrator Professional Development and Coaching in Math Framework, Student Centered-Learning, Universal Design for Instruction	Support high quality math professional development and implementation of standards and framework	$96,663.00	Yes
2	Induction and stipend SLP	Induction and salary stipend for SLP	$55,968.00	No

Action #	Title	Description	Total Funds	Contributing
3	Next Generation Science Standards (NGSS) Teacher Training	Support high quality Science professional development and implementation of standards and framework with a focus on equity and engagement	$9,593.00	No
4	Rosetta Stone for English Learners	Supplemental resource for English Learners to practice English Literacy Development	$28,000.00	No
5	Learning Ally Audiobooks	Program that supports all students identified with a reading deficit with audio books and embedded tools	$22,000.00	No
6	Gizmos, Dreambox, and Screencastify	Curriculum related programs to support differentiated instruction in science simulations for grades two through eight from Explore Learning's Gizmos platform and standards aligned Math	$142,550.00	Yes
7	Virtual School Library Start Up other library supplies	Virtual school option provided for families who prefer full online learning	$75,000.00	No
8	ELPAC Testing Cadre	ELPAC testing provides data to inform academic progress and instructional needs of students identified as English Learners.	$84,422.00	No
9	GATE Assessment	Gate Assessment	$18,000.00	No
10	Preschool Curriculum and Materials	Provide MUSD Preschool standard aligned curriculum and/or materials	$6,000.00	Yes
11	Homeless Materials and Supplies and Transportation	Support Homeless students access school by eliminating barrier of transportation and supplies for staff who monitor Homeless student attendance and progress.	$18,000.00	No

Action #	Title	Description	Total Funds	Contributing
12	Achieve 3,000	A supplemental resource to the core ELA/ELD program to improve reading comprehension including academic vocabulary.	$101,769.00	Yes
13	SPED Technology (N2Y)	N2Y is an annual online subscription that is issued, per license, to our 10 Special Day teachers. The subscription includes the SymbolStix, Unique Learning System and News-2-You curricula.	$20,000.00	No
14	College Career Readiness Tutors	College Student College Career Readiness Tutors support to develop effective organization and study habits to promote improved academic achievement and foundation for high school and college/career readiness.	$40,772.00	Yes
15	1:1 Chromebook Refresh Cycle	Continue to equip TK through grade one classrooms with six tablets per classroom, and the 1:1 Chromebook program in grades two through eight.	$300,000.00	Yes
16	EL and Data Technician	Supports the implementation of CAASPP, including ELPAC, EL reclassification, and data analysis	$38,111.00	No
17	English Learner Services Clerk	Supports the ELPAC assessment requirements, EL reclassification and monitoring, and data analysis	$11,591.00	Yes
18	Step Up to Writing Professional Development and Planning	Teacher and administer Professional Development and Planning for implementation of standards-aligned structured support of ELA/ELD CCSS in writing	$56,845.00	No

Action #	Title	Description	Total Funds	Contributing
19	Go Math	Supplemental Math Curriculum Resource Targeted to Address the Learning Needs of underperforming students	$5,000.00	No
20	Cognitively Guided Instruction Professional Development, QVE	Administrator and Teacher Professional Development and planning for the implementation of Cognitively Guided Instruction to support increasing math achievement at QVE	$13,500.00	No
21	English Language Development and Universal Design for Learning Professional Development	Administrator and Teacher Professional Development and planning for the implementation of effective integrated and designated ELD in Sheltered English Immersion program for English Learners.	$57,000.00	No
22	Library Aide/Tech Extra hours	Library Aide/Tech Extra hours	$1,393.00	No
23	District Spelling Bee	District Spelling Bee	$612.00	No
24	Student Success Services Materials and Supplies	Student Success Setrvices Materials and Supplies	$4,200.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	MUSD will promote organizational effectiveness and equity through alignment of district systems and structures.

An explanation of why the LEA has developed this goal.

The guiding beliefs of the Menifee Union School District that all children can learn, that equity and access to rigorous curriculum is every student's right, that diversity is a strength, and that strong relationships and trust positively impact learning, compel our concerted efforts to address equity and to eliminate inequities on our marginalized students and staff. Our emerging vision for our District, "To Engage Young Minds for Limitless Futures", and stakeholder feedback, provide a common thread of identifying opportunities for growth for all students, eliminating practices that contribute to inequity, and implementing practices that will improve outcomes for all student groups.

With the rapid development of our District in size as well as leadership, staffing and community representation, there is also a call for increased efforts to ensure the MUSD systems grow along with our community. "Collective teacher efficacy is the collective belief of teachers in their ability to positively affect students and is strongly correlated with student achievement," according to the research of John Hattie. Teachers have the single greatest impact on student outcomes and the effectiveness of those outcomes is greatly increased through collective beliefs in the shared work.

In order to achieve the goals, aspirations, and vision set forth in our LCAP priority areas, our organization and educational community must have a shared belief in the "why" behind our roles and our work. Similarly, the capacity of every member to contribute to achieving our goals requires the systemic support and alignment of systems to ensure equity and effectiveness of our outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff training in school safety and legal compliance topics (Keenan and OMS)	100% staff receive annual training on mandatory legal compliance topics				100% staff receive annual training on mandatory legal compliance topics
All Site Administrators and Teachers receive PD in Universal	18 3rd - 5th grade teachers and 6 principals 6				All Site Administrators and Teachers receive PD in Universal

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Design for Learning and English Language Development	Elementary Schools (CKE, CWM, FEC, HBE, OME, and SSE) have received training				Design for Learning and English Language Development
All Site Administrators and Teachers of Math receive training in CA Math Standards and Framework	0 sites have received training				All Math Teachers receive training in CA Math Standards and Framework and provide instruction aligned to CA Standards and Framework.
All sites implement UDL strategies and effective English Language Development	0 sites have received training				All sites implement UDL strategies and English Language Development as measured through learning walks and student ELPAC scores.
All sites implement UDL strategies and English Language Development	18 3rd - 5th grade teachers and 6 principals 6 Elementary Schools (CKE, CWM, FEC, HBE, OME, and SSE) have received training				All sites implement UDL strategies and English Language Development as measured through learning walks
All Math Teachers provide Math instruction aligned to CA Standards and Framework.	Framework: 0 CA Standards: Varies by site				All Math Teachers provide Math instruction aligned to CA Standards and Framework.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All administrators provide effective feedback for growth aligned to CA Standards and Framework and UDL	0 sites have received training				All administrators provide effective feedback for growth aligned to CA Standards and Framework and UDL as measured by administrator observation and feedback notes

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Square, Raptor, Navigate Prepared	Parent communication tools and school safety software	$66,000.00	No
2	Illuminate DnA	Online assessment and data analysis utilized for secure assessments and student data and to support standards aligned instruction	$28,840.00	Yes
4	Open Gov	Utilized Open.Gov program as a resource to increase transparency for budget related expenditures with all stakeholders	$21,000.00	Yes
5	District cell phones	Provide district leadership consistent accessibility to all school personnel	$5,410.00	No
6	Cultural ResponsivenessTrauma Informed/Equity	Speaker to provide Cultural Responsiveness Trauma Informed/Equity Keynote	$3,330.00	No

Action #	Title	Description	Total Funds	Contributing
	Keynote, Contract 3140			
8	Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides	Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides support full implementation of technology resources in classrooms for instruction to support efforts to target the educational needs of unduplicated pupils through increased technology support.	$515,198.00	Yes
9	Curriculum and Instruction Department Training	Curriculum and Instruction Department Training to maintain current and to support effective planning of district professional development and curriculum and instruction needs.	$17,440.00	Yes
10	Curriculum and Instruction Provided Professional Development	Teacher and Administrator Professional Development to support effective standards-aligned instruction with a priority for incorporating appropriate supports and strategies to support English learners and traditionally underperforming students	$100,000.00	Yes
11	Director Special Programs and Support Staff	Maintain Director Curriculum, Instruction, and Special Programs (and classified support staff) to support efforts to target the educational needs of unduplicated pupils and compliance with federal program requirements through access to programs, reports, and timely data analysis.	$265,412.00	Yes
12	Intervention Specialist and Site Intervention Facilitators	Continue to hire district Intervention Specialist and Intervention Facilitators to support student learning and intervention strategies and resources at school sites with a priority for supporting unduplicated and underperforming pupils. Intervention Specialist will coordinate the effectiveness of Intervention Facilitators through professional development, data analysis, and coordination with school principals	$718,745.00	Yes

Action #	Title	Description	Total Funds	Contributing
13	Special Education Coordinator	Add Special Education Coordinator position to oversee effectiveness and legal compliance of programs that provide educational assistance to children with mental, psychological, learning, behavioral, or physical disabilities.	$164,800.00	No
14	Student Success Services Director and Lead Counselor	Maintain Student Success Services Director and Lead Counselor to coordinate the effectiveness of School Counselors to support the academic, social-emotional and mental health, and college/career readiness activities implemented by school counselors throughout the district.	$206,339.00	Yes
15	Math Teachers on Special Assignment (TOSAs)/Coaches; CORE Curriculum Support	Math Teachers on Special Assignment (TOSAs)/Coaches will support high quality professional development and implementation of standards and framework with an emphasis of equity and engagement, universal design for learning, and multiple tiers of support. Additional staff will be provided to MS to support students in core curriculum.	$353,986.00	Yes
16	Curriculum Coordinators	Maintain Curriculum Coordinators to provide coherent professional development and support for site administration, teacher teams, and other staff in the implementation of effective use of curriculum to support student achievement.	$335,850.00	Yes
17	Summer New Teacher Orientation	Continue to provide certificated staff orientation. Supports teachers in the structures, programs and policies of MUSD	$5,323.00	No
18	Library Media Technician Supervisor, Warehouse Clerk, and Accounting Clerk	Maintain Library Media Technician Supervisor, Warehouse Clerk, and Accounting Clerk to coordinate the effectiveness of school libraries, curriculum inventory and distribution, and opportunities for libraries to support student engagement.	$151,014.00	Yes

Action #	Title	Description	Total Funds	Contributing
19	Support for Teacher Credentialing/Induction and New Teacher Training	Support for Teacher Credentialing/Induction and New Teacher Training	$190,520.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.07%	$8,917,016

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Lunch Time or Before/After School Enrichment (Goal 1 Action 22) and Library/Media Center/Makerspace Supplies (Goal 1 Action 23)

The justification for district-wide use of funds for Lunch Time or Before/After School Enrichment and Library/Media Center/Makerspace Supplies is that services/supports can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students.

Data collected about our unduplicated pupil access to and participation in enrichment activities demonstrates an equity and access gap. CHKS data also demonstrates the need to improve student engagement.

Student engagement and excitement about school has a strong impact on attendance. Access to before/after school and lunch engaging activities such as extracurricular programs and maker spaces is intended to improve attendance and academics of our unduplicated pupils as measured by district assessments, CAASPP, and absenteeism data.

The outcome will be measured by Benchmark assessments for unduplicated pupils in K-2 at the middle of the year and end of the year, as well as absenteeism data, and unduplicated student participation in school based enrichment activities and advanced elective pursuits at the middle school.

This action is a continuing action as it has shown positive impact on participation of unduplicated pupils in enrichment activities as well as attendance of unduplicated pupils.

We believe this is the most effective use of funds in accordance with stakeholder feedback and supporting research. According to the Economic Policy Institute, "The more frequently students miss school, the worse their (academic) performance." According to "After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It" published by Harvard Family Research Project, many studies "repeatedly underscore the impact of supporting a range of positive learning outcomes, including academic achievement, by affording children and youth opportunities to learn and practice new skills through hands-on, experiential learning."

Additionally, participating in maker-based activities engages students in valuable science and engineering practices such as defining problems and designing solutions (Martin 2015). It also promotes students developing 21st-century skills such as communication and collaboration (Kalil 2013).

Care Solace (Goal 1 Action 1), Supplemental School Counselors (Goal 1 Action 2), well-being Progress Monitoring Dashboard (Goal 1 Action 20)

The justification for district-wide use of funds for Care Solace, Supplemental School Counselors, and well-being Progress Monitoring Dashboard is that services/supports can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students.

Our data shows we have 9.7% of students chronically absent with a 1.1% increase from the previous year. The Dashboard shows we have 1.3% of students have been suspended once. Within the 1.3% of students suspended, our foster youth have demonstrated a 2.4% increase and our African American students have demonstrated a 1.5% increase in suspensions from previous years. We also have analyzed our California Healthy Kids Survey where we observed trends in students not feeling connected to school.

This evidence has prompted us to provide mental health services through Care Solace. Our data from Care Solace shows 10,574 family communications initiated, 254 warm hand-offs to service providers and 102 appointments into care. The communication from stakeholders, School Counselors and Site Administrators have demonstrated a need for Tier II and Tier III mental and behavioral health services which is beyond the scope of the School Counselor.

The opportunities for our students and families to connect with professional health services will improve our students' school experiences, thereby improving school attendance and connection to school. The increased services at the Tier II and Tier III level will positively impact student mental and behavioral health thereby improving attendance, relationships and academic engagement. Attendance, relationships and academic engagement will be measured by site and teacher level student surveys, California Healthy Kids Survey, Rally surveys, PBIS/Discipline data, and CAASPP scores.

This action is a continuing action as it has shown positive impact on unduplicated pupil achievement and access to services as well as growth in need for additional mental health services for families/students following school closures and stakeholder feedback indicates need for ongoing and increased social-emotional support for pupils/families.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of funds in accordance with stakeholder feedback, data collected on the number of referrals provided to MUSD families, and data collected about the number of students receiving small group or individual support through School Counselors. According to the Economic Policy Institute's , A look at the Health-related Causes of Low Student Achievement, "the health-related causes of low achievement are unlikely to be remedied without school-based clinics that provide routine and preventive pediatric, dental and vision care in schools serving disadvantaged children from kindergarten through the 12th grade."

Achieve3000 (Goal 2 Action 12)

The justification for district-wide use of funds for Achieve3000 is that services/supports can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the academic achievement of our unduplicated pupils is lower than the academic achievement for all students. Our district-wide ELA CAASPP scores are 7.4 above standard while our English Learners are 54.5 points below standard and foster youth are 75 points below standard. The achievement gap is evident.

We identified a need for improvement in reading comprehension of informational text from 2018-19 CAASPP ELA, across the District. Achieve3000 is a supplemental resource to the core ELA/ELD program to improve reading comprehension including a focus on academic vocabulary and close reading strategies. We expect students that engage in the recommended two lessons per week will improve their reading comprehension to grade level standards measured by a Lexile measure.

The benefit of this action is measured through improved unduplicated pupil achievement in ELA as measured by CAASPP.

This action is a continuing action as it has shown positive on unduplicated pupil achievement when implemented correctly. Teacher feedback also supports continuing to use Achieve3000 to meet the needs of underperforming pupils who are principally represented by our unduplicated pupils.

This action is principally directed to support English Learners and low socio-economic students.

We believe this is the most effective use of the funds to meet the needs of English Learners and low-income students because of the improved results of students who have participated in Achieve3000 at the recommended frequency and in accordance with the U.S. Department of Education What Works Clearinghouse Report that states, "According to the WWC review, the extent of evidence for

Achieve3000® on the reading achievement outcomes of adolescent readers was medium to large for two student outcome domains—comprehension and general literacy achievement".

College Career Readiness Tutors (Goal 2 Action 14)

The justification for district wide use of funds for College Career Readiness Tutors at Middle Schools is that services/supports can only be implemented district wide in order to address this gap. We plan to increase access to AVID similar strategies for a larger group of students based on research reflecting increased rigor when AVID strategies are implemented in middle school.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the academic achievement of our unduplicated pupils is lower than the academic achievement for all students.   We also learned that many of our unduplicated pupils and their families do not have aspirations for attending college.

We identified the need to provide additional strategies and support for students and families to prepare for college and high school. College Career Readiness Tutors provide AVID-like strategies for students in core subjects. The need has been defined by teachers, site administrators and parents. Hattie's effect size identifies students self-selecting learning goals has an effect size of 0.68 compared to students setting no goals. We identified a need for student support in the area of organization and study habits in middle school due to the multiple core and elective offerings. College Student College Career Readiness Tutors support students to develop effective organization and study habits to promote improved academic achievement and foundation for high school and college/career readiness.

We expect student outcomes to improve because they have additional academic support where goal setting is a focus. The additional interactions with adults and support in organization and study habits will improve academic course mastery of standards as measured by CAASPP.

The benefit of this action is measured through unduplicated pupil enrollment in CCR, unduplicated pupil GPA, and unduplicated pupil goal setting for high school.

This action is a continuing action as targeted unduplicated pupil populations continue to access the CCR AVID-like elective program providing preparation for academic success in school, college/career, and engaging students and families with goals setting and context for college and career pursuits.

This action is principally directed to support English learners, low socio-economic students, homeless youth, and Foster youth.

We believe this is the most effective use of the funds to meet the needs of English learners, and low-income students because of student enrollment in the CCR elective, data collected about MUSD CCR student pursuit of advanced placement courses in high school and Post-secondary pursuits, and in accordance with research. According to the 2020 AVID College and Career Readiness White Paper, " By focusing on system inputs and ensuring that all students have access to rigorous instruction with support, subgroup differences in achievement can be minimized and eliminated".

English Learner Services Clerk (Goal 2 Action 17)

The justification for district-wide use of funds for English Learner Services Clerk is that services/support for English Learners can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our English Learners, we learned that academic achievement is lower than the academic achievement for all students. Additionally, we observe that family understanding of the District supports and services for English Learners is critical to supporting engagement of families towards supporting student growth. We also acknowledge the circumstance that language barriers do not promote family engagement or improvement in addressing gaps in outcomes for students.

We identified the need to increase parent engagement and ability to access and navigate the educational system. The need for an English Learner Services Clerk was included in centralizing our English Learner Services at the LEA level. The English Learner Services Clerk supports the ELPAC assessment requirements, consultation with families in identification, placement and reclassification; EL reclassification and monitoring, and data analysis.

We expect the impact on students to be focused on testing communication, student testing and reclassification. The expected outcome is improved ELPAC scores and the number of reclassified students.

The benefit of this action is measured through effective monitoring of English Learners, student and family participation in meetings and/or accessing school and community services relevant to English Learners, and through evaluation of the Title III program.

This action is a continuing action as participation of families in consultation and coordination of pupil data to monitor achievement of students demonstrates successful impact on parent engagement, compliance with required program needs, and student access to relevant services.

This action is principally directed to support English Learners.

We believe this is the most effective use of the funds to meet the needs of English Learners in accordance with Federal Legislation Governing English Learners and Research shows that strong family-school relationships are an indicator of student success (Weiss, López,& Rosenberg, 2011).

Parent Involvement/Education (Goal 1 Action 13), Community Liaisons QVE (7hr) , FCE, RES, CWM, ERE (3.5 hr each) (Goal 1 Action 4)

The justification for district-wide use of funds for Parent Involvement/Education and School-Community Liaisons is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students. We also identified that language barriers and access to resources is lower for our unduplicated pupils' families than for the families of all students.

We identified the need to increase parent engagement and ability to access and navigate the educational system for families of our unduplicated pupils. School sites have shown an increased need for additional services provided by a School-Community Liaison. QVE, FCE, RES, CWM, and ERE students have the highest percent of low socio-economic status in our District. We have also observed that attendance, parent engagement, and other barriers such as access to community resources impact student outcomes as measured in the CA Accountability Dashboard. ERE's Chronic Absenteeism and Suspension rates are in the orange. FCE's Chronic Absenteeism and Math indicators are orange. CWM student performance for Hispanic and Socio-economically disadvantaged students is two levels below the District indicator for all students in ELA and one level below the District indicator in Math. QVE and RES families experience the highest percent of English Learners, Chronic absenteeism, and low socioeconomic status. Barriers that impede families' access to resources in the District and region include language, navigating technology, and advocacy and are reflected in the schools' CA Accountability Dashboard indicator performance gaps. QVE student performance in ELA is two levels below the District indicator and RES student performance indicator in ELA is one level below the District indicator for English Learners and socio-economically disadvantaged students.

These positions are in addition to the district-wide School-Community Liaison position serving all school sites and the Family Engagement Center. We will continue to increase School- Community Liaison's face-to-face contact with parents at school sites by continuing to provide and support parent involvement and training opportunities via phone calls, workshops, personal meetings and/or site meetings throughout our District. Liaisons support the District and school capacity to eliminate barriers to attendance and learning and to increase parent involvement with an emphasis on our unduplicated pupils. The intended outcome is to improve absenteeism and increase parent involvement in District Advisory Committees measured by attendance in order to close the achievement gap for English Learners, foster youth, and low-income students.

This action will be measured by the number of parents and families of unduplicated pupils involved in workshops, school site councils, advisory committees, along with community surveys to ensure we are meeting the needs of our families who are English Learners, foster youth, and low-income students.

This action is a continuing action with added positions. Participation of families in meetings and parent engagement have increased as a result of the role of existing School-Community Liaisons.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement meetings, data collected about parent engagement, annual Title I Needs Assessment Survey, and feedback from School Counselors about the demand for referrals for Health and Mental Health services.

Research shows that strong family-school relationships are an indicator of student success (Weiss, López,& Rosenberg, 2011).

Translation Services (Goal 1 Action 10)

The justification for district-wide use of funds for Translation Services is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our English Learners, low-income and unduplicated pupils, we learned that academic achievement of our English Learners, low-income and unduplicated pupils is lower than the academic achievement for all students. Additionally, we observe that family understanding of the District supports and services is critical to supporting engagement of families towards supporting student growth. We also acknowledge the circumstance that language barriers do not promote family engagement or improvement in addressing gaps in outcomes for students.

With the majority of our population Hispanic/Latino and over 50 different languages spoken in our District, we identified the need to provide translation services to provide communication and inclusion for all stakeholders. Translation services are not only provided during school hours but also for after school events, workshops and advisory committee meetings. Research shows that strong family-school relationships are an indicator of student success (Weiss, López,& Rosenberg, 2011).

The intended outcomes are inclusion for all stakeholders and an increased participation of families of unduplicated pupils in school community events and connection to school. This service will be measured by attendance at advisory committees, school events, workshops and input on LCAP goals and services.

This action is a continuing action as participation of families in meetings and parent engagement have increased as a result of translation services and feedback from stakeholders strongly supports increased parent engagement.

This action is principally directed to support English Learners and unduplicated pupils with the need for assistance to access information in their native language. .

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement meetings, annual Title I Needs Assessment Survey, and feedback from our DEPAC about the value of translators/interpreters to them.

MTSS Planning and UDL Professional Development (Goal 1 Action 11)

The justification for district-wide use of funds for MTSS Planning and UDL Professional Development is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that academic achievement of our unduplicated pupils is lower than the academic achievement for all students. We also see that the chronic absenteeism and suspension rate of our unduplicated pupils is higher than the chronic absenteeism and suspension rate of all students. We also identified through analysis of instructional programs that the use of Universal Design for Learning (UDL) strategies were not in place to meet the needs of students. These strategies benefit all students but without these strategies, our unduplicated pupils have reduced capacity to access grade level learning in comparison to access for all students.

Based on stakeholder input and evidence of student need in Math and ELA, 21 points below standard in Math and only 7.4 above standard in ELA, we identified the need for training and professional development in differentiation, ways to increase student engagement through student voice and choice and collaborative circles. Mirko Chardin and Katie Novak are leaders in the application of Universal Design for Learning. We have laid the foundation with a small population of Site Administrators and teacher leaders in 2020-2021 in Equity by Design. For the 2021-2022 school year, we will build upon that foundation by beginning our year with an equity focus using Equity by Design as a blueprint for teachers to improve the outcomes for under-served students with Katie Novak as a keynote speaker. The cycle of professional development will connect social justice and UDL to equip teachers with the will, skill, and collective capacity to enact change throughout the year. MTSS Planning will occur throughout the year with a team of District leadership, teachers, Site Administrators, parents, students, School Counselors and community members. The outcome will be a well communicated MTSS plan district-wide, as well as site-specific, to meet the needs of the individual school communities.

The outcome will be measured by the plan itself, the implementation of the plan, learning walks, surveys including California Healthy Kids Survey, and in all areas of California Accountability Dashboard indicators for our unduplicated pupils.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement meetings, annual Title I Needs Assessment Survey, and School Counselor referrals for Health and Mental Health services. We also acknowledge the shift of all school systems to a comprehensive system of support and guidance from California Department of Education which states, "MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students".

Math Teachers on Special Assignment (Goal 3 Action 15) and Professional Development (Goal 2 Action 1)

The justification for district-wide use of funds for Math Teachers on Special Assignment and Professional Development is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that academic achievement of our unduplicated pupils is lower than the academic achievement for all students. We also identified through analysis of instructional programs that the use of Universal Design for Learning (UDL) strategies were not in place to meet the needs of students. These strategies benefit all

students but without these strategies, our unduplicated pupils have reduced capacity to access grade level learning in comparison to access for all students.

Based on stakeholder input and evidence of student need in Math and ELA CAASPP, 21 points below standard in Math and only 7.4 above standard in ELA, we identified a need for training of teachers and modeling of best evidence-based practices for unduplicated students. Math TOSAs will support the training, modeling and targeted feedback cycles for the Math TOSAs.

The intended outcome will be increased unduplicated pupils' achievement and progress towards mastery as measured by CAASPP (ELPAC, Math, ELA, CAST).

Goal 2 Action 1 is a continuing action as the school Comprehensive Needs Assessment completed as well as outcomes of CA School Accountability dashboard demonstrate growth towards improvement goals in Math achievement data. We also have identified the need through the LCAP development stakeholder feedback that continued and enhanced professional development in Math instruction is supported.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement meetings, Comprehensive Needs Assessment and in accordance with Hattie's research related to impact of effective instructional strategies.

LCFF Site Allocations (Goal 1 Action 17)

The justification for district-wide use of funds for LCFF Site Allocations is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students. We also acknowledge that the needs of unduplicated student populations as well as staff and school context vary by school site.

Site allocations are determined by site population of unduplicated pupils. The need is measured by CA Accountability Dashboard data which demonstrates the need for increased and improved services to address the achievement gap experienced by our unduplicated pupils. School Site Councils approve and direct the use of funding in conjunction with a school based Comprehensive Needs Assessment which analyzes the achievement gap between all students and unduplicated pupils. The SPSA is reviewed and approved by the School Board to ensure funding is appropriate and meeting the goals for student learning, both in social-emotional and academic achievement. Each school will report on the impact of the funding to impact the evidenced needs of students in the Annual Program Evaluation.

The effectiveness of this action is measured through the Comprehensive Needs Assessment and Annual Program Evaluation completed by the SSC in developing the annual School Plan for Student Achievement which assesses outcomes of all students and prioritization of addressing the needs of underperforming pupils who are principally represented by our unduplicated pupils.

This action is a continuing action as the school Comprehensive Needs Assessment completed as well as outcomes of CA School Accountability dashboard demonstrate growth towards improvement goals in academic, suspension and chronic absenteeism data. We also have identified the need through the SPSA development for site based professional development and enrichment and intervention programs to meet the local needs of staff and students supported through LCAP stakeholder feedback.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement meetings, Comprehensive Needs Assessment conducted by the SSC in the development of the School Plan for Student Achievement, and the site evaluation of the effectiveness of these funds to meet the needs of unduplicated pupils.

MUSD Equity Committee, Workshops, and Culturally Responsive Learning (CRL) (Goal 1 Action 18)

The justification for district-wide use of funds for MUSD Equity Committee, Workshops, and CRL is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that academic achievement of our unduplicated pupils is lower than the academic achievement for all students. We also see that the chronic absenteeism and suspension rate of our unduplicated pupils is higher than the chronic absenteeism and suspension rate of all students. Through the analysis of suspension and discipline data, we also are identified as having disciplinary practices which provide a significantly disproportionate impact on unduplicated pupils.

We identified the need to develop systems and policies to respond to and correct the inequitable outcomes of our unduplicated pupils. The District Equity Committee was formed as part of the School Board's actions in publicly stating the mission of providing an equitable experience for all students. Teachers and Site Administrators will continue learning with RCOE's leadership and guidance in constructing the guideposts for the district's equity plan. The use of the Targeted Feedback Inventory and Culturally Responsive Learning rubric provides the resources we need as we construct our MTSS with equity in mind.

The outcomes will be measured using the equity and culturally responsive rubric, surveys for all stakeholders, and District advisory committees. Additionally, academic achievement, suspension, and absenteeism data of our unduplicated pupils will measure the effectiveness of this action. This is continual and ongoing work as we learn new information, implement and measure towards our equity goals.

This action is a continuing action in part. The school outcomes of CA School Accountability dashboard continue to demonstrate the need for District MTSS targeted to address/decrease gaps in outcomes of unduplicated pupils from those of all students. Additionally, we are seeing improvement in District discipline and suspension data for foster youth and low socioeconomic students.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement and the call of the Learning Policy Institute to systematically assess and address conditions in our system which contribute to inequitable results for our unduplicated pupils.

Teacher Staffing for Effective Learning Environments/Eliminate Combo classes (Goal 1 Action 7) Maintain 25:1 teacher staff to student ratios in grades TK - 3 (Goal 1 Action 8)

The justification for district-wide use of funds for Effective Learning Environments/Eliminate Combo classes and smaller class size rations (25:1 TK-3) is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that academic achievement of our unduplicated pupils is lower than the academic achievement for all students. We also see that the chronic absenteeism and suspension rate of our unduplicated pupils is higher than the chronic absenteeism and suspension rate of all students.

We identified the need to provide classroom staffing that improves the capacity of teachers to support the academic and behavioral needs of unduplicated pupils. The teacher staffing is increased to provide more effective learning environments through smaller class sizes and the elimination of combination classes.

The benefit of this action will be measured in outcomes for our unduplicated pupils in achievement on CASSPP and Literacy on CAASPP in 3rd grade as well as student CHKS survey and well-being data.

This action is a continuing action as the school Comprehensive Needs Assessment completed as well as outcomes of CA School Accountability dashboard demonstrate improvement in ELA and Suspension data and teacher feedback strongly supports the need to continue to provide smaller classes. Additionally, we are seeing improvement in District discipline and suspension data for foster youth and low socioeconomic students.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement and in accordance with research about "(the) positive effects of small class sizes are strongest for elementary school students, and they become more powerful and enduring the longer students are in smaller classes. That is, students

who have smaller classes in early elementary grades continue to benefit from this experience even if they are in larger classes in upper elementary or middle school" (Bruhwiler & Blatchford, 2011; Chingos, 2013).

Curriculum and Instruction Provided Professional Development and Support (Goal 3 Action 9 and 10)

The justification for district-wide use of funds for Curriculum and Instruction Provided Professional Development and Support is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate and academic achievement of our low-income students and unduplicated pupils is lower than the attendance rate and academic achievement for all students. We also identified through analysis of instructional programs that the use of Universal Design for Learning (UDL) strategies were not in place to meet the needs of students. These strategies benefit all students but without these strategies, our unduplicated pupils have reduced capacity to access grade level learning in comparison to access for all students.

Based on stakeholder input and evidence of student need in Math and ELA CAASPP, 21 points below standard in Math and only 7.4 above standard in ELA, we identified a need for training, professional development and Site Administrator and teacher support. The creation of two mathematics Teachers-on-Special-Assignment, one for middle school and one for upper elementary will provide modeling, coaching and professional development on the Math Standards, and the new Math Framework and mathematical practices with a priority to support English Learners and traditionally underperforming students who data demonstrates are principally representative of our unduplicated pupils. The strategies being trained on will include Universal Design for Learning, student-centered learning, specifically student discourse and the integration of Reading and Math. Next Generation Science Standards site leads will continue to receive professional development and training in the trainer-of-trainer model. The site leads will train and support the site grade level representatives in the implementation of the 3-dimensions (Science and Engineering Practices, Cross-Cutting Concepts and Disciplinary Core Ideas). Modeling, training and implementation walks will support the integration of ELA and NGSS through reading and writing specifically for English Learners and underrepresented populations.

The intended outcomes will be an increase in academic achievement of unduplicated pupils on the CAASPP ELA, Math and CAST.

This action is a continuing action as the School Comprehensive Needs Assessment completed as well as outcomes of CA School Accountability dashboard demonstrate growth towards improvement goals in academic as well as suspension and chronic absenteeism data for our unduplicated pupils. Stakeholder feedback also strongly supports the need for professional development in curriculum and instruction to support underachieving pupils who are principally represented by our unduplicated pupils.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement and in accordance with the Learning Policy Institute statement, "For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more

sophisticated forms of teaching. Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills."

Director Special Programs and Support Staff (Goal 3 Action 11)

The justification for district-wide use of funds for Curriculum and Instruction Provided Professional Development and Support is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students, that academic achievement of our unduplicated pupils is lower than that of all students. We also learned that the discipline and suspension rate of unduplicated pupils is higher than that of all students.

Based on stakeholder input and evidence of student need in Math and ELA CAASPP, 21 points below standard in Math and only 7.4 above standard in ELA, we identified a need for training, professional development and Site Administrator and teacher support. This need is planned to be addressed through the position of Director Curriculum, Instruction, and Special Programs (and classified support staff) to support efforts to target the educational needs of unduplicated pupils and compliance with federal program requirements through access to programs, reports, and timely data analysis. Additionally, Director of Curriculum, Instruction, and Special Programs and Support Staff support family engagement as well as targeted professional development to improve results of our unduplicated pupils.

The effectiveness of the Director of Curriculum, Instruction, and Special Programs and Support Staff to support schools capacity to serve unduplicated pupils is measured by, the Comprehensive Needs Assessment of the school site plan, CHKS survey, CAASPP ELA and Math, CAST, and ELPAC data of our unduplicated pupils.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

This action is a continuing action as the School Comprehensive Needs Assessment, District findings of significant disproportionality in discipline practices and suspensions, and stakeholder feedback strongly calls for increased effectiveness of Multi Tiered System of Support (MTSS) for foster youth, English Learners, low socio-economic students, and homeless students.

We believe this is the most the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement and in accordance with the Learning Policy Institute statement, "For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills."

Intervention Specialist and Site Intervention Facilitators (Goal 3 Action 12)

The justification for district-wide use of funds for Intervention Specialist and Site Intervention Facilitators is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap. School closures have hindered growth towards achievement gains for our unduplicated pupils as measured by iReady assessments and the use of Intervention Facilitators demonstrated progress towards increased achievement for unduplicated pupils prior to school closures.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the academic achievement of our unduplicated pupils is lower than that of all students.

Our data on District standards-based benchmarks demonstrates a need for an early literacy focus and targeted interventions for underachieving pupils who are principally represented by our unduplicated pupils. We identified the need for additional staff to coordinate training of key support staff, Intervention Facilitators, who provide enrichment and extension while teachers meet with students at-risk. The Intervention Specialist supports the Intervention Facilitators in improving student learning and intervention strategies with a priority for supporting unduplicated and underperforming pupils. The Intervention Specialist will coordinate the effectiveness of Intervention Facilitators through professional development, data analysis, and coordination with school teacher teams and principals.

The effectiveness of this action will be measured by District Benchmark assessments for unduplicated pupils in K-2 at the middle of the year and end of the year and CA Accountability Dashboard Academic progress indicators for students in grades 3-8.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

This action is a continuing action as the School Comprehensive Needs Assessment completed as well as outcomes of CA School Accountability dashboard demonstrate growth towards improvement goals in academic as well as suspension and chronic absenteeism data for our unduplicated pupils. Stakeholder feedback also strongly supports the need to support underachieving pupils who are principally represented by our unduplicated pupils.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement highlighting the need for additional academic support to support small group and differentiated instruction for our underperforming pupils who are principally represented by our unduplicated pupils. Additionally, staff feedback supports that these actions demonstrated effectiveness in supporting teacher capacity to plan instruction and support to meet the needs of unduplicated pupils. This action is part of a district-wide comprehensive approach to data driven intervention, parent/community engagement, and staff development. Research also supports the theory that focused intervention for academic and behavioral support and parent engagement have a direct impact on student overall success. Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006).

Student Success Services Director, Lead Counselor (Goal 3 Action 14) and Workshops and Training and supplies (Goal 2 Action 24)

The justification for district-wide use of funds for Student Success Services Director and Lead Counselor is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap. School closures have also demonstrated the need for continuing District social-emotional support and systems to support pupils who have experienced learning loss or increased mental health needs who are principally represented by our unduplicated pupils.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students, that academic achievement of our unduplicated pupils is lower than that of all students, and the suspension rate of unduplicated pupils is higher than that of all students. We also identified the increased need for small group or individualized counseling and referrals for mental health services or supports is higher for our unduplicated pupils than for all students.

Our data shows we have 9.7% of students chronically absent with a 1.1% increase from the previous year. The CA Accountability Dashboard shows we have 1.3% of students have been suspended once. Within the 1.3% of students suspended, our foster youth have demonstrated a 2.4% increase and our African American students have demonstrated a 1.5% increase in suspensions from previous years. We also have analyzed our California Healthy Kids Survey where we observed trends in students not feeling connected to school. This evidence has led to our identification of the need to provide mental health services through Care Solace. Our data from Care Solace shows 10,574 family communications initiated, 254 warm hand-offs to service providers and 102 appointments into care. We will maintain the Lead Counselor position to coordinate the effectiveness of School Counselors to support the academic, social-emotional and mental health, and college/career readiness activities implemented by School Counselors throughout the District. The Lead Counselor, with supervision and guidance from the Director of Student Success Services, also coordinates the SEL curriculum across the district, district-wide wellness opportunities, professional development and training for School Counselors and teachers to improve attendance, relationships and academic engagement. The Student Success Services Director guides and supports the MTSS work of the District and sites. This work encompasses all systems within MTSS serving English Learners, foster youth and at risk student groups. Attendance, relationships and academic engagement will be measured by site and teacher level student surveys, California Healthy Kids Survey, Rally surveys and CAASPP scores.

The effectiveness of Student Success Services Director, Lead Counselor, workshops, training and supplies to support schools capacity to serve unduplicated pupils is measured by, the Comprehensive Needs Assessment of the school site plan, CHKS survey, CAASPP ELA and Math, CAST, ELPAC data, and absenteeism and suspension data of our unduplicated pupils.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

This action is a continuing action as the School Comprehensive Needs Assessment completed as well as outcomes of CA School Accountability dashboard demonstrate growth towards improvement goals in academic as well as suspension and chronic absenteeism data for unduplicated pupils. Data collected about increasing need for mental health supports also informs the need for continuing this action.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement, the need to provide professional development to teachers and administrators to implement

practices to increase school connectedness and to minimize student suspensions of our unduplicated pupils and in accordance with the call of the Learning Policy Institute to systematically assess and address conditions in our system which contribute to inequitable results for our unduplicated pupils.

Assistant Principals - OME, SSE, MVMS, HCMS, BMMS, FCE (Goal 1 Action 5)

The justification for district-wide use of funds for Assistant Principals is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap. School closures have also demonstrated the need for continuing District social-emotional support and systems to support pupils who have experienced learning loss who are principally represented by our unduplicated pupils.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students. We also learned that the discipline incidents and suspensions of our unduplicated pupils is higher than that of all students.

The number of students at the following sites exceed 800: Oak Meadows Elementary, Southshore Elementary, Freedom Crest Elementary, Menifee Valley Middle, Hans Christensen Middle and Bell Mountain Middle School. Through analysis of school absenteeism and the school principal and counselor capacity to improve school climate for learning and behavior for unduplicated pupils, we identified the need to provide additional administrative staff to improve outcomes for unduplicated pupils. Assistant Principals will assist principals and counselors by alleviating some of the routine administrative tasks so principals and counselors may connect unduplicated pupils and families with systems of support in all areas of student services such as counseling, SART or SST meetings, and restorative practices.

Outcomes of effectiveness of Assistant Principals to support schools capacity to serve unduplicated pupils is measured by principal feedback, the Comprehensive Needs Assessment of the school site plan, CAASPP ELA, ELPAC Math and CAST, in addition to absenteeism and suspensions as well as academic achievement and suspension and absenteeism data of our unduplicated pupils.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

This action is a continuing action as the school Comprehensive Needs Assessment completed as well as outcomes of CA School Accountability dashboard demonstrate growth towards improvement goals in academic as well as suspension and chronic absenteeism data. Additionally stakeholder feedback and the feedback from principals strongly support the need for continuing this action.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement and research that support the capacity of school leadership, "Leadership (principal/assistant principal) effects on student learning occur largely because leadership strengthens professional community; teachers' engagement in professional community, in turn, fosters the use of instructional practices that are associated with student achievement" (Wahlstrom, Louis,Leithwood, & Anderson, 2010, p. 10).

Music Teachers and Program Supplies (Goal 1 Action 6)

The justification for district-wide use of funds for Music Teachers and Program Supplies is that services/supports can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students. Data collected about our unduplicated pupil access to and participation in enrichment activities demonstrates an equity and access gap. CHKS data also demonstrates the need to improve student engagement.

We identified the need to provide access to unduplicated students to enrichment and music programs. Student engagement and excitement about school has a strong impact on attendance. Access to Before/After School and lunch engaging activities such as music programs is hoped to improve attendance and academics of our unduplicated pupils as measured by district assessments, CAASPP and absenteeism data.

The outcome will be measured by Benchmark assessments for unduplicated pupils in K-2 at the middle of the year and end of the year, absenteeism data, and unduplicated student participation in school based enrichment activities and advanced elective pursuits at the middle school.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

This action is continuing as participation of unduplicated pupils in Music programs has steadily increased and stakeholder feedback strongly supports the need for music and increased pupil engagement in elective programs.

We believe this is effective use of funds in accordance with stakeholder feedback, and growing participation of unduplicated pupils in our music program. Additionally, the School Comprehensive Needs Assessment completed as well as outcomes of CA School Accountability dashboard demonstrate growth towards improvement goals in academic as well as suspension and chronic absenteeism data for our foster youth, English Learners, and students experiencing poverty pupils.

According to the Economic Policy Institute, "The more frequently students miss school, the worse their (academic) performance." Additionally, " research also shows positive associations between music participation and academic ability." Schellenberg, E. G. (2006)

CUE - Google Camp (Goal 1 Action 12)

The justification for district wide use of funds for CUE - Google Camp is that services/supports can only be implemented district wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate and academic achievement of our low-income students and unduplicated pupils is lower than the attendance rate and academic achievement for all students.

We identified the need to improve the use of technology to address engagement and learning gaps of our unduplicated pupils. Google Camp provides opportunities for our teachers and staff to gain knowledge and skills to provide engaging, differentiation instruction to students at-risk who are principally represented by our unduplicated pupils. Engaging and differentiated lessons will improve attendance and academic access to grade level instruction and standards in ELA, Math and Science.

The outcome will be measured by student engagement data reflected in CHKS, Benchmark assessments for unduplicated pupils in K-2 at the middle of the year and end of the year, unduplicated pupil absenteeism data as well as teacher feedback.

This action is principally directed to support English learners, low socio-economic students, homeless youth, and foster youth.

This action is continuing as participation has steadily increased and teacher feedback supports the desire for continuing this action to support teachers' capacity to provide online learning and engaging instruction and the increasing demand for teacher proficiency in online learning.

We believe this is the most effective use of funds in accordance with stakeholder feedback and the strong participation of teachers.

Gizmos, Dreambox, Screencastify (Goal 2 Action 6) and Illuminate DNA (Goal 3 Action 2)

The justification for district wide use of funds for Gizmos, Dreambox, Screencastify, and Illuminate DNA is that services/supports can only be implemented district wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate and academic achievement of our low-income students and unduplicated pupils is lower than the attendance rate and academic achievement for all students.

We identified the need to improve the use of technology to address engagement and learning gaps of our unduplicated pupils. The academic programs of Gizmos, Dreambox, and Screencastify are supported for unduplicated students. Gizmos provides science simulations with the same structure as the California Science Test. Exposure to the question-types and depth of knowledge will benefit our students for the end of year master of standards. Dreambox is a computer adapted math program that provides students throughout elementary school the opportunity to fill math gaps and enrich those students that need it. Screencastify is a support for students where they can practice speaking and listening, allows for student voice and supports all course subjects for our unduplicated students. The outcomes are an increase in ELPAC and CAASPP ELA, Math and CAST. Illuminate DNA is a tool for district data analysis to pull student subgroups to monitor achievement and challenges. This system provides a breakdown of the targets and claims where the need is and reestablishes the implementation cycle where needed.

The outcome will be measured by student engagement data reflected in CHKS, Benchmark assessments for unduplicated pupils in K-2 at the middle of the year and end of the year, unduplicated pupil absenteeism data as well as teacher feedback.

This action is principally directed to support English learners, low socio-economic students, homeless youth, and foster youth.

This action is continuing as teacher feedback supports the desire for continuing this action and the increasing demand for teacher proficiency in online learning. Student achievement data of our unduplicated pupils also demonstrates improvement when these programs are used according to recommended frequency.

We believe this is the most effective use of funds in accordance with the recommendations of teachers in LCAP stakeholder feedback and in accordance with research about the benefits of technology tools to increase pupil achievement. "The positive findings were that students in technology rich environments experienced positive effects on achievement in all major subject areas and they showed increased achievement in preschool through higher education for both regular and special needs children (Sivin-Kachala, 1998,). The CEPR at Harvard University study of DreamBox showed meaningful achievement gains. In particular, for every 20 minutes a student spent on DreamBox their MAP score increased by 2.5 points. An analysis on student perception of screencast states, "Our analysis of a student survey of this novel approach to feedback indicates that some students prefer screencast feedback to written feedback for a number of reasons: it is perceived to be more personal, it provides a richer experience than handwritten comments, it can be accessed anytime and replayed and paused as needed, it assists with learning how to communicate mathematics and it helps develop mathematical thinking skills. In fact, we show that this form of feedback is effective according to Sadler's (Instructional Science 18:119–144, 1989) definition of effective feedback." A Meta-analysis of educational research (Marzano, 1998) identified several instructional techniques that have a strong positive impact on student achievement. In findings from over 100 research studies involving 4,000+ experimental/control group comparisons, the following were all shown to have an average effect size greater than 1 (i.e., a percentile gain of more than 34% in students' achievement), Gizmos bring these powerful and effective instructional techniques to the classroom.

Preschool Curriculum and Materials (Goal 2 Action 10)

The justification for district wide use of funds for Preschool Curriculum and Materials is that services/supports can only be implemented district wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate and academic achievement of our low-income students and unduplicated pupils is lower than the attendance rate and academic achievement for all students.

We identified the need to improve access to pre school academic and overall development materials for our unduplicated pupils. The need for preschool curriculum and supplies is driven by the need to address equity gaps in our unduplicated pupils' access to early childhood education. Preschool curriculum and supplies are provided to engage and provide inquiry-based instruction and experiences.

The outcome will be measured by unduplicated pupil readiness for and in kindergarten as assessed by district Progress Monitoring Benchmark TK and Kindergarten.

This action is continuing action as preschool unduplicated pupils are demonstrating improvement in the development prerequisite skills. Stakeholder feedback also supports the need to improve support for early education teaching and instruction aligned to elementary curriculum.

This action is principally directed to support English learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of funds in accordance with stakeholder feedback, and emerging research about the importance of early childhood education. "People who attend preschool are more productive in school, work, and society generally—with higher levels of education and earnings, less involvement in delinquency and crime, and fewer chronic health problems," said W. Steven Barnett, Founder and Senior Co-Director of the National Institute for Early Education Research (NIEER) at Rutgers University. Student outcomes are measured by social-emotional and academic progression into transitional kindergarten or kindergarten with the skills necessary to reach grade-level standards.

Chromebook Refresh cycle (Goal 2 Action 15)

The justification for district wide use of funds for Chromebook refresh cycle is that services/supports can only be implemented district wide in order to address this gap. We learned through the 2020-21 school year that unduplicated student access to technology is essential to support connection to school based educational and engagement resources.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate and academic achievement of our low-income students and unduplicated pupils is lower than the attendance rate and academic achievement for all students. We also learned that access to technology in the homes of unduplicated pupils is lower than access to technology in the home of all students.

We identified the need to improve the use and access of technology to address engagement and learning gaps of our unduplicated pupils. Technology supports after school programs and intercessions during holiday breaks where foster youth, English Learners and unduplicated students access programs, curriculum and enrichment activities as well as improved support for learning and engagement. The Chromebook refresh cycle is necessary due to the retirement of older Chromebooks that no longer have an operating system that supports the secure browser for state testing (CAASPP). Foster youth and English Learners are provided Chromebooks for home use. The outcome for unduplicated pupils is access to curriculum, embedded supports, and additional support programs for students and families.

The outcome is a greater connection to school and differentiated support to improve academic achievement and minimize the achievement gap measured by a reduced absenteeism and suspension, student engagement survey (CHKS), and improved academic achievement of our unduplicated pupils on CAASPP.

This action is continuing as participation the need to sustain one to one access to online learning and devices has increased and teacher and community feedback strongly supports the desire for continuing this action to support teachers' capacity to provide online learning and engaging instruction and the increasing demand for teacher proficiency in online learning with a priority of supporting engagement and learning for our unduplicated pupils..

This action is principally directed to support English learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of funds in accordance with stakeholder feedback, the increasing demand for available reliable technology and "the positive findings were that students in technology rich environments experienced positive effects on achievement in all major subject areas and they showed increased achievement in preschool through higher education for both regular and special needs children (Sivin-Kachala, 1998,).

Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides (Goal 3 Action 8)

The justification for district wide use of funds for Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides is that services/supports can only be implemented district wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate and academic achievement of our low-income students and unduplicated pupils is lower than the attendance rate and academic achievement for all students.

We identified the need to improve the use of technology to address engagement and learning gaps of our unduplicated pupils. The technology department and personnel support the digital infrastructure for students and staff. The Technology Coordinator and Tech Support Analyst II support after school programs and intercessions during holiday breaks where foster youth, English Learners and unduplicated students access programs, curriculum and enrichment activities.

The outcome is improved connections to school measured by a reduced absenteeism and suspension, student engagement survey (CHKS), and improved academic achievement of our unduplicated pupils on CAASPP.

This action is principally directed to support English learners, low socio-economic students, homeless youth, and foster youth.

This action is continuing as the need for access to technology in online learning for unduplicated pupils and support for educators to utilize technology to improve outcomes for unduplicated pupils has dramatically increased. Stakeholder feedback also supports the need to improve engagement, attendance, and academic achievement for underperforming students who are principally represented by our unduplicated pupils.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with feedback from stakeholders about the importance of connectivity and appropriate technology tools. Additionally research indicates "the positive findings were that students in technology rich environments experienced positive effects on achievement in all major subject areas and they showed increased achievement in preschool through higher education for both regular and special needs children (Sivin-Kachala, 1998,).

Curriculum Coordinators (Goal 3 Action 16)

The justification for district wide use of funds for Curriculum Coordinators is that services/supports for unduplicated pupils can only be implemented district wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the academic achievement of our unduplicated pupils is lower than that of all students, and the suspension rate of unduplicated pupils is higher than that of all students.

Based on stakeholder input and evidence of student need in Math and ELA CAASPP, 21 points below standard in Math and only 7.4 above standard, we identified a need for training, professional development and site administrator and teacher support. This need is planned to be addressed through the position of Curriculum Coordinators to support efforts to target the educational needs of unduplicated pupils and compliance with federal program requirements through access to programs, reports, and timely data analysis. The Coordinators will support early literacy, Universal Design for Learning, ELA/ELD and Step-up-to-Writing cycles of professional development. The outcome will be an increase in student achievement and progress towards mastery as measured by CAASPP (ELPAC, Math, ELA, CAST).

The effectiveness of Curriculum Coordinators to support schools capacity to serve unduplicated pupils is measured by, the Comprehensive Needs Assessment of the school site plan, CHKS survey, CAASPP ELA and Math, CAST, and ELPAC data of our unduplicated pupils.

This action is principally directed to support English learners, low socio-economic students, homeless youth, and foster youth.

This action is a continuing action as the school Comprehensive Needs Assessment completed and stakeholder feedback strongly calls for increased effectiveness of support for youth, English Learners, low socio-economic students, and homeless students. Additionally, Research shows that strong family-school relationships are an indicator of student success (Weiss, López,& Rosenberg, 2011).

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement and in accordance with the Learning Policy Institute statement, "For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills."

Library Media Technician Supervisor, Warehouse Clerk, and Accounting Clerk (Goal 3 Action 18)

The justification for district wide use of funds for Library Media Technician Supervisor, Warehouse Clerk, and Accounting Clerk is that services/supports can only be implemented district wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students.

We identified the need to ensure timely access to curricular resources and materials for our unduplicated pupils and their teachers. The Library Media Technician Supervisory, Warehouse and Accounting Clerk support student access to curriculum, science kits and library books with a priority for addressing the achievement gap and needs of our unduplicated pupils who have demonstrated lack of resources to access supplemental learning materials through community feedback and surveys.

Student outcomes is an improvement in CAASPP ELA, ELPAC, Math and CAST scores towards closing the achievement gaps with engaging, standards-aligned curriculum and manipulatives to support at-risk student groups.

This action is principally directed to support English learners, low socio-economic students, homeless youth, and foster youth.

This action is continuing as ensuring pupil access to standards aligned materials and unduplicated pupil access to supplemental to and materials is growing in our district and achievement data of our unduplicated pupils continues to demonstrate need for improved outcomes in engagement and academics. Stakeholder feedback also strongly supports the need for job-embedded professional development to support teachers' capacity to improve achievement for our underperforming students who are principally represented by our unduplicated pupils.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement, the increasing percent of unduplicated pupils, in our district, and in accordance with the 2013 National Council of Supervisors of Mathematics (NCSM) position statement on the use of manipulatives in classroom instruction to improve student achievement."[I]n order to develop every student's mathematical proficiency, leaders and teachers must systematically integrate the use of concrete and virtual manipulatives into classroom instruction at all grade levels." (NCSM, 2013)] .

Open Gov program is a resource to increase transparency for budget related expenditures with all stakeholders (Goal 3 Action 4).

The justification for district wide use of funds for Open Gov is that services/supports can only be implemented district wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate and academic performance of our low-income students and unduplicated pupils is lower than the attendance rate and academic achievement for all students. We have also observed that attendance, parent engagement, and other barriers such as access to community resources impact student outcomes as measured in the CA Accountability Dashboard and local indicators. Barriers that impede families'

access to resources in the district and region include language, navigating technology, and advocacy and are reflected in the schools' CA Accountability Dashboard indicator performance gaps.

We identified the need to increase engagement and ability to access and navigate the educational system for parents/families of our unduplicated pupils. The Open Gov program provides accessible access to our community to engage and understand in the school program and supports with a priority for improving parent engagement for our unduplicated pupils whom we have identified through achievement and absenteeism data in need of improved access and engagement to support improved pupil outcomes.

The effectiveness of this action will be measured through Title I School Needs Assessment, parent feedback, and parent participation in district meetings.

This action is principally directed to support English learners, low socio-economic students, homeless youth, and foster youth.

This action is a continuing action as participation of families in meetings and parent engagement have increased as a result of technology based tools. Additionally the community feedback gathered in LCAP stakeholder engagement meetings, annual Title I Needs Assessment Survey, and feedback from District English Language Advisory Committee express strong desire for continuing to improve parent engagement and partnership with families with a priority for improved participation and outcomes for families of unduplicated pupil groups.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement meetings, annual Title I Needs Assessment Survey, and the increased parent participation in school board meetings. Research shows that strong family-school relationships are an indicator of student success (Weiss, López,& Rosenberg, 2011).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, services provided for unduplicated pupils in the 2021-22 LCAP are increased or improved as compared to the services provided for all students in the LCAP year. Through the Comprehensive Needs Assessment analysis of outcomes for all students as well as all student groups, achievement, attendance, and suspension data support the need for increased or improved services for foster youth, students experiencing homelessness or poverty, and English Learners to address gaps in achievement which inequitably impact our unduplicated pupils. The amount of increased and improved services for English learners, students experiencing homeless and/or poverty, and foster youth is 10.07%.

The District intends to spend the increased services by providing additional ELD teacher support (Goal 1 Action 21), supplemental materials and technology (Goal 2 Action 4), and other support services provided to support parent engagement and consultation through the English Learner (EL) service s Clerk (Goal 1 Action 17) and District Community Liaisons (Goal 1 Action 4, 13). This includes ELD supplemental materials for all EL students in grades TK-8 specifically for newcomer students, Special Programs Staff to ensure services for English

Learners and unduplicated pupils (Goal 1 Action 5 and Goal 2 Action 11), Math TOSAs/Coaches and Support for additional staff in middle school core academics with a focus on supporting English Learners (Goal 3 Action 15), Support to appropriately credential teachers (Goal 3 Action 19), Culturally Responsive Learning Practices (Goal 3 Action 6), Translation Services (Goal 1 Action 10), and After school enrichment (Goal 1 Action 16, 22). New teachers also receive professional development and support to ensure they develop instructional practices for unduplicated pupils and appropriate credentialing in subject area and for English Learners (Goal 3 Action 19). Intervention staff in middle school (Goal 3 Action 15) support English Learners in core academics classes.

Homeless students or Youth in Transition, while included in support for low-socio-economic status students, will also receive increased or improved support through targeted Supplies and Transportation (Goal 1 Action 11) and materials and supplies (Goal 1 Action 24). Additionally District training in Culturally Responsive Learning Practices (Goal 3 Action 6), Student Success Services Coordinator and Staff (Goal 3 Action 14), After School Enrichment Opportunities (Goal 1 Action 16) target services and prioritization of access to foster and Homeless youth.

The following supports, while principally chosen and targeted to meet the needs of unduplicated pupils, are of benefit to meet the assessed needs of English learners, students experiencing homelessness and/or poverty, and foster youth. Achieve 3000 (Goal 1 Action 12), Learning Ally Audiobooks (Goal 1 Action 5), Gizmos, Dreambox, Screencastify (Goal 1 Action 6), and School Provided Chromebooks and Wi-Fi Devices (Goal 1 Action 15) support student access to core academic support and intervention, embedded scaffolds and supports, and connectivity. Enhanced staffing and materials are provided to ensure our English Learners, students experiencing homelessness and/or poverty, and foster youth access Music program and before/after school enrichment (Goal 1 Action 6,16) to foster connectedness, increase attendance, and overall academic achievement.

Teacher professional development is principally targeted to ensure teachers possess the tools and strategies to support access to grade level standards in NGSS (Goal 1 Action 3) and Math (Goal 1 Action 1) for English Learners and our students experiencing homelessness and/or poverty, and foster youth whom our data supports the need for improved scaffolds to experience grade level rigor. Unduplicated pupil needs, academic and socio-emotional, are principally considered in staff training in Culturally Responsive Learning Practices (Goal 3 Action 6 and Goal 1 Action 18),Multi Tiered System of Supports (MTSS) and Universal Design for Learning (UDL) (Goal 1 Action 11, 12, 15, 21) to ensure preventative strategies and school culture embraces and support our English Learners, students experiencing homeless and/or poverty, and foster youth. New teachers also receive professional development and support to ensure they develop instructional practices for unduplicated pupils and appropriate credentialing in subject area and for English Learners (Goal 3 Action 19).

Support for our English Learners, students experiencing homeless and/or poverty, and foster youth is also prioritized in District staffing and programs. Teacher staffing is increased to provide more effective learning environments through smaller class sizes and the elimination of combination classes (Goal 1 Action 7, 8) to support teachers' capacity to provide targeted support and differentiated instruction for unduplicated pupils. CCR Tutors (Goal 1 Action 14) ,District Intervention Specialist, and and School Site Intervention Facilitators (Goal 3 Action 12) and Supplemental School Counselors and District Social Workers (Goal 1 Action 2, 3) complement and support the capacity of schools to ensure student data monitoring provided through Data Analysis Assessment Platform and Social Emotional/Wellness Dashboard (Goal 1 Action 20, Goal 2 Action 2 and Goal 3 Action 2) informs access to academic, social emotional, and behavioral supports available. Technology department staff support unduplicated pupils to access technology to improve engagement, access to learning supports, and eliminating barriers for unduplicated pupils (Goal 3 Action 8). Curriculum and Instruction Staff and training (Goal 3 Action 9,10, 16, 18),

Special Programs Staff (Goal 3 Action 11), and Student Success Services and Special Programs Staff (Goal 3 Action 14 and Goal 1 Action 5) ensure the district coordination of services, staff training, and support for English Learners, students experiencing homeless and/or poverty, and foster youth. Similarly, district Math TOSAs/Coaches and additional intervention staff in middle school (Goal 3 Action 15) support English Learners and underachieving pupils who are principally low socioeconomic,and access core academics.

District Community Liaisons (Goal 1 Action 4, 13) promote family engagement and access to district resources and referrals for Health and Mental Health Services (Goal 1 Action 1) for our English Learners, students experiencing homeless and/or poverty, and foster youth. Additionally, unduplicated pupils are supported through increased staff to provide social emotional support and access to school based academic supports (Goal 1 Action 5).

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$8,924,516.00	$729,237.00	$121,478.00	$1,375,680.00	$11,150,911.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$6,930,082.00	$4,220,829.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Care Solace	$26,885.00				$26,885.00
1	2	English Learners Foster Youth Low Income	Supplemental School Counselors	$1,180,118.00			$125,541.00	$1,305,659.00
1	3	Students with Disabilities	District Social Workers (3)		$112,283.00		$234,803.00	$347,086.00
1	4	English Learners Foster Youth Low Income	Community Liaison Site QVE (7hr), FCE, RES, CWM, ERE (3.5 hr each)	$40,803.00			$258,482.00	$299,285.00
1	5	English Learners Foster Youth Low Income	5 APs: K Brilee, K. Cross, Sue Di Bernardo, M. Blanton	$628,797.00				$628,797.00
1	6	English Learners Foster Youth Low Income	Music Teachers and program supplies	$690,029.00				$690,029.00
1	7	English Learners Foster Youth Low Income	Teacher Staffing for Effective Learning Environments/Eliminate Combo classes	$1,408,385.00				$1,408,385.00
1	8	English Learners Foster Youth Low Income	TK-3 25:1	$855,355.00				$855,355.00
1	9	Students with Disabilities	Maintain Additional MUSD School Psychologist	$345,665.00				$345,665.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners	Translation Services	$39,067.00		$30,106.00		$69,173.00
1	11	English Learners Foster Youth Low Income	MTSS/UDL Planning, Professional Development	$61,180.00			$34,999.00	$96,179.00
1	12	English Learners Foster Youth Low Income	CUE/Google Camp	$20,437.00				$20,437.00
1	13	English Learners Foster Youth Low Income	Parent Involvement/Education	$16,011.00			$2,258.00	$18,269.00
1	14	All	CPI Training; Certificated Sub				$6,496.00	$6,496.00
1	15	All	SSS Workshops and Training				$39,945.00	$39,945.00
1	16	Foster	After School Enrichment Foster				$7,296.00	$7,296.00
1	17	English Learners Foster Youth Low Income	LCFF Site Allocation	$293,274.00				$293,274.00
1	18	English Learners Foster Youth Low Income	MUSD Equity Committee; Workshops, and CRL for admin	$15,000.00				$15,000.00
1	19	All	Attendance Intervention and Support A2A	$53,000.00				$53,000.00
1	20	English Learners Foster Youth Low Income	CHKS and well-being progress monitoring dashboard	$7,500.00			$4,000.00	$11,500.00
1	21	All	CKH BMMS				$45,000.00	$45,000.00
1	22	English Learners Foster Youth Low Income	Lunch Time or Before/After School Enrichment	$100,000.00				$100,000.00
1	23	English Learners Foster Youth Low Income	Library/Media Center/Makerspace Supplies	$112,000.00				$112,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Math Teacher and Administrator Professional Development and Coaching in Math Framework, Student Centered-Learning, Universal Design for Instruction	$96,663.00				$96,663.00
2	2	Students with Disabilities	Induction and stipend SLP	$41,285.00			$14,683.00	$55,968.00
2	3	All	Next Generation Science Standards (NGSS) Teacher Training				$9,593.00	$9,593.00
2	4	English Learners	Rosetta Stone for English Learners				$28,000.00	$28,000.00
2	5	Students with a Reading Defecit	Learning Ally Audiobooks				$22,000.00	$22,000.00
2	6	English Learners Foster Youth Low Income	Gizmos, Dreambox, and Screencastify	$142,550.00				$142,550.00
2	7	All	Virtual School Library Start Up other library supplies	$75,000.00				$75,000.00
2	8	All English Learners	ELPAC Testing Cadre	$4,550.00		$79,872.00		$84,422.00
2	9	All	GATE Assessment	$18,000.00				$18,000.00
2	10	English Learners Foster Youth Low Income	Preschool Curriculum and Materials	$6,000.00				$6,000.00
2	11	Youth in Transition	Homeless Materials and Supplies and Transportation				$18,000.00	$18,000.00
2	12	English Learners Foster Youth Low Income	Achieve 3,000	$101,769.00				$101,769.00
2	13	Students with Disabilities	SPED Technology (N2Y)	$20,000.00				$20,000.00
2	14	English Learners Foster Youth Low Income	College Career Readiness Tutors	$40,772.00				$40,772.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	15	English Learners Foster Youth Low Income	1:1 Chromebook Refresh Cycle	$300,000.00				$300,000.00
2	16	All	EL and Data Technician	$38,111.00				$38,111.00
2	17	English Learners	English Learner Services Clerk	$11,591.00				$11,591.00
2	18	All	Step Up to Writing Professional Development and Planning				$56,845.00	$56,845.00
2	19	All	Go Math				$5,000.00	$5,000.00
2	20	All	Cognitively Guided Instruction Professional Development, QVE				$13,500.00	$13,500.00
2	21	English Learners	English Language Development and Universal Design for Learning Professional Development				$57,000.00	$57,000.00
2	22	All	Library Aide/Tech Extra hours	$1,393.00				$1,393.00
2	23	All	District Spelling Bee	$612.00				$612.00
2	24	English Learners Foster Youth Low Income	Student Success Services Materials and Supplies	$4,200.00				$4,200.00
3	1	All	Parent Square, Raptor, Navigate Prepared	$66,000.00				$66,000.00
3	2	English Learners Foster Youth Low Income	Illuminate DnA	$28,840.00				$28,840.00
3	4	English Learners Foster Youth Low Income	Open Gov	$21,000.00				$21,000.00
3	5	All	District cell phones	$5,410.00				$5,410.00
3	6	All	Cultural ResponsivenessTrauma Informed/Equity Keynote, Contract 3140				$3,330.00	$3,330.00
3	8	English Learners Foster Youth Low Income	Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides	$515,198.00				$515,198.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	9	English Learners Foster Youth Low Income	Curriculum and Instruction Department Training	$5,940.00		$11,500.00		$17,440.00
3	10	English Learners Foster Youth Low Income	Curriculum and Instruction Provided Professional Development	$100,000.00				$100,000.00
3	11	English Learners Foster Youth Low Income	Director Special Programs and Support Staff	$231,823.00			$33,589.00	$265,412.00
3	12	English Learners Foster Youth Low Income	Intervention Specialist and Site Intervention Facilitators	$101,791.00	$616,954.00			$718,745.00
3	13	Students with Disabilities	Special Education Coordinator				$164,800.00	$164,800.00
3	14	English Learners Foster Youth Low Income	Student Success Services Director and Lead Counselor	$206,339.00				$206,339.00
3	15	English Learners Foster Youth Low Income	Math Teachers on Special Assignment (TOSAs)/Coaches; CORE Curriculum Support	$353,986.00				$353,986.00
3	16	English Learners Foster Youth Low Income	Curriculum Coordinators	$335,850.00				$335,850.00
3	17	All	Summer New Teacher Orientation	$5,323.00				$5,323.00
3	18	English Learners Foster Youth Low Income	Library Media Technician Supervisor, Warehouse Clerk, and Accounting Clerk	$151,014.00				$151,014.00
3	19	All	Support for Teacher Credentialing/Induction and New Teacher Training				$190,520.00	$190,520.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$8,250,167.00	$9,367,596.00
LEA-wide Total:	$7,420,435.00	$8,279,382.00
Limited Total:	$11,591.00	$11,591.00
Schoolwide Total:	$818,141.00	$1,076,623.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Care Solace	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,885.00	$26,885.00
1	2	Supplemental School Counselors	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,180,118.00	$1,305,659.00
1	4	Community Liaison Site QVE (7hr) , FCE, RES, CWM, ERE (3.5 hr each)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: QVE, ERE, RES, CWM, FCE	$40,803.00	$299,285.00
1	5	5 APs: K Brilee, K. Cross, Sue Di Bernardo, M. Blanton	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SSE, OME, FCE, MVMS	$628,797.00	$628,797.00
1	6	Music Teachers and program supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	$690,029.00	$690,029.00
1	7	Teacher Staffing for Effective Learning Environments/Eliminate Combo classes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,408,385.00	$1,408,385.00
1	8	TK-3 25:1	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	$855,355.00	$855,355.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	10	Translation Services	LEA-wide	English Learners	All Schools	$39,067.00	$69,173.00
1	11	MTSS/UDL Planning, Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,180.00	$96,179.00
1	12	CUE/Google Camp	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,437.00	$20,437.00
1	13	Parent Involvement/Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,011.00	$18,269.00
1	17	LCFF Site Allocation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$293,274.00	$293,274.00
1	18	MUSD Equity Committee; Workshops, and CRL for admin	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	$15,000.00
1	20	CHKS and well-being progress monitoring dashboard	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500.00	$11,500.00
1	22	Lunch Time or Before/After School Enrichment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	$100,000.00
1	23	Library/Media Center/Makerspace Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,000.00	$112,000.00
2	1	Math Teacher and Administrator Professional Development and Coaching in Math Framework, Student Centered-Learning, Universal Design for Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,663.00	$96,663.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	6	Gizmos, Dreambox, and Screencastify	LEA-wide	English Learners Foster Youth Low Income	All Schools	$142,550.00	$142,550.00
2	10	Preschool Curriculum and Materials	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Menifee Preschool Menifee Preschool	$6,000.00	$6,000.00
2	12	Achieve 3,000	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CWM, HHSA, BMMS, CKE	$101,769.00	$101,769.00
2	14	College Career Readiness Tutors	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BMMS, HCMS, HHSA, MVMS 6-8	$40,772.00	$40,772.00
2	15	1:1 Chromebook Refresh Cycle	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	$300,000.00
2	17	English Learner Services Clerk	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$11,591.00	$11,591.00
2	24	Student Success Services Materials and Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,200.00	$4,200.00
3	2	Illuminate DnA	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,840.00	$28,840.00
3	4	Open Gov	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,000.00	$21,000.00
3	8	Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	$515,198.00	$515,198.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	9	Curriculum and Instruction Department Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,940.00	$17,440.00
3	10	Curriculum and Instruction Provided Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	$100,000.00
3	11	Director Special Programs and Support Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$231,823.00	$265,412.00
3	12	Intervention Specialist and Site Intervention Facilitators	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,791.00	$718,745.00
3	14	Student Success Services Director and Lead Counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools	$206,339.00	$206,339.00
3	15	Math Teachers on Special Assignment (TOSAs)/Coaches; CORE Curriculum Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$353,986.00	$353,986.00
3	16	Curriculum Coordinators	LEA-wide	English Learners Foster Youth Low Income	All Schools	$335,850.00	$335,850.00
3	18	Library Media Technician Supervisor, Warehouse Clerk, and Accounting Clerk	LEA-wide	English Learners Foster Youth Low Income	All Schools	$151,014.00	$151,014.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
*   Determination of effectiveness of the specific actions to achieve the goal
*   Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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

Broad Goal
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.

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
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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

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

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

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

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

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

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

- **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.