MENIFEE
Union School District
Inquiry ★ Heart ★ Discovery

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Menifee Union School District
CDS Code: 33671160000000
School Year: 2022-23
LEA contact information:
Dr. Jennifer Root
Superintendent

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 2022-23 School Year
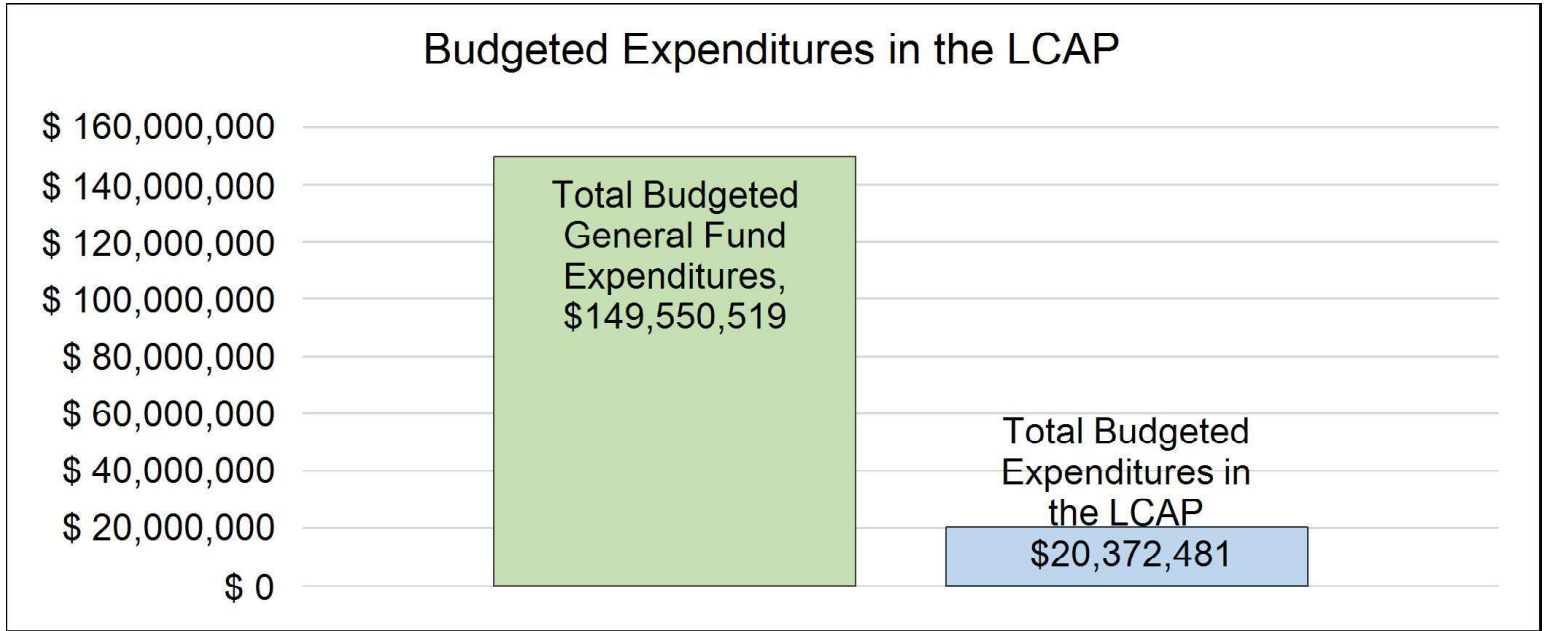
Projected Revenue by Fund Source
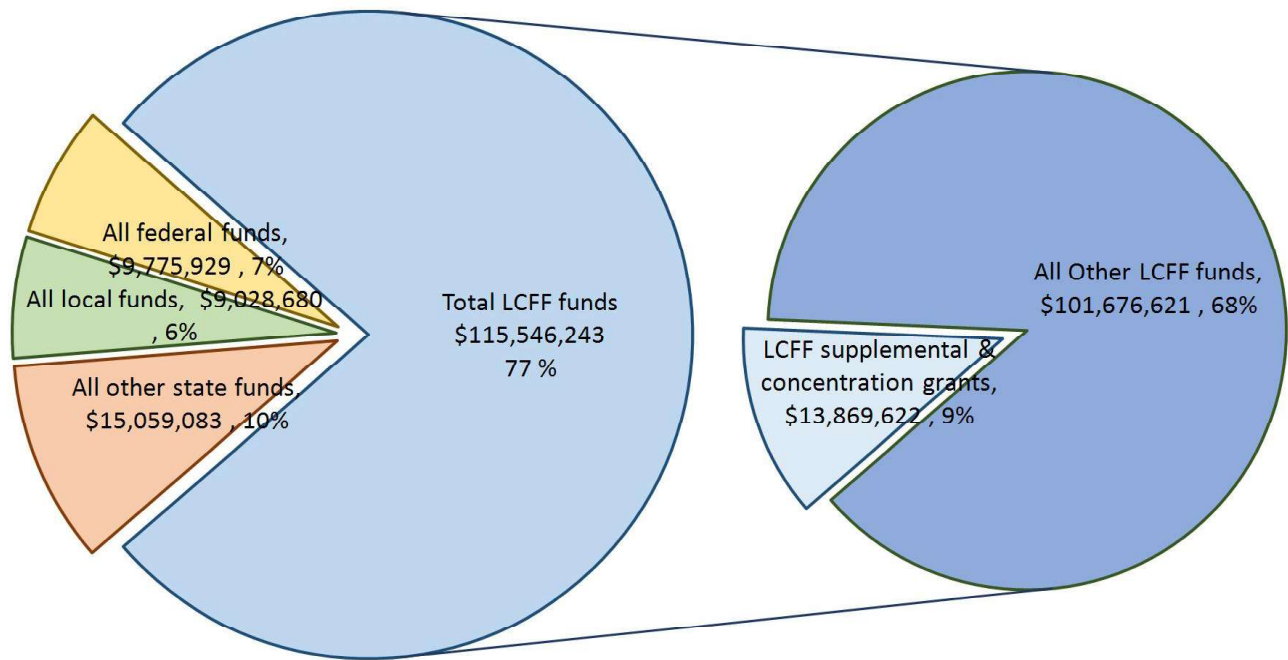
This chart shows the total general purpose revenue Menifee Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Menifee Union School District is $149,409,935, of which $115546243 is Local Control Funding Formula (LCFF), $15059083 is other state funds, $9028680 is local funds, and $9775929 is federal funds. Of the $115546243 in LCFF Funds, $13869622 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

Amount	
$ 160,000,000	
$ 140,000,000	Total Budgeted General Fund Expenditures, $149,550,519
$ 120,000,000	
$ 100,000,000	
$ 80,000,000	
$ 60,000,000	Total Budgeted Expenditures in the LCAP
$ 40,000,000	
$ 20,000,000	$20,372,481
$ 0	

This chart provides a quick summary of how much Menifee Union School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Menifee Union School District plans to spend $149550519 for the 2022-23 school year. Of that amount, $20372481 is tied to actions/services in the LCAP and $129,178,038 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
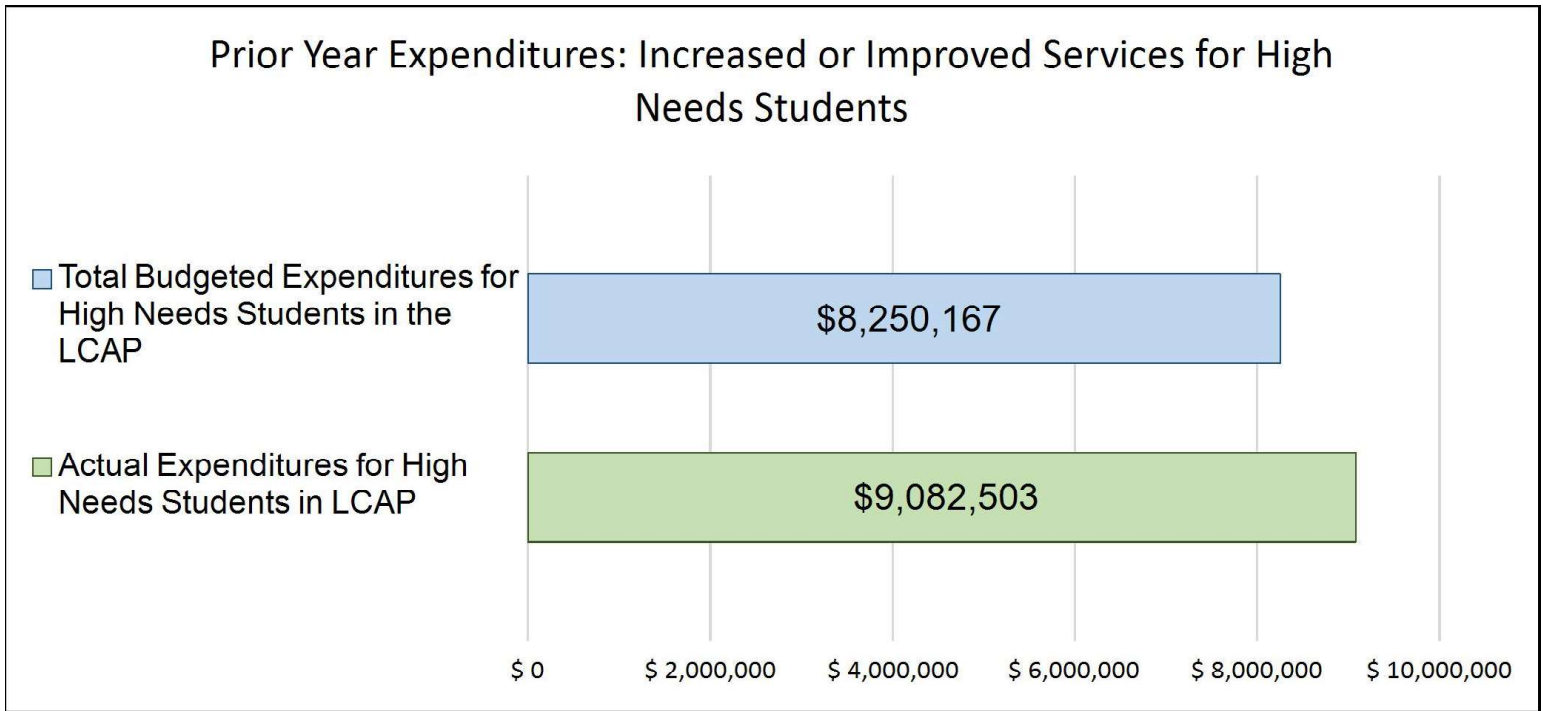
The general fund expenditures which are not included in the Local Control Accountability Plan (LCAP) will be used for teachers, classified employees, administrators and support staff's salaries and benefits, instructional materials and supplies, contracts and services etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Menifee Union School District is projecting it will receive $13869622 based on the enrollment of foster youth, English learner, and low-income students. Menifee Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Menifee Union School District plans to spend $15,067,552 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 2021-22

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$8,250,167
☐ Actual Expenditures for High Needs Students in LCAP	$9,082,503

$ 0 $ 2,000,000 $ 4,000,000 $ 6,000,000 $ 8,000,000 $ 10,000,000

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

The text description of the above chart is as follows: In 2021-22, Menifee Union School District's LCAP budgeted $8250167 for planned actions to increase or improve services for high needs students. Menifee Union School District actually spent $9082503 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $832,336 had the following impact on Menifee Union School District's ability to increase or improve services for high needs students:

The differences in the budgeted and actual expenditures permitted Menifee Union School District to maintain or reduce staff to student ratios and foster effective learning enviorments. An Intervention Facilitator was added to support direct services to middle school students.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Menifee Union School District	Kimberly Huesing Assistant Superintendent Educational Services	khuesing@menifeeusd.org (951) 672 - 1851

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

MUSD included the applicable funds available during the development of the LCAP in its adopted 2021–22 LCAP. The Educator Effectiveness Block Grant plan professional learning opportunities and plans were developed in collaboration with staff.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Menifee Union School District did not receive concentration grant funding for 2021-2022 but will receive concentration funding for the 2022-2023 school year at 15 out of 17 schools district-wide. Actions 1.7 and 1.8 maintain effective staff-to-student ratios: eliminate as many

combination grade classes and reduce class size through the hiring of additional elementary school teachers. Action 1.3 affords an additional social worker to provide direct services and wrap-around service referrals to students on all campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent. Action 1.2 affords an additional counselor at Hans Christensen Middle School and Menifee Virtual School to provide direct services to unduplicated students.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Consultation with community members has been an essential part of developing multiple plans over the past few years. These include the 2021 Learning Continuity and Attendance Plan (LearnCAP Plan, fall 2020), Expanded Learning Opportunities (ELO) Grant Plan (May 2021), and the 2021-22 to 2023-24 Local Control and Accountability Plan (LCAP). Throughout all of these planning processes, the voices of students, families, staff, and community members have informed the development of goals, actions, expenditures, metrics, and target outcomes.

Efforts to meaningfully consult with community members and solicit input to inform the development of plans have included activities in collaboration with specific community groups and opportunities for the wider community to provide feedback. In developing the ESSER III Expenditure Plan, MUSD has engaged students, families, school and district administrators, including special education administrators, teachers, principals, school leaders, other educators and staff, and the employee certificated and classified associations.

Specific community groups consulted included the District African American Parent Advisory Committee (DAAPAC), Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), and Special Education Parent Advisory Committee (SEPAC). Engagement activities for these groups included presentations/discussions during community group meetings, providing information to groups for comment, and a board meeting in June of 2021 to invite public comment. The development team identified critical priorities for each group, and the team created a 'crosswalk' across all groups to identify alignment points.

System-wide opportunities included town hall events, a series of stakeholder task force meetings, posted materials for public comment, multiple board meetings to present draft materials and public hearings, and numerous community surveys. Surveys and materials were provided in English and Spanish.

Over the past two years, an important aspect of the engagement process has been the iterative nature of the multiple planning cycles. Each round of community engagement has built upon the last, beginning with the initial planning to implement distance learning and moving into the LearnCAP, ELO Grant Plan, and 2021-22 LCAP. The engagement process has provided the opportunity to reinforce key priorities and deepen conversations about key ideas. The ESSER III Expenditure Plan is further building upon this foundation of recent community input.

In engaging with community groups, some found it effective to cite specific recommendations put forth in the recent LCAP outreach process. This allowed those groups to continue shining a light on their key priorities to reemphasize the importance of their work over the previous input cycles while also adding new ideas.

Menifee Union School District attempted to identify and engage Civil Rights groups, Tribes, and advocates in meaningful participation. The community service and advocacy groups that were identified include the following: Training Occupational Development Educating Communities (TODEC) Legal Center; Riverside University Health System/Parent Support and Training program; Big Brothers Big Sisters of the Inland Empire; Menifee Valley Community Cupboard; Mexican Consulate; and Voices for Children. These groups were invited to provide feedback to inform the MUSD ESSER III Expenditure Plan development but did not respond.

Consultation of community members in this most recent planning cycle to inform the development of the ESSER III Expenditure Plan used a similar strategy, though in a shorter timeline. All community members were able to provide input on the priorities and actions of the plan through a district-wide survey. Staff reached out to the district's range of community groups to provide opportunities for input on the draft plan through Stakeholder Engagement meetings. Community members could provide ESSER III input by incorporating input activities into existing meetings such as School Site Council (SSC), Parent Teacher Association/Organization (PTA/O), or Coffee with the Principal. Additionally, Community groups that provide specific feedback included our SEPAC, DELAC, PAC, and DAAPAC.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Implementation of the American Federal Rescue Plan Act and Elementary and Secondary Emergency Relief (ESSER) expenditures has increased our capacity to respond to the challenges of returning students and staff to in-person schooling. Additional custodial staff and enhanced sanitization procedures were added to ensure enhanced cleaning and disinfection. Clerks and risk management staff were hired to support required contact tracing and communication protocols. A variety of mental health and special education service providers we're hired to support the impact of lost instruction. ESSER resources supported our ability to ensure continuity of instruction through investments in technology infrastructure, student devices, and teacher preparation of Google classrooms that families are able to access during necessary absences.

Preparing for the unknown has been a constant challenge. High percentages of student and staff absenteeism due to safety protocols and illness has impacted the continuity of instruction for students. Implementation of a long-term independent study program for families who determine in person school presents a health risk that has challenged our ability to maintain optimal staffing levels and to ensure student progress. Similarly, the need to respond to student absences with short-term independent study has also impacted continuity of instruction for students and workload of teachers. Another major challenge in meeting the needs of all students, families, and staff has been the shortage of available substitutes to support staff professional development and continuity of instruction.

ESSER funds have provided MUSD needed resources for hiring additional staff, technology, and materials to respond to these challenges.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Menifee Union School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, the LCAP was developed to include the remaining CARES funds and CRRSA funds. The additional funds received under ARP complement the existing LCAP in the following areas:

1: MUSD will be culturally responsive 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 the alignment of district systems and structures.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs

to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff*

who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 School District	Dr. Jennifer Root Superintendent	jennifer.root@menifeeusd.org 951-672-1851

Plan Summary [2022-23]

General Information

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

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. Menifee Union School District used iReady Diagnostic Assessments to monitor the progress of our students during the COVID pandemic years of 2020-2021. 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, and mental health support, with meaningful engagement of staff, students, and educational partners.

At the beginning of this school year, there was great enthusiasm for having all of our students back in our schools and classrooms. This year's challenges set urgency to the collaboration necessary to overcome the learning gaps and social-emotional needs that our children experience. Supporting one another, we persevered through the COVID pandemic and the quarantines experienced by our staff and students. Our greatest progress as captured in the 2022 mid-year iReady data is in the area of Math, with an overall increase of 11% for all students from the beginning of the 2021 school year to the mid-year iReady diagnostic assessments conducted in January 2022. While all student groups made progress, students who are socio-economically disadvantaged showed an impressive 11% growth in math in four short months. In English Language Arts (ELA), there was an overall increase of 10% for all students from the beginning of the 2021 school year to the mid-year iReady diagnostic assessments. Similar to the math assessments, all student groups demonstrated progress, whereas those that are socio-economically disadvantaged made an 11% growth in ELA. The Menifee Union School District looks forward to analyzing the upcoming 2022 CAASPP data on the California Accountability Dashboard to further evaluate our successes and identified needs so that we may continue to refine our plan for continuous academic improvement for all students.

Through the development, implementation, and sustainability of the multi-tiered system of support (MTSS), Menifee Union School District (MUSD) strives to be responsive to meet the needs of every student through a reflective use of data, considering diverse experiences, and building trusted relationships with all to remove educational partner barriers to success. The MTSS-District Leadership Team (DLT met over nine months to build its capacity to lead the implementation and sustainability and evaluate MUSD's systemic capacity (Administrative Leadership, Integrated Educational Framework, Family & Community Engagement, and Inclusive Policy Structure & Practice) and its impact on student success. The MTSS-DLT used the California MTSS Framework which aligns academic, behavioral, social-emotional learning, and mental health development in a fully integrated system of support for the benefit of all students. It offers the structure to create needed systemic change through intentional design and redesign of services and supports to quickly identify and match the needs of all students. The DLT explored and reviewed UDL practices to provide multiple means of engagement, representation, and action & expression; in the Universal Design for Learning Principles. The DLT decided to focus on providing student access in Year 1 Implementation.

The vision of the MUSD Math Professional Learning Plan is to be grounded in strategies proven to engage students and create learner-centered environments. The goals of the 2021-2022 school year were to establish and develop the capacity of instructional leaders to continuously reflect on strengths, areas for growth and steps to take toward their student-centered vision for classroom instruction at each school setting.

During the 2021-2022 school year, 612 educators participated in the three math professional learning survey workshops to collaboratively build an understanding of target focus areas of student-centered mathematical discourse, humanizing mathematics, and math language routines.

The MTSS DLT identified Math professional learning and coaching as a high-leverage practice to positively impact student success. As part of this plan, in alignment with the LCAP and UDL professional learning, MUSD will continue to support, with people, time, and resources, two (2) teachers per site as "Math Leads" for their site. Math Leads will continue to focus on the draft of the new Math Framework and create and share teacher and student surveys and collect data to impact teaching practices. In alignment with the MTSS priority of using data to review practices, not people, the Math Leads will reflect on the data gathered and share insights with the DLT for MTSS progress monitoring and initiative alignment. Additionally, Math Leads will continue to model Number Sense and Problem-Solving Routines at their respective sites, and sites will continuously implement, measure and routinely discuss at staff meetings. With the collaboration with C&I and Math Leads, the DLT will progress monitor site commitments.

The MUSD Elementary History-Social Science Committee conducted a successful evaluation and pilot of the state board adopted elementary history-social science curriculum and the committee's recommendation for adoption of McGraw Hill Impact for grades K-5 was approved by the MUSD governing board.

During Spring 2022, our school district introduced a School Climate and Culture Survey from Panorama which replaced our previous implementation of the California Healthy Kids Survey in order to increase the range of feedback to include students in the third-eighth grade, MUSD staff, and families. We celebrated impressive overall participation rates of 81% of eligible students completing the Student Competency and Well-Being Measures, and 76.5 % of eligible students completing the Student Supports and Environment Survey. Notable increases were evidenced in the Spring 2022 school culture and climate data for elementary students in third through fifth grade with 64% of students reporting positive feelings at school compared to 38% of the fifth-graders surveyed in the 2021 school year. In comparison to the overall elementary percentage of 64% of students reported positive feelings, 64% of students who are socio-economically disadvantaged, 69% of students in foster care, 66% of students in Homeless status, 60% of English Learners, and 61% of students receiving special education services responded favorably.

Positive feelings data for students in grades sixth-eighth maintained at 56% as compared to 7th-grade data from the 2021 school year. In comparison to 56% of all students responded favorably, 55% of students who are socio-economically disadvantaged, 38% of students in foster care, 51% of students in homeless status, 58% of English Learners, and 58% of students receiving special education services reported favorable to positive feelings at school.

60% of third-fifth graders responded favorably to meaningful engagement in school. Disaggregated by grade level the numbers decrease slightly, however, 52% of fifth-graders responded favorably in the 2022 school year as compared to 42% of fifth graders in the 2021 school year. In comparison to the overall elementary percentage of 60 %, 60% of students who are socio-economically disadvantaged, 72% of students in foster care, 57% of students in homeless status, 60% of English Learners, and 51% of students receiving special education services responded favorably to meaningful engagement in school.

24% of sixth-eighth-grade students responded favorably to meaningful engagement in school. In comparison to the overall student data, 24% of students who are socio-economically disadvantaged, 36% of students in foster care, 26% of students in homeless status, 26% of English Learners, and 34% of students receiving special education services responded favorably.

To build upon this success, we have included the digital version of Second Step for all students and teachers to further social-emotional learning at Tier 1. The addition of social workers provided greater support and mental health services for all students receiving special education services. Kognito, a virtual learning platform for trauma-informed practices, was introduced to meet the expressed needs of staff to support students with appropriate responses to student behavior. Ripple Effects was introduced to our middle schools to provide evidence-based, trauma-informed digital interventions to improve behavior and social-emotional skills at all 3 tiers.

The MUSD 2022-23 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 2022-23 LCAP will prioritize the implementation of the Multi-Tiered System of Support (MTSS) which 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 use of data and support for the establishment of safe and welcoming school culture through social-emotional learning (SEL), behavioral and mental health supports.
- Systemic use of data and support to provide all students rigorous and engaging instruction.
- Systemic use of data and 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 educational partner 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 2022 Mid-year iReady Standards Aligned Reading/English Language Arts (ELA) diagnostic assessment data revealed that 42% of all students were at grade level. For socio-economically disadvantaged students, 38% were at grade level. For African American students, 39% were at grade level. Of English Learners, 11% were at grade level. Of homeless students, 30% were at grade level. Of students with disabilities, 16% were at grade level. For foster youth, 27% were at 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 in relation to our universal achievement goal. The EL reclassification rate has decreased to 5.1%.

In the area of Math, 2022 Mid-year iReady Standards Aligned Math diagnostic assessment data revealed that 25% of all students were at grade level. For socio-economically disadvantaged students, 21% were at grade level. For African American students, 16% were at grade level. For English Learners, 5% were at grade level. Of homeless students, 14% were at grade level. For students with disabilities, 10% were at grade level. For foster youth, 5% were at grade level.

In response to identified performance gaps and the overall need for increased achievement in Math, the 2022-2023 LCAP will contain numerous actions to ensure high-quality professional learning and coaching in student-centered Math instructional practices and learning walks to calibrate baseline data and conduct progress monitoring data in alignment with site-based achievement goals in mathematics. District support for the effectiveness of professional development and learning walks will ensure the coherence of implementation of math practices and strategies to positively impact student outcomes.

According to the Riverside County Office of Education Tableau data (CALPADS), 6% of all MUSD students were absent for 10% or more of the school year. The Chronic Absenteeism data reveals and continues to demonstrate the need to implement practices that will improve outcomes for all student groups. Equity gaps continue to exist in the data for Chronic Absenteeism: English Learners (EL): 9.6%, Socio-Economically Disadvantaged (SED): 10.5%, Student with Disabilities (SWD): 10.5%, Foster youth: 21%, Homeless youth: 32.9%, Hispanic 6.6%:
African American: 7.3% and Two or More Races: 5.0%.

We also have analyzed our Climate and Culture (Panorama) Survey where we observed trends in students not feeling a sense of belonging. 63% of all student responses answered the question "How much do students feel that they are a valued member of the school community?" favorably. 63% of low-income students, 58% of Foster Youth, 56% of Homeless Youth, and 63% of English Learners responded favorably. The increase in students' sense of belonging may be attributed to the focus on social-emotional well-being and building relationships with adults through a social-emotional curriculum and professional learning in culturally relevant pedagogy.

In response to the identified overall need for improvement in student engagement demonstrated in chronic absenteeism data, suspension data, and Climate and Culture survey data, the 2022-2023 Annual Update LCAP will continue to contain numerous actions to ensure high-

quality professional development in the 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 the implementation of MTSS practices and UDL strategies to positively impact student and family outcomes, District support for the 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 the universal goals for all students. The local assessment 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 toward proficiency for English Learners also demonstrates the need for improvement. Chronic Absenteeism Dashboard data and Climate and Culture Survey data in the area of Meaningful Participation also demonstrate the need for improvement in a systemic approach to improving student voice, choice, connectedness, and engagement at school. Data collected during the 2021-2022 school year demonstrates that inequities in academic outcomes and engagement have been amplified with a return to school during a pandemic.

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 have required all members of our community to adapt and 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 2022-23 school year and our continued partnerships with all educational partners. The MUSD 2022-23 LCAP is an exciting opportunity for our District and community to build upon our strengths, 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 educational partners 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 a 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 the 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 to 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 to actions and resources that demonstrate an investment in school systems to address the physiological, safety, and belonging needs of 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 strengthening 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 providing 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 educational partners 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 2022-23 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 the coherence of District systems to strengthen social-emotional support for students and staff is visible. The MUSD 2022-23 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 2022-23 LCAP will prioritize the implementation of tiered systems of support to identify students by needs and connect them with the appropriate support.

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

Engaging Educational Partners

MUSD's vision for educational partner engagement emphasizes meaningful participation and representation of all constituents to understand and respond to the unique profile of strengths and challenges in our District. Educational Partner 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 Educational Partner Forum in April and May of 2022.

Parents and the 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 2022.

All Educational Partners were invited to participate in six structured opportunities to reflect on District data to provide feedback and identify high leverage actions for the 2022-2023 school year. Educational Partners were educated on the Multi-Tiered System of Support (MTSS) created by the MTSS District Leadership Team. The MTSS District Leadership team consisted of classified staff, teachers, families, site administrators, and district leadership which convened six times in the 2021-2022 school year. Using the LEA Self-Assessment tool, the MTSS District Leadership Team identified high leverage practices in three domains: Academic, Behavioral, and Social-Emotional Learning. The high leverage practices were vetted by all school sites through staff meetings.

Parents and staff educational partners from each school community also had the opportunity to provide feedback on LCAP priorities via the LCAP Educational Partner Input Survey that was conducted through Panorama's Climate and Culture Survey. Students provided powerful feedback to inform the development of LCAP priorities. All students in grades 3-8, families, certificated and classified staff and the community participated in the Climate and Culture Survey. All sites reached at least an 80% response rate.

A strong theme in educational partner 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 as 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 educational partner comments, both in learning and other school activities, particularly among Site Administrators. While all constituents continued to indicate strong support for the work of School Counselors, Site Administrator feedback suggested a need for increased support for social-emotional well-being with access to mental health supports for students and families as needed. Additionally, Site Administrators have a strong shared desire to improve student engagement and school climate through ongoing training in a Multi-tiered System of Support (MTSS).

Teacher feedback via the 2022 Climate and Culture Survey (Panorama) demonstrated a need to learn more about, discuss, and confront issues of race, ethnicity, and culture with 51% responding favorably which is lower than the national norm. Teachers and staff responded to how confident they are to engage students who typically are not motivated with only 48% responding favorably. Both of these areas require a district-wide focus and response through Culturally Responsive Pedagogy and Universal Design for Learning professional learning for all staff.

Student survey data was collected through the Climate and Culture survey informing two of the three domains of MTSS: academic and social-emotional/behavioral. We identified specific questions in the Climate and Culture survey to capture student voice that addressed LCAP priorities and student engagement.

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, educational partners 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 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. Educational partners 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.

A major theme of these expectations is a desire for continuous improvement and systems to provide equity. Parents wish to continue to be involved in school data, behavior conversations, and planning. All educational partners have concerned 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 input from educational partners.

Educational partner engagement provided constituents the opportunity to review District data on 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 educational partner voice and recommendations are captured in our 2022-23 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 the alignment of District systems and structures.

The feedback collected from the District English Learner Advisory Committee is:
- Social Workers are needed in elementary schools
- counselors assist in student-to-student interactions
- community liaisons are helpful with community resources, including mental health resources
- concerns about teachers not meeting the needs of students in the classroom

The feedback collected from the Parent Advisory Committee is:
- counselors need to remain at elementary schools
- home communication with suggestions for meeting their students' mental health needs
- social-emotional learning in the classroom may illuminate high-risk issues
- parents would like emotional support for families
- community liaisons are valuable
- science is not being taught in some classrooms
- concerned about the sugar content in food being served at school
- too many communications are being sent out via Parent Square
- would like to see more involvement in Parent Advisory Committees
- communications that share how parents can be involved in schools
- concerned that the district focus is only on interventions and not on enrichment
- discussed how students could provide multiple means of expression in demonstrating learning in math

Student responses to the question "During the past week, how often do you feel safe?" 52% answered positively. We are below the national norm in this response, so a focus on social-emotional competencies through the social-emotional curriculum in the classroom will be a metric used for progress monitoring. The addition of Ripple Effects for students that are struggling with relationships and feeling seen, heard, and included will provide a skill set to advocate for themselves when needed. The addition of Kognito, an interactive platform that provides student-teacher simulations which demonstrate appropriate adult responses to student behaviors. 2,871 student free responses from 3-5 grades were analyzed for the question "What can teachers or other adults at school do to help you?" The top free responses from students were to help with answering their questions, math, and reading. Specific responses included, "I need adults to be kind", "I need them to help me make good choices during the day" "I need them to cheer me on", and "I need more examples of math". 2,715 student free responses from 6-8 grade were analyzed for the question "What can teachers or other adults at school do to help you?" The top responses were assignments, time to figure things out, listening, grades, ways to do math differently and check-ins. Specific responses included "I need them to teach me what I need for my future", "encourage me more", "Understand my beliefs and not tell me I'm wrong", "motivate us" and "be caring". Students were also surveyed on their relationship with math from TK-8th grade. We analyzed and coded 4,982 student-constructed responses. 96% of students stated that manipulatives help them learn math. 30% of students like to learn math independently while another 30% stated they liked working collaboratively. 29% of students answered they like to work independently at times and at other times collaboratively. This informs our professional learning in instructional strategies and classroom settings so all students have an opportunity to learn. 78% of students ask for help when struggling in math. This data demonstrates our need for Universal Design for Learning and providing an opportunity for students to learn executive functioning skills where they use resources and goal setting to solve problems. With these impactful student words, our LCAP goals are being driven by the students we serve. Math Professional Development and English Language Development professional learning for the 2022-2023 school year will build on last year's acquisition of Universal Design for Learning and the Multi-tired System of Support for all students. Culturally Relevant Pedagogy professional learning will be provided for all staff with an assets-based focus to fulfill our equity statement that all students feel seen, heard, and included.

The above DELAC and PAC recommendations/feedback are addressed in the LCAP development and actions. Actions in the LCAP address the development of an MTSS which will include protocols for analysis and timely response to student performance and outcome data. Over 3,104 students in grades 3-8, 228 teachers and staff, and 622 family members participated in the 2021-22 LCAP Climate and Culture Survey (Panorama). Additional support for students experiencing trauma and other challenges is addressed in the LCAP through the addition of one District Social Worker to ensure presence at each middle school. The need for student opportunities for engagement and enrichment is addressed through actions and metrics related to the number of engagement opportunities through student-initiated clubs and after-school activities, as well as unduplicated student participation. Professional learning opportunities for parents and families to balance the concerns voiced about the desire to be included in school-wide activities but not wanting too many notifications. Professional learning about the settings that are available for different access to parents in Parent Square.

All Educational Partners were invited to participate in six structured opportunities to reflect on District data to provide feedback and identify high leverage actions for the 2021-2022 school year. Educational Partners were educated on the Multi-Tiered System of Support (MTSS) created by the MTSS District Leadership Team. The MTSS District Leadership team consisted of classified staff, teachers, families, site administrators, and district leadership which convened six times in the 2021-2022 school year. Using the LEA Self-Assessment tool, the MTSS District Leadership Team identified high leverage practices in three domains: Academic, Behavioral, and Social-Emotional Learning.

The high leverage practices were vetted by all school sites through staff meetings.

Engagement with our Educational Partners provided opportunities 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. The following were identified through Educational Partner feedback to inform LCAP goal development and actions.

The MTSS District Leadership Team (DLT) identified three domains of focus using the California MTSS Framework adapted from the SWIFT Education Center. The MTSS DLT identified academics, behavioral/social-emotional, and organizational as the three domains to increase impact for students. The DLT identified high leverage priorities for each domain. In the academic domain, First Best Instruction using Universal Design for Learning, Math/ELD teacher and administrator professional learning and coaching, and target interventions were identified as high leverage priorities for the 2022-2023 school year. In the behavioral/social-emotional domain, First Best Instruction using Universal Design for Learning, schoolwide social-emotional learning with fidelity, and meaningful family engagement were identified as high leverage priorities. In the organizational domain, using data to guide decisions, protected collaboration and calibration time, and leadership development were identified as focus areas. The six LCAP Educational Partner meetings used the MTSS Framework to educate and align the high-leverage priorities which were identified as:

Goal 1 Tier 1: increase professional learning in UDL, safety & Culturally Responsive Pedagogy (Actions 1.11, 1.14, and 1.18).; training for SEL curriculum/program for students and teachers, and reflective use of data for decision-making (Action 1.24).

Goal 1 Tier 2: Increase Tier 2 social-emotional learning, increase training in Universal Design for Learning, Culturally Responsive Teaching, and access to accessibility features. (Actions 1.11 and 1.24)

Goal 1 Tier 3: add a Social Worker to School Support at the middle school level thereby providing one Social Worker per middle school site (Action 1.3); work with contracted mental health community-based organizations to provide school and home services within 24-48 hours at school or in the home (Action 1.1).

Goal 2 Tier 1: Continue with district-wide math professional learning and site Math Leads (Action 2.1), data, surveys, and technology integration. Increase Step up to Writing professional learning at all sites (Action 2.18), re-establish English Language Development for Cohorts 1 and 2 (Action 2.21), provide external asynchronous coaching in math (Action 2.1), SEL and Culturally Responsive Teaching (Action 2.1), implement Learning Walks/Lesson Study in Math (Action 2.1), ELA/ELD, NGSS (Action 2.3) and HSS, implementation of Universal Design for Learning (Action 2.1), intentional use of data and surveys for decision making and provide real-world examples to increase engagement.

Goal 2 Tier 2: Provide targeted intervention in ELA/ELD and math through training and support in data-informed, curriculum-based small group instruction and progress monitoring (Actions 2.1 and 2.21), fund and provide supplemental programs that support targeted interventions, provide training and support in designated ELD Tier 2 strategies and progress monitoring, Universal Design for Learning implementation (Action 2.1), intentional use of data, and progress monitoring systems.

Goal 2 Tier 3: Training provided in data-informed, curriculum-based small group instruction and progress monitoring at the instructional level, fund and train in supplemental programs that support Tier 3 targeted interventions, train in designated ELD Tier 3 strategies and progress monitoring, and intentionally use data for decision-making (Actions 2.1, 2.4, 2.5 2.6, 2.13, 2.16, 2.17 and 2.21)

Goal 3 Tier 1: identify ELA/ELD Site Teacher Leads and Equity Leads (UDL and Data), increase after-school activities in elementary and middle school, professional learning on engagement strategies and relationship building, increase parent communication tools to address barriers to attendance, intentional data-driven decision-making, increase family nights, schedule administrator meetings with as much regard as possible to supervision needs on sites and leadership development. (Actions 3.6, 3.9, 3.10, 3.12, and 3.15)

Goal 3 Tier 2: increase impact of community liaisons, train community liaisons for site-specific needs identified through survey responses, and intentionally use data to focus services. (Action 1.4)

Goal 3 Tier 3: identify specific outreach targeting impacted student demographics, intentionally use data to focus services to serve all students including highly targeted students and community needs. (Actions 3.1, 3.8, 3.9, 3.10)

The theme identified through the Educational Partners focused on training in the strategies and practices that were high leverage priorities in MTSS.

While some constituents continued to indicate support for the work of School Counselors, most identified that social-emotional lessons and learning should occur in Tier 1 inside the classroom, therefore training and professional learning were increased in this area.

Teachers and site administrators had a strong interest in increasing extracurricular opportunities for students. The number of student-initiated clubs at middle schools increased from 9 total in 2019-2020 to 27 total in 2020-2021 (Action 1.22). The number of after-school enrichment activities in 2019-2020 was 38 and in 2020-2021 was 97 (Action 1.22).

We continued to provide support to students through School Counseling services with the additional services provided by CareSolace. CareSolace provided 455 warm hand-offs to services, but only 207 direct services were provided. The data did not support our action of providing increased access to our families and students for mental health needs (Action 1.1) therefore, we are increasing services through the use of Victor Community Services which provides in-home and at school services within 24-48 hours after a referral from any adult in the school system. We are also increasing the training of classified and certificated staff in social-emotional learning, trauma-informed practices, and culturally relevant teaching through programs that demonstrate appropriate adult responses to student behavior using digital programs for adults and students (Action 1.24).

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 (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%			100%
Parent Involvement Efforts to seek parent input in decision making (Local Indicators Self-Reflection Tool)	3 - Initial Implementation	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: 7 Grandparents Raising Grandchildren (GRG) Average Meeting Attendance: 10 Parent Advisory Committee Average Meeting Attendance: 8			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: 10			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: 31			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%	75.6%			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 %	CA School Dashboard is not available for 2021 County Office of Education Tableau (CALPADS) All students: 6% English Learner (EL): 9.6% Socio-Economically Disadvantaged (SED): 10.5%			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 %	Students with Disabilities (SWD): 10.5%			Students with Disabilities (SWD): Green 5.0%
	Foster youth: Orange 10.7 %	Foster youth: 21%			Foster youth: Green 5.0%
	Homeless youth: Red 42.2 %	Homeless youth: 32.9%			Homeless youth: Green 5.0%
	African American: Orange 10.8%	African American: 7.3%			African American: Green 5.0%
	Hispanic: Orange 10.2%	Hispanic: 6.6%			Hispanic: Green 5.0%
	Two or More Races: Orange 10.3%	Two or More Races: 5.0%			Two or More Races: Green 5.0%
Meaningful Participation/Decision-making (20-21 CA Healthy Kids Survey)	5th Grade: 42% 7th Grade 33%	Discontinued CA Healthy Kids Survey Panorama Survey - Engagement: How attentive and invested students are in class? 3-5 grade: 60% 6-8 grade: 24%			3rd-5th Grade 72:% 7th Grade: 63%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(21-22 Panorama Climate and Culture Survey)					
Zest (20-21 CA Healthy Kids Survey) (21-22 Panorama Climate and Culture Survey)	5th Grade: 38% 7th Grade: 56%	Discontinued CA Healthy Kids Survey Panorama Survey - Positive Feelings 3-5 grade:64% 6-8 grade: 56%			3rd-5th Grade: 68% 7th Grade: 86%
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 %	CA School Dashboard Data unavailable for the 21-22 school year SIS data is listed below: All students: 1.71% English Learner (EL): 1.22% Socio-Economically Disadvantaged (SED): 1.57% Students with Disabilities (SWD): 3.37%			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 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless youth: Green 1.4 % African American: Orange 4.1% Hispanic: Green 1.2% Two or More Races: Orange 10.3%	Foster Youth: 2.63% Homeless Youth: 2.11% African American: 2.68% Hispanic: 1.22% Two or More Races: 0.84%			Homeless youth: Blue 0.5 % African American: Blue 0.5% Hispanic: Blue 0.5 % Two or More Races: Blue 0.5 %
Expulsion Rate (Dataquest)	2019/20 - 0.03%	0%			0.00%
Number of Student Initiated Clubs at Middle Schools (ASB Minutes; School Calendar)	9 total ; Average of 2.25 per school	27 total; average of 3 per school			28 total

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of After School Enrichment Activities	38 total; Average of 2.7 per school	97 total; average of 4 per school			4 at each school
Middle School Dropout (SIS 2019-20)	0	0			0

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Mental Health Services	Provide referrals for students, staff, and families to access mental health and health services. Victor Community Services who provide services in-home or at-school services within 24-48 hours of referral. Provide Kognito training for all staff in appropriate adult reactions to student behavior and trauma informed practices. CareSpace is a free service for all residents in Riverside County and does not require insurance and is no cost.	$86,000.00	Yes
1.2	Supplemental School Counselors	Maintain counseling staff to facilitate and support Tier I, Tier II, and Tier III social-emotional and behavioral Multi-Tiered Support Structure (MTSS). Additional counselor added so Menifee Virtual School has a counselor and Lead Counselor is freed up to lead counselors at all sites.	$1,410,696.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	District Social Workers (4)	Maintain District Social workers who will support Tier II and III social-emotional and mental health needs of students. Add one Social Worker so all middle schools have one Social Worker.	$425,183.00	Yes
1.4	School Community Liaisons	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.	$299,402.00	Yes
1.5	Administrative Support	Provided targeted site support to pupils through the hiring of Administrative support and to Expanded Learning Administrative support in the areas of academic achievement, social-emotional learning, parent engagement, and safe and engaging schools.	$2,591,998.00	Yes
1.6	Music Teachers and program supplies	Elementary music teachers provide music education opportunity to all students	$764,065.00	Yes
1.7	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.	$4,314,744.00	Yes
1.8	TK-3 Ratios	Maintain teacher staff to student ratios in grades TK - 3 (TK ratio: Teacher +1 aide 24:1/Adult 1:12) (K-3 ratio: 25:1)	$2,265,358.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Maintaining School Psychologists	The School Psychologists will be funded from other State Funds and not contributing.	$345,665.00	No
1.10	Translation Services	Translation Services and extra hours for parent meetings. Increased population and need.	$69,716.00	Yes
1.11	MTSS/UDL Planning, Professional Development	Continue to provide training or resources to support behavior, and social or emotional needs, and to increase school connectedness, MTSS, Universal Design for Learning (UDL) administrator and teacher training and collaboration.	$203,460.00	Yes
1.12	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
1.13	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
1.14	CPI Training; Certificated Sub	Provide Training to Staff in Crisis Prevention Institute (CPI) to support safe and effective response to students in crisis (88 subs for CPI training)	$20,000.00	No
1.15	MTSS: Academic, Social-	SSS Professional Development in PBIS, MTSS, and strategies to promote student safety and well-being. Addition of Kognito training for all staff (certificated and classified)	$39,945.00	No

Action #	Title	Description	Total Funds	Contributing
	Emotional/Behavioral & Organizational			
1.16	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
1.17	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
1.18	MUSD Equity Committee; Workshops, and Culturally Responsive Learning for admin	MUSD Equity Committee; Workshops, and Culturally Responsive Learning for administration	$15,000.00	Yes
1.19	Attendance Intervention and Support A2A	Attendance Intervention and Support A2A documentation and resources	$53,000.00	No
1.20	Climate and Culture Survey Panorama Discontinued CHKS	The Panorama Survey provides triangulation of data from staff, families and parents to inform LCAP Priorities. $50,000	$50,000.00	Yes
1.21	CKH BMMS HBE & BMMS only	Capturing Kids Hearts BMMS contract; Staff professional development and planning for the implementation of strategies to improve school culture and reduce discipline/suspension HBE & BMMS $178,000	$178,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.22	Lunch Time or Before/After School Enrichment	Lunch Time or Before/After School Enrichment	$15,000.00	Yes
1.23	Library/Media Center/Makerspace/Animakerspace Professional Learning and Supplies	Library/Media Center/Makerspace/Animakerspace Professional Learning and Supplies	$70,000.00	Yes
1.24	Social-Emotional Learning	Social-emotional learning curriculum for all students in Tier 1 and 2. Ripple Effect's classroom intervention for Tier 1 and 2.	$96,176.00	Yes
1.25	School Resource Officers	School Resource Officers will be added to collaborate with middle school staff and educational partners to support a safe and orderly learning enviornment.	$330,100.00	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.

Goal 1 actions and metrics are tightly connected to the experience of each student. At the heart of Goal 1 is our commitment to provide all students with safe, supportive schools and equitable opportunities for engagement through student voice. After returning from distance learning, it was very evident wellness, engagement, and equity data from all Educational Partners were necessary to triangulate and improve experiences across our system. We needed to collect more student voices, therefore a survey change was needed. To meet this need, we replaced California Healthy Kids Survey with the research-based Panorama Culture and Climate surveys for students in grades 3-8, parents/guardians, and staff (Action 1.20). Panorama broadens our scope and triangulates feedback from different groups, families, students, staff, and Educational Partners. The Climate and Culture Survey replaces California Healthy Kids survey metrics with a new language. The language used in the Climate and Culture survey (Panorama) for student zest is positive feelings and meaningful participation is now engagement.

Student voice drives the actions for improved social-emotional learning in the classroom at Tier 1. There is a great need to continue and build upon social-emotional learning (SEL - Action 1.24) and mental health supports (Action 1.1) for Tiers 2 and 3. More specifically, building capacity in all staff to teach and reinforce the five SEL core competencies, as well as their ability to identify warning signs of emotional or mental distress, and have the skills to approach and refer students to the appropriate support. To improve access, support and accountability, the district shifted from paper to online SEL curriculum and supplemental targeted support through Ripple Effects. Ripple Effects is an online interactive, targeted support for students with over 500 modules ranging from friendships to dealing with anger and conflict. For 21-22, only middle schools received access to the supplemental targeted SEL tool. Our referral data from 2021 demonstrated a substantive need for Tier 2 and 3 social-emotional and behavioral support for students. Ripple Effects was piloted in middle schools as a Tier 2 support referred by administrators and counseling staff.

Based on student referral data, all staff was provided a menu of professional learning opportunities through the professional learning platform Kognito, including warning signs of emotional/mental distress, bullying prevention, trauma-informed practices, coping with loss, and emotional and mental wellness, and safe and caring schools.

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

Many of the differences between Budgeted Expenditures and Estimated Actual Expenditures were impacted by the inability to secure staff, and substitutes, and the urgency of responding to the needs of students, staff, and families during the effects of reopening schools during the pandemic. Listed below are the specifics of those differences.

Action 1.2 Supplemental School Counselors' expenditure increased by $33,002 due to a negotiated increase in pay.

Action 1.3 District Social Workers' expenditure decreased by $132,746 due to difficulty interviewing, staffing, and onboarding new staff. Additionally, a team member resigned mid-year.

Action 1.4 Community Liaison expenditure decreased by $6,879 due to challenges with staffing, and resignations.

Action 1.5 Administrative support decreased by $133,519 Although positions were budgeted and adequately accounted for, there was difficulty with the hiring process.

Action 1.6 Music Teachers and program supplies increased by $92,214 due to increased salaries as negotiated between union and district, necessary Personal Protective Equipment, and replacement of equipment and instruments lost or damaged during COVID-19.

Action 1.7 Teacher Staffing expenditure increased by $1,059,158 due to a combination of needing extra staff due to staffing requirements of AB 130 Independent Study and a negotiated increase in pay for teaching staff.

Action 1.9 Maintain additional MUSD School Psychologist expenditure increased by $17,002 due to a negotiated increase in pay.

Action 1.10 Translation services decreased by $10,284 due to a change in vendors.

Action 1.11 MTSS/UDL Planning, Professional Development expenditure decreased by $18,058 due to the inability to secure staff, and substitutes, and the urgency of responding to the needs of students, staff, and families during the effects of reopening schools during the pandemic.

Action 1.13 Parent Involvement/ Education expenditure increased by $2,700 in order to respond to finding new ways to include families during challenging circumstances.

Action 1.14 CPI training increased by $7,446 due to an increased number of people to retrain and expanding training to new instructional aides with an increased need to support students displaying crisis behavior.

Action 1.15 Student Success Services expenditures increased by $54,271 due to adding supplemental programs Ripple Effects and Kognito to support appropriate adult responses to student behavior.

Action 1.16 After School Enrichment Foster expenditure decreased by $3,647 due to difficulty staffing and low participation rates.

Action 1.17 LCFF site allocation expenditure increased by $13,259 in order to provide support for schools in need of supplies above their original allocation aligned to their single plan for student achievement. For example, creative play activities were supported in TK classrooms.

Action 1.20 California Health Kids Survey expenditure increased by $27,188 with a switch from California Healthy Kids Survey to Panorama to include data from more students, staff, and families.

Action 1.21 Capturing Kids' Hearts Professional Learning expenditure for Bell Mountain Middle School was not utilized due to difficulty with providing substitutes.

Action 1.22 Lunchtime and Before/After School Enrichment expenditure decreased by $5,917 due to difficulties with staffing.

Action 1.23 Library/Media Center/Makerspace supplies expenditure increased by $162,222.

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

Action 1.1 CareSolace provided 455 warm hand off's to service providers which resulted in 207 appointments into care for families. The Action served a small portion of our families and recognize the barriers to services in this structure where the burden is on the family to schedule appointments outside of school hours, not able to receive services in the school setting, and coordinating more than one service provider. The concierge service was not effective and has been discontinued to engage in direct services for families.

Action 1.2 School Counselors continue to plan and support Tier 1 school-wide events and support social-emotional learning with classroom teachers. Tier 2 small group instruction is provided based upon data and may provide short-term counseling to a few students with parent permission. We have analyzed our Climate and Culture (Panorama) survey and well-being data and observed the following trends: 63% of all student responses answered the question "How much do students feel that they are a valued member of the school community?" favorably. The increase in students' sense of belonging may be attributed to the focus on social-emotional well-being and building relationships with adults through a social-emotional curriculum and professional learning in culturally relevant pedagogy.

Action 1.3 Social Workers increased their level of Educationally-Related Mental Health Services from 58 students in October to 84 students in May of 2022 therefore the effectiveness has maintained the number of suspensions in a very difficult time. The Social Workers fulfilled IEP related-services which allowed counselors to focus on tiered supports for social-emotional learning.

Action 1.4 Community Liaisons have provided site-specific support with engaging families in the school setting. Community Liaisons reached out to families via phone to attend to COVID-19-related absences. Community Liaisons were instrumental in increasing the number of families completing the Data Confirmation forms which capture income survey data. They made 1069 phone calls to families where they reminded them of the importance of the data and assisted those who needed help in completing the forms. Community Liaisons are effective in supporting Goal 1 by communicating with families and marketing the activities and events provided by the Family Engagement Center. Community Liaisons coordinated the Kindergarten Roundup for the 2022-2023 school year partnering with community services such as dental clinics, mental health, and local libraries. 39 events were coordinated with the assistance of Community Liaisons. 185 students were served with Operation School Bell, 115 school bags provided to students. 1,699 communications to families regarding services and events were initiated by the Community Liaisons and Family Engagement Center.

Action 1.5 Administrative support increases the effectiveness of Goal 1 by providing a safe and supportive school climate through daily student interactions, support of social-emotional learning, instructional coaching, and supporting the Principal's site goals. The effectiveness of Administrative support on student sense of belonging impacted Chronic Absenteeism and suspension data. Due to COVID-19, chronic absenteeism data is an anomaly for the 2021-2022 school year. Principals were off-site at a minimum of 71.5 hours for meetings, interviews, and union negotiations whereas Administrative support remain on-site to manage the safety of students at the site.

Action 1.6 The music program at elementary schools supports Goal 1 by providing students access to engaging opportunities that support academic achievement. Students participate in music class once a week at the elementary school level. The effectiveness of the music program in improving chronic absenteeism was diminished by the constraints of COVID-19 and attendance.

Action 1.7 Teacher staffing for effective learning environments supports Goal 1 in which we commit to providing all students with safe, supportive schools and equitable opportunities for meaningful participation and to experience joy or excitement for learning. The effectiveness of teacher staffing was diminished due to a large number of staff absences and substitute teacher shortages caused by the pandemic.

Action 1.8 Student to teacher ratio of 25:1 was maintained in grades TK-3. Action 1.8 is effective in meeting the heart of Goal 1 which is a commitment to providing all students with safe, supportive schools and equitable opportunities for meaningful participation and to experience joy or excitement for learning. The student-to-teacher ratio maintains the number of interactions for academics and social-emotional learning between and with students on a daily basis.

Action 1.9 Maintain additional MUSD School Psychologists to support an increase in IEP related-services which allowed counselors to focus on tiered supports for social-emotional learning.

Action 1.10 There was a direct increase in parent participation for translation/interpretation services with English Learner parents in attending informational meetings. The effectiveness of the actions put in place increased parent participation in Parent Advisory Committees. Prior to providing interpreters, it was recorded that DELAC, ELAC, and Informational meetings had little to no participation. However, by marketing the services of interpretations, we had a record-breaking attendance of over 40 parents for our informational English Learner Forum. By having the interpreters attend our meetings, we were able to offer two sessions to accommodate parents who could only attend either daytime or evening hours. Additionally, having fluent Spanish-speaking personnel has allowed parents to express their needs and more comfortable doing so now that there are people who can truly listen to and understand their questions and concerns based on feedback from Parent Advisory Committees. The translation/interpretation department provided 228 documents districtwide and 237 translation services were provided for IEPs, family meetings, and events.

Action 1.11 MTSS/UDL Planning, Professional Development consisted of a kick-off webinar with Dr. Katie Novak on "What is UDL?" for all staff which launched the District initiative of Universal Design for Learning exploration. We had 84% of survey participants as valuable. 50 teachers and administrators participated in a series of workshops provided by Dr. Katie Novak through the Riverside County Office of Education. Universal Design for Learning was modeled through a district-wide webinar with Mirko Chardin on Culturally Responsive Teaching aligned with understanding student behaviors and experiences with a Universal Design for Learning lens. A professional learning choice board (modeling UDL Principles) was provided for all staff that followed Mr. Chardin's webinar. The survey that followed this experience provided 511 responses. 55% of the survey respondents requested examples of how to implement and provide training in culturally responsive pedagogy, 19% responded they wanted to ensure all cultures are represented, 17% wanted to learn more about bias and how to ensure we are inclusive of all cultural identities and 9% responded with wanting to engage in cultural celebrations to learn more about our community. In response to the survey, a personalized professional learning choice board was provided for all staff. 37% of participants engaged in "Building UDL Lessons" and 20% of participants engaged in "Building a Culturally Linguistic Classroom". The effectiveness of these learning opportunities for all teachers and administrators increased students' sense of belonging and engagement with previous surveys.

Action 1.12 CUE/Google Camp was held virtually due to COVID-19. 60 staff attended the conference where they learned how to use technology to increase student engagement. A current professional learning survey showed that 70% of staff want professional learning on using technology in the classroom. The effectiveness of learning to use technology to increase student engagement is demonstrated by student responses of engagement in the Climate and Culture survey. 60% of 3-5th grade students and 24% of 6-8th grade students are engaged in learning. The effectiveness was diminished by chronic absenteeism.

Action 1.13 Parent Involvement/Education offered 14 different courses for parents and families. The courses offered were Beginning Spanish Club, District English Learners Advisory Committee Book Club, Drug and Gang Awareness, Parent Power, Healthy Relationships, Internet Safety, Bullying Prevention for Parents, Positive Parenting, Strengthening Families, Mental Health and Social Skills with 202 attendees. The effectiveness of this action was an increased calendar of events for parents and a higher number of participants than in previous years.

Action 1.14 CPI Training occurred for six days with teachers and site administrators throughout the year with 99 total participants certified. The effectiveness of this action is an increase in adults trained to act appropriately with inappropriate or challenging student behavior which decreased the number of suspensions and expulsions.

Action 1.15 We changed the Action title from SSS Workshops and Training to MTSS: Academic, Social-Emotional/Behavioral & Organizational to highlight the overarching initiative of MTSS. The MTSS District Leadership Team consisted of teachers, counselors, classified staff, site administrators, and the community facilitated by the Student Success Services Director. The MTSS District Leadership Team engaged in eight meetings to identify the three domains. The domains identified are academic, social-emotional/behavioral, and organizational. The MTSS District Leadership Team and Educational Partners identified the following access strategies in Universal Design for Learning in Engagement, Representation, Action, and Expression: 1) connect with students "why" for the relevance of learning the concepts using real-world examples, 2) routines, procedures, structure, and predictability, 3) create a supportive, flexible classroom environment, 4) use technology to provide greater accessibility; allowing students autonomy to manipulate volume, text, images, speed and layout, 5) teach student advocacy for their own learning, 6) provide a variety of options for the representation of content honoring multiple modalities (visual, auditory and tactile), and 7) give students opportunities to present learning in different ways. The MTSS District Leadership Team and District Leadership presented the determinations to all staff via site staff meetings and collected survey data. The survey was answered by 211 classified and certificated union members, students, parent advisory committees, and community partners. The data illustrated that 57% of the respondents understood MTSS after the presentation, 70% of the respondents agreed that the MTSS plan presented aligns with MUSD's vision, mission, and equity statement, and 86% of the respondents agreed they were given an opportunity to ask questions and provide feedback, and 61% agreed that the student, family, and staff surveys are opportunities for all educational partners to provide important data to support MTSS implementation and monitoring. The effectiveness of the professional learning opportunities is an increase in adult knowledge and awareness of student behaviors and barriers that affect student belonging and achievement.

Action 1.16 After-school enrichment for Foster Youth increased from 37 after-school activities to 97 total activities offered to all students including Foster Youth. The effectiveness of this action is diminished due to COVID-19 constraints and restrictions on attendance.

Action 1.17 LCFF site allocation was provided to each site per pupil. LCFF provided $54 per student. 87% of the sites spent 80% of their LCFF allocation on students. The effectiveness of this action increased the number of after-school activities but due to COVID-19 constraints and restrictions attendance was low.

Action 1.18 MUSD Equity Committee met with RCOE to bring awareness and action to the District's Equity Statement which caused the demand to measure our impact. The measurement is the Climate and Culture Survey (Panorama). The effectiveness increased awareness of Universal Design for Learning, Culturally Relevant Pedagogy, and social-emotional tired responses such as Kognito and Ripple Effects measured by expulsions and suspensions.

Action 1.19 Attendance Intervention and Support A2A is software to provide meaningful attendance analysis, reporting, and timely reporting by the school, grade level, absence type, absence ranges, and subgroups. This tool is effective in scheduling SART meetings to identify student and family needs and increase student attendance.

Action 1.20 Climate and Culture Survey Panorama replaced California Healthy Kids Survey (CHKS) since the CHKS only provides 5th and 7th-grade student voice on zest and meaningful participation. The CHKS limits the data and feedback collected by all Educational Partners. The effectiveness of the new tool increased participation in the survey to 80% total participation. The new metric allows for triangulation of student, teachers, staff, and family data.

Action 1.21 Capturing Kids Heart is a program to improve the school climate. One middle school administrator and one district leader attended the first workshop on how to implement the program. The middle school site is currently building commitment for the program and remains in the planning stages. The effectiveness has not been measured due to a delay in implementation.

Action 1.22 After-school and lunchtime activities increased from 38 in total during the 2020-2021 school year to 97 total across the district. In middle school, the student-initiated clubs increased from 9 to 27 in the 2021-2022 school year. The effectiveness of this action is diminished due to COVID-19 constraints and restrictions on attendance.

Action 1.23 Library Media Technicians increased their MakerSpace activities by two in the 2021-2022 school year. The increased expenditure was allocated to sites to increase MakerSpace and Animakerspace activities. The effectiveness of this action potentially increased students' positive feelings about school.

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.

Action 1.1 CareSolace is a service that provides referrals for students, staff, and families to access mental health and health services. Care Solace provided 455 warm hand off's to other service providers which resulted in 207 appointments into care. As the mental health needs of our students and families have increased, we recognize the need for immediate services, both in the home and at school. The change in this

action is to address the mental health needs of our community through a variety of services and providers. Care Solace will be a discontinued action, but mental health services will replace the provider. Mental Health Services will consist of Victor Community Services which provides mental health care in the home and at school within 24-48 hours of referral from a staff member. An increase in the need for professional learning to address adult reactions to student behaviors will include culturally relevant pedagogy, and trauma-informed practices through Kognito, a computer-adaptive program that simulates student behaviors and acceptable adult responses. There is a need for the increase in professional development in these areas based on the Climate and Culture Survey (Panorama) where the adults on campus identified how well a school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture at 51%. We are in the 30th percentile in this area.

Action 1.2 The change is an additional counselor will be hired for the Virtual School and Preschool to support Tier 1 and Tier 2 social-emotional and behavioral Multi-Tiered System of Supports (MTSS). The District Lead Counselor was assigned acting counselor for the Virtual School and Long-term Independent Study students and families along with the duties of leading all site counselors. Menifee Virtual School and Long-term Independent Study have merged, therefore the additional counselor will serve Menifee Virtual School and preschool students and families.

Action 1.3 An additional District Social worker will be added to support Tier II and III social-emotional and mental health needs of students at the middle school. By adding an additional social worker all middle schools have one social worker. We currently fund three District Licensed Clinical Social Workers (LCSW) and will increase services by one additional LCSW, for a total of four districtwide. The change is required to meet the needs of IEP related-services and increased mental health services at all middle school sites.

Action 1.4 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. The change in action will include professional learning targeted in parent communication training and aligned with the specific needs of each site identified by the Educational Partners' input.

Action 1.5 Expanded Learning Administrative support will be added to assist with the administrative functions of MUSD's Multi-Tiered System of Support, and facilitate site-based expanded learning opportunities.

Action 1.11 The change to this action will be to improve and increase training or resources to support behavior, and social or emotional needs, and increase school connectedness, MTSS, Universal Design for Learning (UDL) administrator and teacher training and collaboration. The movement from exploration to implementation will increase the need for professional learning and training for the MTSS-identified domains of academics, social-emotional/behavior, and organization and the identified high-leverage practices.

Action 1.13 The change to this action will increase professional learning to 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.

Action 1.20 California Healthy Kids Survey (CHKS) is being discontinued. The change is that a Climate and Culture Survey (Panorama) is replacing the California Healthy Kids Survey. The Panorama survey aligns with the needs of LCAP Educational Partners feedback and provides triangulation of data from students, families, teachers, and staff. The data from the Panorama survey is informing our LCAP goals and actions. Supportive Relationships (Grades 3-5: 87%, Grades 6-8: 81%); Sense of Belonging (Grades 3-5: 63%, Grades 6-8: 39%); Engagement (Grades 3-5: 60%, Grades 6-8: 24%); School Climate (Grades 3-5: 59%, Grades 6-8: 45%); School Safety (Grades 3-5: 63%, Grades 6-8: 54%); and Cultural Awareness and Action (Grades 6-8: 50%). The change in metric helps us focus on the whole child and will also be used to measure the implementation of, and the experiences identified in our equity statement: "students, families, and staff are valued, supported, seen and included across our school communities.

Action 1.21 The change in action for Capturing Kids Hearts is to implement in the 2022-2023 school year. Capturing Kids Hearts one middle school contract did not get the commitment from staff to launch this action. For the 2022-2023 school year, an elementary site and one middle school site have the commitment from teachers and staff to commit to Capturing Kids Hearts with the required professional development and planning for the implementation of strategies to improve school culture and reduce discipline/suspension.

Action 1.23 The title of this action was updated to reflect the inclusion of animakerspace professional learning opportunities.

Action 1.24 This Action was added based on Educational Partners and the MTSS District Leadership Team as a high-leverage priority informed by data from the Climate and Culture survey (Panorama). The Educational Partners identified that social-emotional lessons for Tier 1 and 2 need to be implemented with fidelity, therefore professional learning will be provided on both district-wide professional learning days. There is a great need to continue and build upon social-emotional learning (SEL) and mental health supports. More specifically, building capacity in all staff to teach and reinforce the five SEL core competencies, as well as their ability to identify warning signs of emotional or mental distress, and have the skills to approach and refer students to the appropriate support. To improve access, support and accountability, the district shifted from paper to online SEL curriculum and supplemental targeted support (Ripple Effect - $67,800). For 21-22, only middle schools received access to the supplemental targeted SEL tool. For 22-23, we will increase services and elementary schools will have access to it starting the 22-23 school year. The targeted metric we will use to measure impact is Panorama's Teaching Efficacy (71% responded positively), more specifically the questions: How confident are you that you can help your school's most challenging students to learn? (51% responded positively); How confident are you that you can engage students who are typically not motivated? (48% responded positively). Second Step has a holistic approach to teaching SEL digitally. It has become easily accessible to educators to teach SEL and the time spent on lessons ranges from 15-45 minutes. Using the common language at school and at home can influence the whole community to work together and promote social-emotional growth, transformative impact, and progress with children. When the program is conducted with fidelity results in positive outcomes in academics, behavior, social-emotional development, healthy identities, empathy, and personal and collective goals. SEL is essential to everyday activities from using self-talk to avoid distractions to using self-regulation to manage frustration while learning new math concepts to applying empathy to a situation where accepting differences are needed. SEL should be taught daily and throughout the school day and at every opportunity available.

Action 1.25 School Resource Officers will be added to collaborate with middle school staff and educational partners to support a safe and orderly learning environment at Bell Mountain Middle School, Hans Christensen Middle School, and Menifee Valley Middle School.

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

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 a 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 educational partner 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% misassignments of teachers of English Learners 4 total teacher misassignments and/or vacancies	0 misassignments of teachers of English Learners 0 total teacher misassignments and/or vacancies			0% misassignments 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			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	4-Full implementation			5- Full Implementation and Sustainability
EL Access to CA Standards including ELD Standards, Local Indicators Self-Reflection Tool	3 - Initial Implementation	3 - Initial Implementation			5- Full Implementation and Sustainability
ELA Pupil Achievement on Statewide Assessments Ca School Dashboard Indicator Color and	All students: Green 7.4 points above standard (CA School Dashboard 2019)	CAASPP not given in 2020-2021. See Local Assessment metric.			All students: Green 10.1 points above standard (CA School Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard	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 | | | | English Learner: Green (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 |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(CA School Dashboard 2019)				(CA School Dashboard)
	Homeless youth: Green 1.7 points below standard (CA School Dashboard 2019)				Homeless youth: Green 7.3 points above standard (CA School Dashboard)
	African American: Yellow 11.5 points below standard (CA School Dashboard 2019)				African American: Green 2.5 points below standard (CA School Dashboard)
	Hispanic: Green 3.4 points below standard (CA School Dashboard 2019)				Hispanic: Green 5.6 points above standard (CA School Dashboard)
	Two or More Races: Green 20.6 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	CAASPP not given in 2020-2021. See Local Assessment metric.			60% of 3rd grade Students Above Standards in Reading, SBAC
	19.85% of 3rd grade Students Above Standards in Writing, 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)	CAASPP not given in 2020-2021. See Local Assessment metric.			All students: Green 12 points below standard (CA School Dashboard)
	English Learner (EL): Orange 51.8 points below standard (CA School Dashboard)				English Learner (EL): Green 25 points below standard (CA School Dashboard)
	Socio-Economically Disadvantaged (SED): Orange 42.2 points below standard				Socio-Economically Disadvantaged (SED): Green 25 points below standard

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(CA School Dashboard) Hispanic: Orange 33.6 points below standard (CA School Dashboard) Two or More Races: Yellow 13.2 points below standard (CA School Dashboard)				(CA School Dashboard) Hispanic: Green 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%	CAASPP not given in 2020-2021. See Local Assessment metric.			90%
Pupil Achievement on Statewide Assessments Science (CAST)	34.75% Met and Exceeded	CAST not given in 2020-2021. See Local Assessment metric.			64% Met and Exceeded
Percentage of EL Students Making	42.7% English Learners Making	Due to the COVID-19 pandemic, the US Department of			57.7% English Learners Making

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress on English Proficiency (CA School Dashboard ELPAC)	Progress on English Proficiency ELPI Status : Low	Education (ED) removed the requirement to report the ELPI on the California School Dashboard for the 2020–21 school year. Data collected from SIS - ELPAC Summative 2021: Level 1: 13.8% Level 2: 26.4% Level 3: 34% Level 4: 25.6%			Progress on English Proficiency ELPI Status : High
EL Reclassification Rate Tableau-RCOE Equity Gaps	22.1%	5.1%			35%
Percent Long Term English Learners (LTELs) Grades 6-8 Dataquest	88%	69.6%			32%
Number Unduplicated Access to Rigorous Courses - Compact Math (SIS)	48.9% program participation	45.6%			52% program participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number Unduplicated Access to Advanced Electives, ASB, WEB, CCR (SIS)	63.9% program participation	59.8%			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%	3.45%			25% Foster youth
Number Unduplicated Access to Rigorous Courses – Spanish (Aeries SIS)	60.8% program participation	65.52%			61% program participation
Number of Students with Disabilities Access to Advanced Electives, ASB, WEB, CCR (Aeries SIS)	60.8% program participation	81.2%			3% program participation
iReady Reading	All students: 39.3 % met or exceeded standard

English Learner (EL): | All students: 42% met or exceeded the standard iReady Reading Mid-Year

English Learner (EL): | | | All students: 66 % met or exceeded standard iReady Reading Mid-Year

English Learner (EL): |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	11 % met or exceeded standard	10% met or exceeded the standard iReady Reading Mid-Year			16 % met or exceeded standard iReady Reading Mid-Year
	Socio-Economically Disadvantaged (SED): 34 % met or exceeded standard	Socio-Economically Disadvantaged (SED): 38% 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): 16.6 % met or exceeded standard	Students with Disabilities (SWD): 16% met or exceeded the standard iReady Reading Mid-Year			Students with Disabilities (SWD): 21 % met or exceeded standard iReady Reading Mid-Year
	Foster youth: 25.67 % met or exceeded standard	Foster Youth: 27% met or exceeded the standard iReady Reading Mid-Year			Foster youth: 33 % met or exceeded standard iReady Reading Mid-Year
	Homeless youth: 26.5 % met or exceeded standard	Homeless Youth: 30% met or exceeded the standard iReady Reading Mid-Year			Homeless youth: 40 % met or exceeded standard iReady Reading Mid-Year
	African American: 51.89 % met or exceeded	African American: 39% met or exceeded the standard			African American: 67 % met or exceeded standard iReady Reading Mid-Year
	Hispanic: 32 % met or exceeded standard				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Two or More Races: 46.39 % met or exceeded standard	iReady Reading Mid-Year Hispanic: 35% met or exceeded the standard iReady Reading Mid-Year Two or More Races: 51% met or exceeded the standard 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
iReady Math	All students: 26.7 % students met or exceeded standard English Learner (EL): 6.4 % met or exceeded standard Socio-Economically Disadvantaged (SED): 19.6 % met or exceeded standard Students with Disabilities (SWD): 10.6 % met or exceeded standard	All students: 25% of students met or exceeded the standard iReady Math Mid-Year English Learner (EL): 5% met or exceeded the standard iReady Math Mid-Year Socio-Economically Disadvantaged (SED): 21% met or exceeded the standard i-Ready Math Mid-year			All students: 45.6 % students met or exceeded standard iReady Math Mid-Year English Learner (EL): 16 % met or exceeded standard iReady Math Mid-Year Socio-Economically Disadvantaged (SED): 35 % met or exceeded standard iReady Math Mid-Year Students with Disabilities (SWD): 16 % met or exceeded standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster youth: 2.7 % met or exceeded standard	Students with Disabilities (SWD): 9% met or exceeded the standard iReady Math Mid-Year			iReady Math Mid-Year
	Homeless youth: 10.6 % met or exceeded standard	Foster youth: 5% met or exceeded the standard iReady Math Mid-Year			Foster youth: 30 % met or exceeded standard iReady Math Mid-Year
	African American: 42.6 % met or exceeded standard	Homeless Youth: 14% met or exceeded the standard iReady Math Mid-Year			Homeless youth: 40 % met or exceeded standard iReady Math Mid-Year
	Hispanic: 18.7 % met or exceeded	African American: 16% met or exceeded the standard iReady Math Mid-Year			African American: 56 % met or exceeded standard iReady Math Mid-Year
	Two or More Races: 29 % met or exceeded standard	Hispanic: 20% met or exceeded the standard iReady Math Mid-Year			Hispanic: 18.7 % met or exceeded iReady Math Mid-Year
		Two or More Races: 29% met or exceeded the standard iReady Math Mid-Year			Two or More Races: 70 % met or exceeded standard iReady Math Mid-Year

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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 (Learning walks, coaching for math leads and administrators, asynchronous learning)	$180,000.00	Yes
2.2	SLP Induction and Stipend	Discontinued action	$0.00	No
2.3	Next Generation Science Standards (NGSS) Teacher Training	Support high quality Science professional development, implementation of standards and framework with a focus on equity and engagement, and support STEM Expo district-wide	$12,593.00	No
2.4	Rosetta Stone and Lexia Learning for English Learners	Supplemental resource for English Learners to practice English Literacy Development	$72,000.00	No
2.5	Learning Ally Audiobooks	Program that supports all students identified with a reading deficit with audio books and embedded tools	$22,000.00	No
2.6	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

Action #	Title	Description	Total Funds	Contributing
2.7	Virtual School Library Start Up other library supplies	Virtual school option provided for families who prefer full online learning (reduced $50,000 for 2022-2023 as a maintenance year)	$25,000.00	No
2.8	ELPAC Testing Cadre	ELPAC testing provides data to inform academic progress and instructional needs of students identified as English Learners.	$84,422.00	No
2.9	GATE Assessment	Gate Assessment	$18,000.00	No
2.10	Preschool Curriculum and Materials	Provide MUSD Preschool standard aligned curriculum and/or materials	$6,000.00	Yes
2.11	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
2.12	Tier 3 Reading Intervention	Tier 3 supplemental resource to the core ELA/ELD program to support improvement in literacy for students who struggle to read.	$58,000.00	No
2.13	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. (this has been updated for 22-23)	$18,000.00	No
2.14	College and Career Readiness	College Student College Career Readiness provide instructional support for the development of the effective organization and study	$9,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		habits to promote improved academic achievement and the foundation for high school and college/career readiness. Teachers are trained in AVID-like strategies.		
2.15	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.	$1,600,000.00	Yes
2.16	EL and Data Technician	Supports the implementation of CAASPP, including ELPAC, EL reclassification, and data analysis	$50,000.00	No
2.17	English Learner Services Clerk	Supports the ELPAC assessment requirements, EL reclassification and monitoring, and data analysis Collaborate with ELD lead teachers and administrators	$11,591.00	Yes
2.18	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 (site funds will cover sub costs for HBE and TES)	$56,845.00	No
2.19	Go Math	Go Math is a supplemental math curriculum resource targeted to address the learning needs of underperforming students.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.20	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	$16,200.00	No
2.21	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.	$147,000.00	Yes
2.22	Library Aide/Tech Extra hours	Library Aide/Tech Extra hours	$1,393.00	No
2.23	District Spelling Bee	District Spelling Bee	$3,325.00	No
2.24	Student Success Services Materials and Supplies	Student Success Services 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.

Our focus on mathematics professional learning was anchored in district-wide learning on student discourse, humanizing mathematics, and Mathematical Language Routines grounded in Universal Design for Learning. We were unable to meet our goal of teacher release time due to the substitute teacher shortage and increased teacher absences instead created after-school math professional learning for teachers with the extra duty that included number sense routines, clothesline math, and counting collections. Professional learning was identified through teacher survey data. The focus on math included Math Coaches (TOSAs) who were not approved by the School Board. We were able to continue this action by meeting with 2 teachers per site as Math Leads for their site. We met with the Math Leads eight times after school with extra duty pay. During our meetings, we focused on the draft of the new Math Framework. Math Leads created and shared teacher and student surveys and collected data. Reflecting on the data, Number Sense Routines were modeled and sites committed to implementing,

measuring, and discussing at staff meetings. Math Leads were provided NCTM memberships and book study opportunities to deepen their understanding and leadership roles at their site. While Math Leads were diving into the Math Framework (draft), at bi-monthly Principal Meetings, Principals studied the Math Framework, engaged in number sense routines, and created Math Action Commitments with their Math Leads. We did not meet our goal of conducting learning walks to measure the implementation of site math commitments. (Goal 2 Action 1)

(Action 14) College and Career Tutors was a discontinued service due to COVID restriction of volunteers on campuses.

The need for improvements in District systems to support the progress of English Learners (ELs) resulted in a need for District-provided professional development and support for the implementation of integrated and designated English Language Development (ELD) standards which is a continued need (Action 21). Training, coaching, and learning walks were not conducted in 2021-2022, therefore this goal was not met due to the substitute shortage and increased teacher absences. We did not fulfill the contract for integrated and designated English Language Development (ELD) Standards. The actual implementation included professional learning during staff meetings that included ELD integration in Tier I and Tier 2. Intervention Facilitators at each site were provided professional learning during their duty day in high-yield strategies for reading, writing, and mathematics.

The implementation of Step-up-to-Writing professional learning at two sites (Action 18) did not occur due to substitute teacher shortages and increased teacher absences. The plan was to integrate the Next Generation Science Standards with Step-up-to-Writing as a year 2 plan for these two sites which was discontinued for the 2021-2022 school year.

(Action 22) The increased extra duty provided for Library Media Techs was due to the absence of the library media tech supervisor for three months. Once the position was replaced, the duties needed to order for the 2022-2023 school year required an increase in extra duty to manage and organize materials and supplies for all sites and students.

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

Many of the differences between Budgeted Expenditures and Estimated Actual Expenditures were impacted by the inability to secure staff, and substitutes, and the urgency of responding to the needs of students, staff, and families during the effects of reopening schools during the pandemic. Listed below are the specifics of those differences.

Action 2.1 Math Teacher and Administrator Professional Development expenditure increased by $14,556 due to an increase in new teachers who required professional learning opportunities. We also need to pay increased conference fees and materials fees and increased hourly rates and salaries which were commensurate with the negotiated agreement with our labor partners.

Action 2.2 Induction and stipend for SLP expenditure increased by $122,358. Menifee increased the number of SLP teachers in the 2021-2022 school year due to significant increases in student identifications as Speech Impaired. The contracted salary of the SLP team also grew in order to retain the employees of this specific classification, education, and credential.

Action 2.3 Next Generation Science Standards Teacher Training expenditure increased by $92,824

Action 2.4 Rosetta Stone and Lexia Learning are supplemental resources for English Learners and this expenditure increased due to a price increase and an increase in student access in the middle school grades.

Action 2.5 Learning Ally Audiobooks increased by $3020 to increase access for virtual students and Independent Study students.

Action 2.6 Gizmos, Dreambox, and Screencastify expenditure increased by $48,873 due to supporting access to additional teachers and classrooms.

Action 2.7 Virtual School Library Start-Up other Library Supplies expenditure decreased by $14,516 due to the challenge of receiving all of the materials due to lags in shipping and available stock.

Action 2.14 We were unable to use the funds for College Career and Readiness Tutors due to the constraints of safety restrictions, however, some of the funds were used to support professional learning in the best practices of AVID to support students with preparation for college and careers.

Action 2.18 Step Up to Writing Professional Development expenditure decreased by $9,577 due to the inability to procure substitute teachers to release teachers to participate in the training.

Action 2.21 ELD and UDL Professional Learning has been pushed out one year to the 2022-2023 school year.

Action 2.22 Library Aide/Tech extra hours expenditure increased $58,637 to fund additional hours and support at the large warehouse upon the resignation of an employee.

Action 2.24 Student Success Services supplies increased by $12,387 due to an increasing need in the community for shoes, socks, and school supplies at home. Because we do not have a large warehouse, we make multiple smaller orders.

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

Action 2.1 Math Teacher and Administrator Professional Development and Coaching in Math Framework, Student Centered-Learning, Universal Design for Instruction (Action 1.1) focuses on increased Socio-economically disadvantaged, Foster Youth, Homeless Youth, and Hispanic students i-Ready math scores from the beginning of the year to the middle of the year. Socio-economically disadvantaged students

increased from 19.6% to 21%, Foster Youth increased from 2.7% to 5%, Homeless Youth increased from 10.6% to 14%, and Hispanic increased from 18.7% to 20%. Each site has two Math Leads, one in lower elementary, and one in upper elementary, and one teacher at each middle school. Math Leads dove into the new Math Framework (draft) with a focus on creating a site Math Action Commitment by the end of the year using student and teacher survey data. Math Leads met eight times throughout the year with extra duty provided for assignments that provided growth in teachers' knowledge of math instruction to impact student math achievement. After reading Chapter 3 in the new Math Framework (draft) on Number Sense. Math Leads administered a teacher survey to determine the frequency and knowledge of number sense routines at each site. Math Leads and site administrators analyzed the data and created a Math Action Commitment for their site. While Math Leads were diving into the Math Framework (draft) site administrators were reading and engaged in math practices during Principal's meetings once a month. 59% of teachers had heard of Number Sense Routines but were not comfortable with implementing them every day. Site administrators and Math Leads modeled different Number Sense Routines at staff meetings. Student survey's provided data that students have negative feelings when struggling in math. 75% of 2nd and 3rd-grade students had positive feelings about math, 69% of 4th and 5th-grade students have positive feelings about math, and 50% of 6th-8th grade students had positive feelings about math. Using the Math Framework to guide our work, Math Leads focused on open-ended tasks where the low floor, high ceiling math tasks allow for multiple entry points so all students are successful.

Action 2.2 Speech Language Pathologist Induction and Stipend provided services and support to students in need. The effectiveness has been maintained and services are provided by the Speech and Language Pathologists for all students in need, therefore the funding has been moved to the General Fund.

Action 2.3 Next Generation Science Standards (NGSS) Teacher Training was provided throughout the year based on teacher survey data. Teachers identified the NGSS units where they needed the most support. The NGSS professional learning was offered after school with extra duty. The units with the most support needed were offered first and those with less need were offered in succession. 85 teachers participated in the NGSS training in after-school opportunities. All classrooms participate in the district STEM EXPO where students showcase their learning from the classroom aligned with the Next Generation Science Standards. The effectiveness of the training is increased usage of the science supplies provided to all teachers during walk-throughs and observations of those teachers who attended the training.

Action 2.4 Rosetta Stone and Lexia Learning is provided to English Learners to increase English Language Development. 434 students have logged in and used the platform to improve their language development. The effectiveness of this action is an increase in students being reclassified in the 2021-2022 school year.

Action 2.5 Learning Ally is provided as a support for all students identified with a reading deficit with audiobooks and embedded tools. The effectiveness of Learning Ally provided greater access to grade-level texts and engaged 446 students that were reading below grade level across the district.

Action 2.6 Gizmos, Dreambox, and Screencastify are 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. Gizmos simulations align with the California Science Test where students are required to manipulate variables in experimentation. Gizmos usage consists of 1,109 teacher log-

ins and 21,700 student log-ins. Gizmos professional learning was provided three times in September with 21 teachers attending. Four professional learning opportunities were provided in February and March with 15 teachers participating. Data shows that Gizmos simulations are being used during instruction, not just whole groups so content is differentiated or small groups are being implemented. Dreambox is a Tier 2 and 3 support for math instruction and learning. Dreambox can be personalized for each student and allows teachers to assign activities that fill holes in standards mastery from previous grades. The recommended usage of Dreambox is being achieved from 36% in kindergarten to 68% in third grade. Dreambox Predictive Insights provides data that 16.9% of students are on track in meeting grade-level standards, 6.4% are potentially on track and 43.4% have insufficient usage to make a prediction. Professional learning was provided at the beginning of the year and at a District-wide professional learning day. When implementation is high, students are on track for meeting grade-level standards, or gaps in content standards are met. For example, when the recommended number of lessons is reached by students, one class had 40.9% on track to master end-of-year standards and 27.3% were potentially on track for meeting end-of-year grade-level standards. Screencastify meets our accessibility and Universal Design for Learning initiatives where all students have access to multiple means of engagement, access, and expression. The effectiveness of these actions is evidenced in the data demonstrating an increase in achievement of academic standards.

Action 2.7 Library start-up for the Virtual school option for teachers and families to access online books for reading and research. The effectiveness of the online access for the Menifee Virtual school provided access to a broad course of study.

Action 2.8 The Testing Cadre provides ELPAC testing data to inform the academic progress and instructional needs of students identified as English Learners. The Testing Cadre held a parent informational night to share the practice tests and to answer any questions families may have about ELPAC testing after identifying the need through parent phone calls and conversations. 25 family members attended this informational meeting. The Testing Cadre deploys and supports sites in ELPAC testing throughout the year. The testing cadre has ELPAC-tested 915 students. The effectiveness of a system-wide protocol is a reclassification rate of 5.1%

Action 2.9 GATE Assessments were offered to second through eighth-grade students since we did not assess during COVID-19 closures. 931 students were tested by the District Testing Cadre. The effectiveness of a system-wide protocol across the district for testing students provides increased communication and access.

2.10 Preschool Curriculum and Materials are provided to engage and inquiry-based instruction and experiences that promote early literacy. Our progress towards literacy metric using CAASPP data is not available to measure third-grade literacy at this time. 2021-2022 third-grade local assessment data indicates that 66% of students are reading at grade level.

Action 2.11 In this action we supported Homeless students by providing access to the school by eliminating the barrier of transportation and supplies for staff who monitor Homeless students' attendance and progress. School supplies and parent education materials were provided to Homeless families to increase attendance and improve academic progress. Homeless youth increased their met or exceeded standards from 26.5% to 30% in reading and 10.6% to 14% in mathematics. The effectiveness of the Student Success Services team in connecting students to services and supports demonstrated an increase in academic achievement, conversely an increase in chronic absenteeism.

Action 2.12 Achieve3000 is a supplemental resource to the core ELA/ELD program to improve reading comprehension including academic vocabulary. Training and modeling of the program were provided to school sites that committed to implementing Achieve3000 to supplement the core ELA/ELD standards. 136 log-ins by teachers who assigned and graded work for 40 students with an average of 0.5 activities completed. The data provides evidence that the effectiveness on student achievement is minimal, therefore this action will be discontinued.

Action 2.13 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 for Special Education teachers and students. The effectiveness of this action has maintained academic achievement in reading as measured by i-ready assessments even with the high number of absences this year.

Action 2.14 College student tutors provide support for middle school students in College and Career Readiness to develop effective organization and study habits to promote improved academic achievement and foundation for high school and college/career readiness. The College and career Tutors were discontinued due to the restrictions placed on school sites during COVID-19. College and Career Readiness teachers attended an AVID Conference and implemented note-taking strategies in their classes. The effectiveness was not measured for the 2021-2022 school year.

Action 2.15 We equipped TK through grade one classrooms with six tablets per classroom, and the 1:1 Chromebook program in grades two through eight to maintain digital access to all core curriculums. The effectiveness of this action is measured by access to core curriculum and standards. The tablets and Chromebooks provide multiple means of access for students aligned with the Universal Design for Learning Guidelines.

Action 2.16 The English Learner technician supports the implementation of CAASPP, including ELPAC, EL reclassification, and data analysis for all students. The effectiveness of a system-wide protocol across the district for testing students provides increased communication and access.

Action 2.17 English Learner Services Clerk supports the ELPAC assessment requirements, EL reclassification and monitoring, and data analysis. The effectiveness of a system-wide protocol across the district for testing students provides increased communication and access. The reclassification rate increased by 5.1%.

Action 2.18 Step-up-to-writing teacher and administer professional learning and planning for implementation of standards-aligned structured support of ELA/ELD CCSS in writing at two school sites. Through data walks, the sites have seen evidence of full implementation of NVF, a component of Step-up-to-Writing visible in every classroom. The effectiveness of state assessments in writing is not available.

Action 2.19 Go Math is a supplemental math curriculum resource targeted to address the learning needs of underperforming students. The supplemental math curriculum is at one site and student academic achievement on i-Ready did not match district-wide scores in math. The students at this site showed the same amount of growth from the beginning of the year to the middle of the year as all students in the district. Professional learning has been provided to the whole district to inform teachers of instructional practices and strategies that engage students

and provide success for all. i-Ready math scores for students that met or exceeded district-wide was 21% and this site was 18%. The effectiveness has not been demonstrated through i-Ready math assessments.

Action 2.20 Administrator and Teacher Professional Development and planning for the implementation of Cognitively Guided Instruction to support increasing math achievement at Quail Valley Elementary. The number of English Learners at Quail Valley is 118, therefore the site is focusing on closing the achievement gap in math through Cognitively Guided Instruction where students are given opportunities to construct their thinking with abstract and representational models. Overall, 11% of students at Quail Valley are met and on grade level on the i-Ready math assessment, and 21% of district students are met and on grade level. The effectiveness of this action will continue to be measured over time. The continuation of training and learning walks will provide additional data in the 2022-2023 school year.

Action 2.21 Administrator and Teacher Professional Development and planning for the implementation of effective integrated and designated ELD in Sheltered English Immersion program for English Learners. Professional learning was provided to all teachers at the beginning of the 2021-2022 year during a district-wide professional development day. Shortly after, constraints were applied to professional learning due to a shortage of substitute teachers and increased absences due to COVID-19. The plan we had in place for continuing professional learning for cohort 1 and beginning training for cohort 2 was stopped for the 2021-2022 school year. The effectiveness of this professional learning opportunity was not measurable in the 2021-2022 school year.

Action 2.22 Library Aide/Tech Extra hours contributed to consistent curriculum access for all students. The effectiveness of this action is all students were provided access to the core curriculum and met textbook sufficiency.

Action 2.23 All sites were supported with Scripps National Spelling Bee Enrollment and access to the event platform which includes spelling practice lists and organizational support for each site's spelling bee coordinator. All students in grades 3-8 were invited to participate in this word study opportunity. Each site sent one winner per grade level to the Menifee Union School District Spelling Bee which yielded one winner and one runner-up for the Riverside County Spelling Bee. The effectiveness of the Spelling Bee increased access for all students to participate in school site Spelling Bee's and was one of the first virtual community events held after school closures occurred.

Action 2.24 Student Success Services Materials and Supplies were provided to Foster and Homeless Youth when entering the district and upon request. Outreach by the Student Success Services team allows families to request needs that we respond to. Student Success Services in conjunction with the Community Liaisons and Curriculum and Instruction created opportunities for the community to interact during two community events. First, we presented student artwork for Black History Month at the City of Menifee's Multicultural Fair, and second, held a Kindergarten Roundup for families to register their students at a resource fair with free dental screening and community resources. The effectiveness of this action promotes well-being and a sense of belonging to the larger community.

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.

The metric for the desired outcome in 2023-2024 iReady Math was revised to show growth from baseline which was not correctly noted in the 2021-2022 LCAP.

Action 2.1 Math Teacher and Administrator Professional Development and Coaching in Math Framework, Student Centered-Learning, Universal Design for Learning, Universal Design for Instruction. MUSD will continue supporting site administrators and site Math Leads in their identified Math Action Commitments through personalized coaching and learning walk structures. The work in 2021-2022 was effective in creating a foundation of understanding for all teachers in the Math Framework and the "how" of teaching the math standards. The structure created by training the Math Leads and having them model number sense routines during staff meetings allowed us to achieve our goal of improving access for all students in mathematics. To increase the depth of knowledge of Universal Design for Learning and Standards for Mathematical Practices, site administrators and Math Leads will receive 8-week coaching cycles personalized to their site Math Action Commitments. Site administrators and Math Leads will continue their deep dive into the new Math Framework at eight scheduled meetings throughout the year which will require substitute teacher costs. To promote continued learning and access to the mathematical community, Math Leads will continue to hold membership in the National Council of Teachers of Mathematics (NCTM), as well as access to professional literature and book studies. Universal Design for Learning for the 2021-2022 school year was based on the exploration of the UDL Principles through Choice Boards, webinars, and presentations by Dr. Katie Novak and Mirko Chardin. In the 2022-2023 school year, MUSD was in the exploration phase of Universal Design for Learning. Based on survey data, teachers wanted to see the "how" of implementing Universal Design for Learning tools in the classroom, therefore Learning Walks and Lesson Studies are the next steps in implementation. The Learning Walk protocol will be modeled by an external professional development group which will also provide on-demand asynchronous professional learning for 100 teachers and administrators. The two district-wide professional development days will contain professional learning for all teachers on Universal Design for Learning and Culturally Responsive Teaching in mathematics based on teacher survey data. To continue the work of the Math Leads in learning and modeling strategies and practices that are not only included in the Math Framework but also are highly engaging and provide low floor-high ceiling problems so all students are successful. One of the high leverage practices identified by the LCAP Educational Partners was to provide professional learning on using real-world problems in mathematics to increase engagement. The Culture and Climate (Panorama) survey provided data on how attentive and invested students are in the class. 60% of 3rd through 5th-grade students are attentive and invested in the class, while 24% of 6-8th grade students are attentive and invested in the class. Based on this data, identified MTSS priorities and the Math Framework, Universal Design for Learning will be a focus on improving teaching and learning for all students. The metrics used to measure this action will be Culture and Climate (Panorama) for teachers, families, and students, professional learning survey data, site common assessments, i-Ready diagnostics, CAASPP interim assessments, and CAASPP Summative Assessment.

Action 2.2 Speech and Language Pathologist funding has been moved to General Fund therefore it is not contributing.

Action 2.3 Next Generation Science Standards (NGSS) Teacher Training for 2021-2022 was provided throughout the year based on teacher survey data with 85 teachers attending throughout the year. Due to COVID restrictions, the NGSS Leads were unable to attend in-person meetings this year. For the 2022-2023 school year, NGSS Lead in-person meetings will be reinstated to foster collaboration and inquiry-based practices to increase the transfer of knowledge to the school sites through staff meetings. NGSS Leads will model Universal Design

for Learning Principles by using the Equity and Access chapter in the Science Framework to frame how UDL Principles allow access for all students. Based on data from Educational Partners, there was an identified need to provide professional learning in the integration of Step-up-to Writing and the Next Generation Science Standards since students are required to provide writing using argumentation in the NGSS Performance Expectations. To promote community involvement in the Next Generation Science Standards and STEM, MUSD will continue to hold the STEM EXPO where students share their learning from classroom NGSS activities with the community. To continue building the depth of knowledge in the Next Generation Science Standards, NGSS Leads will have access to professional literature and book studies within the science community to improve student experiences in the classroom. The use of Gizmos simulations in the classroom will be measured by usage data. The usage of Gizmos simulations will also be measured by student achievement on common assessments and the California Science Test (CAST).

Action 2.6 Dreambox, a Tier 2 and 3 program for mathematics, will require additional professional learning for implementation practices for both site administrators and teachers. As the data demonstrates, those that implement Dreambox with the recommended frequency, improve student achievement and close gaps from previous grade levels. The metrics to measure effectiveness will be the use of the Dreambox Dashboard by site administrators to inform of usage and standards met. i-Ready diagnostics, common assessments, and CAASPP Interim assessments are metrics to measure the impact of implementation.

Action 2.12 is a revised action based on effectiveness data. Achieve3000 was used as a supplemental resource to the core ELA/ELD program to improve reading comprehension and academic vocabulary. Training and modeling of the program were provided to school sites that committed to implementing Achieve3000 to supplement the core ELA/ELD standards. 136 log-ins by teachers who assigned and graded work for 40 students with an average of 0.5 activities completed. The data provides evidence that the impact on student achievement was minimal, therefore this action has been revised to maintain and scale SPIRE and Sound Sensible, a reading intervention supplemental program grounded in research from the science of reading that uses data to directly target the learning gaps of struggling students requiring tier 3 intervention.

Action 2.18 The Step-up-to-writing teacher and administer professional learning and planning for implementation of standards-aligned structured support of ELA/ELD CCSS in writing occurred at two school sites during the 2021-2022 school year. Data from the Educational Partners meetings showed identification of Step-up-to-Writing as a high-leverage practice when taught through science and history-social science content for all school sites. An increase in funding in this action will occur due to release time and substitute teacher costs. The metrics that will be used are Learning Walk data, common assessments, CAASPP Interim assessments, and CAASPP Summative Assessments.

Action 2.21 Administrator and Teacher Professional Development and planning for the implementation of effective integrated and designated ELD in Sheltered English Immersion program for English Learners. Professional learning was provided to all teachers at the beginning of the 2021-2022 year during a district-wide professional development day. Shortly after, constraints were applied to professional learning due to a shortage of substitute teachers and increased absences due to COVID-19. The plan we had in place for continuing professional learning for cohort 1 and beginning training for cohort 2 was stopped for the 2021-2022 school year. The change in this action is to begin the ELD plan with both Cohort 1 and Cohort 2 engaging in workshops provided by the County Office of Education which includes Learning Walk cycles for measuring implementation and impact.

In the metrics section of Goal 2 The number of Students with Disabilities has access to Advanced Electives, such as ASB, Where Everyone Belongs (WEB), and College and Career Readiness percentage changed after further investigation, the data was incorrectly entered from Aeries SIS.

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

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 a 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 educational partner 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			100% staff receive annual training on mandatory legal compliance topics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All Site Administrators and Teachers receive PD in Universal Design for Learning 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 staff have explored Universal Design for Learning.\n\nELD Training ceased due to substitute shortage and absences			All Site Administrators and Teachers receive PD in Universal 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	Math Leads met eight times and delved into the first three chapters of the new Math Framework (draft); Administrators attended nine management meetings where math and Universal Design for Learning professional learning was modeled.			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 explored UDL strategies.\n\n0 sites received English Language Development 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	All sites explored UDL strategies.			All sites implement UDL strategies and English Language Development as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(CKE, CWM, FEC, HBE, OME, and SSE) have received training	0 sites received English Language Development training			measured through learning walks
All Math Teachers provide Math instruction aligned to CA Standards and Framework.	Framework: 0 CA Standards: Varies by site	Framework: site Math Leads CA Standards: Varies by site i-Ready math assessment scores Met or exceeded grade level standards in math: All students: 25% English Learners: 5% Socioeconomically disadvantaged: 21% Students with disabilities: 9% Foster Youth: 5% Homeless Youth: 14% African American: 16% Hispanic:20% 2 or more races: 29%			All Math Teachers provide Math instruction aligned to CA Standards and Framework.
All administrators provide effective feedback for growth aligned to CA Standards and Framework and UDL	0 sites have received training	All site administrators have received training in UDL and MTSS.			All administrators provide effective feedback for growth aligned to CA Standards and Framework and UDL

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					as measured by administrator observation and feedback notes

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Square, Raptor, Navigate Prepared	Parent communication tools and school safety software	$66,000.00	No
3.2	Assessment Systems	Online assessment and data analysis utilized for secure assessments and student data and to support standards aligned instruction	$181,000.00	No
3.4	Open Gov	Utilized Open.Gov program as a resource to increase transparency for budget related expenditures with all educational partners.	$21,000.00	Yes
3.5	District cell phones	Provide district leadership consistent accessibility to all school personnel	$5,410.00	No
3.6	Cultural Responsiveness,Trauma Informed/Equity Keynote,	Speaker to provide Cultural Responsiveness Trauma Informed/Equity Keynote	$42,000.00	No
3.8	Technology Coordinator, Network Engineer, Tech Support Analyst II,	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	$580,144.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and Technology Aides	educational needs of unduplicated pupils through greater accessibility with increased technology support.		
3.9	Leadership Development (changed description of action)	Leadership development to maintain current and support effective planning of district professional learning, curriculum and instruction need to support the implementation and sustainability of the District's Multi-Tiered System of Support (MTSS).	$38,800.00	Yes
3.10	Curriculum and Instruction Provided Professional Learning	Teacher and Administrator Professional Learning 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
3.11	Director of Curriculum and Instruction & Accountability and Support Staff (position title change)	Maintain Director of Curriculum and Instruction & Accountability (and classified support staff) to support efforts to target the educational and whole child needs of unduplicated pupils and compliance with federal program requirements through access to programs, reports, and timely data analysis.	$265,412.00	Yes
3.12	Intervention Specialist and Site Intervention Facilitators	Continue to hire district Intervention Specialists 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 alignment and effectiveness of Intervention Facilitators through professional learning, data analysis, and coordination with curriculum coordinators and site administration.	$1,100,404.00	Yes
3.13	Special Education Coordinator	Add Special Education Coordinator position to oversee effectiveness and legal compliance of programs that provide educational services and supports to children with mental, psychological, learning, behavioral, or physical disabilities.	$164,800.00	No

Action #	Title	Description	Total Funds	Contributing
3.14	Student Success Services Director and Lead Counselor	Maintain Student Success Services Director and Lead Counselor to coordinate the alignment and effectiveness of School Counselors to support the academic, social-emotional and mental health, and college/career readiness services and supports implemented throughout the district.	$221,011.00	Yes
3.15	Math Leads meetings and professional learning with Core Curriculum Support	Math Leads and Professional Learning and coaching will support high quality implementation of standards and framework with an emphasis of equity and engagement, Universal Design for learning, and multiple tiers of support.	$267,500.00	Yes
3.16	Curriculum Coordinators	Maintain Curriculum Coordinators to provide coherent professional learning and support for site administration, teacher teams, and other staff in the implementation of effective use of curriculum instructional strategies, and using data to design instruction to support student achievement.	$372,769.00	Yes
3.17	Summer New Teacher and Staff Orientation	Continue to provide certificated and classified staff orientation. Supports District alignment for an effective MTSS and staff in the structures, programs, and policies of MUSD	$10,823.00	No
3.18	Curriculum and Instruction Staff Warehouse Technicians, and Accounting Clerk	Maintain Warehouse Technicians, and Accounting Clerk to coordinate the effectiveness of school libraries, curriculum inventory and distribution, and opportunities for libraries to support student engagement.	$161,285.00	Yes
3.19	Support for Teacher Credentialing/Inductio	Support for Teacher Credentialing/Induction and New Teacher Training	$190,520.00	No

Action #	Title	Description	Total Funds	Contributing
	n and New Teacher Training			No
3.20	Fred Pryor Professional Learning Platform	Professional learning platform available to all staff to build capacity for successful implementation and sustainability of MTSS to support student success and meaningful family engagement.	$39,000.00	

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.

This school year required adaptive leadership and aligned systems in order to effectively respond to the inequities realized by the effects of a pandemic on students, staff, and families. A need for leadership development to establish a system of support and align contributions to accelerate the results of student success was put into place and will expand in the 2022-2023 school year. (Action 3.9) The technology coordinator was appointed the role of Interim Virtual School Principal to meet the demand for Virtual School and the requirement of AB 130 Independent Study. Therefore, the technology coordinator position remained unfilled during the 2021-2022 school year. (Action 3.8) Interventions Specialists were hired to create a district support team specializing in academic, social-emotional, and behavioral support for MTSS. (Action 3.12) Action 3.15 Math Teachers on Special Assignment was not approved by the governing board. This action was revised to establish Math Leads from each school site to research the draft Math Framework, and survey staff and students to locate a baseline for teaching and learning practices. Through this distributed leadership model, math leads and administrators drafted math action commitments aligned to research, collective site agreements, student feedback, and progress monitoring data to directly impact student achievement.

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

Action 3.2 Illuminate DnA expenditure decreased by $6,220 due to a canceled service early in the year.

Action 3.8 Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aide's expenditure decreased by $156,432 due to the Tech Coordinator serving as the Interim Principal of Virtual School as a response to COVID-19 AB130 funded with emergency funding.

Action 3.9 Curriculum and Instruction Department Training expenditure decreased by $5,776 due to a lack of availability of subs to release teachers and the demand for virtual conferences being less expensive than in-person conferences.

Action 3.10 Curriculum and Instruction Provided Professional Development expenditure decreased by $48,212 due to the lack of substitutes interrupting the ability to provide professional learning during the school day with teacher release.

Action 3.11 Director of Curriculum and Instruction & Accountability and Support Staff (position title change) expenditure decreased by $68,232 due to the Director accepting another position mid-year and has not been replaced with funds still encumbered.

Action 3.12 Intervention Specialists and Site Intervention Facilitators' expenditure increased by $85,330 due to the increasing needs of students, and additional Intervention Facilitators at the middle schools. An intervention Specialist was added to the team.

Action 3.13 Special Education Coordinator expenditure increased by $33,643 due to meeting salary conditions.

Action 3.14 Student Services Director and Lead Counselor expenditure increased by $21,009 to increase support for students and staff, with additional days added to the work calendar.

Action 3.15 Math Teachers on Special Assignment/Coaches; CORE curriculum support expenditure decreased by $249,348 due to the lack of support for the TOSA position. Therefore, math leads were provided with extra duty for professional meetings and resources which was less expensive.

Action 3.16 Curriculum Coordinator's expenditure increased by $18,420 due to a negotiated increase in pay with our labor partners.

Action 3.17 Summer New Teacher Orientation expenditure increased by $13,903 due to an increase in the number of teachers hired to meet staffing demands.

Action 3.18 Technician Clerks, and Accounting Clerk expenditure decreased by $19,695 due to the resignation of an employee mid-year that has remained unfilled.

Action 3.19 Support for Teacher Credentialing expenditure decreased by $72,370 due to a lower number of participating teachers than expected.

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

Below are a few specific actions that contributed to the progress towards Goal 3 of organizational effectiveness:

Action 3.1 2,467 total visitor sign-ins to Parent Square since the beginning of the school year.

Action 3.2 Illuminate DnA did not have a significant impact to support district-wide curriculum-based assessments due to many technical barriers and was therefore discontinued.

Action 3.6 Cultural Responsiveness Trauma/Informed/Equity Keynote was offered district-wide and received significant feedback from 511 participants: 55% of respondents requested specific examples with additional training, 19% requested a focus on ensuring all cultures are represented, 17% expressed a desire to learn more about bias and how to ensure we are inclusive of all cultural identities, and 9% of respondents expressed a desire to focus upon promoting cultural celebrations to learn more about our community.

Action 3.8 Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides provided many vital actions to benefit all staff, students, and families. The Network Engineer completed vital network upgrades, provided a core switch replacement, adjust the network for CAASPP, and implemented a new firewall. Tech Support Analysts configured 2,500 Chromebooks in the warehouse providing savings of $75,000, instituted a Chromebook buyback program, and supplemented the Chromebook repair budget by 35,000. Technology Aides closed 9,000 Chromebook help tickets and provided 4 days per week support for Middle Schools and 2 days per week support for Elementary Schools. A Technology Aide onboarding/resource app and training program was created to reinforce systems of communication and repair standards.

Action 3.9 Curriculum and Instruction Department Training was used to support CAASPP administration, matching accessibility resources, and Universal Design for Learning.

Actions 3.10 Curriculum and Instruction Coordinators provided professional learning in afterschool training that addressed math instructional practices such as Counting Collections, Clothesline Math, and Math Fluency Tubs. In addition, personalized professional learning was offered in a monthly Curriculum and Instruction Newsletter. The effectiveness of professional instructional strategies that allow for multiple entry points for all students, real-world problems to increase engagement, and creating concrete mathematical foundations to support conceptual understanding.

Action 3.12 Intervention Specialists and Site Intervention Facilitators supported the facilitation and progress monitoring of supplemental programs in ELA and Math at all school sites. The effectiveness of Intervention Specialists increased targeted interventions to students in the classroom setting. Intervention Facilitators increased targeted interventions in the classroom and pull-out for reading and math.

Action 3.13 Special Education Coordinator supported the improvement in monitoring reports for both improvements in significant disproportionality and legal compliance as well as improvement in meeting timelines for assessments. Professional development was provided in the following areas: writing legally compliant IEPs, how to increase parent engagement, Crisis Prevention Institute and evidence-based practices, and inclusive instructional practices.

Action 3.14 Student Services Director and Lead Counselor expenditure increased by $21,009 to increase support for students and staff, with additional days added to the work calendar. The effectiveness of this expenditure increase provides the Lead Counselor time to prepare for professional learning for all site counselors, plan for the new Student Success Team protocol implementation, and support site administrators at leadership workshops and development of SEL plans in their SPSA.

Action 3.15 Math leads were provided with extra duty for professional meetings to research the draft framework, and survey staff and students to identify a baseline of instructional strategies and student feedback. The effectiveness of this action was site leads created site Math Action Commitments based on teacher and student surveys that informed the number sense routines that were modeled at each site.

Action 3.16 and 3.12 Director of Special Programs and Curriculum Coordinators designed and delivered professional learning for all staff for three district-wide dates, and multiple dates throughout the year to support the exploration of Universal Design for Learning and Culturally Responsive Teaching in collaboration with all departments in Ed Services. The family engagement was supported district and site-wide through parent advisory councils. The team supported LCAP Educational Partner Meetings to revise and update the LCAP. In addition, the team successfully led an elementary history-social science pilot and adoption of McGraw-Hill Impact to begin implementation in the 2022-2023 school year.

Action 3.17 Summer New Teacher Orientation was provided at the start of the year to support new teachers to establish early access to curriculum, district-led initiatives, protocols, and practices.

Action 3.18 Warehouse Technicians, and Accounting Clerk ensure that all sites have access to the necessary curriculum to support all students and staff.

Action 3.19 Support for Teacher Credentialing created mentoring relationships for our new teaching staff.

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.

In the 2022-2023 school year we will directly impact teacher effectiveness and student achievement and well-being through systemwide leadership development to build the capacity of all LEA leaders for implementation and suitability of MTSS and system transformation. The leadership team will use the LEA Self-Assessment tool for progress monitoring toward organizational effectiveness. A model of distributed leadership has been established for all sites in content areas and MTSS/UDL. Investments have been made to ensure that these leaders have access to professional learning, coaching, and learning walks to become equipped with evidence-based practices and data to inform decisions that are in alignment with district goals and actions and responsive to the climate and culture of the school sites. Feedback from our educational partners indicated the desire for our organization to identify and remove barriers and ensure that we identify ways for all staff to contribute, therefore we added Action 3.20 to provide a professional learning platform available to all staff to build capacity for aligned contribution for successful implementation and sustainability of MTSS to support student success and meaningful family engagement.

Actions 3.3 and 3.7 were not included in the original 2021-2024 LCAP submission, therefore the actions will not be addressed.

Action 3.2 was revised. Illuminate DnA, an assessment platform, did not have a significant impact to support district-wide curriculum-based assessments due to many technical barriers and was therefore discontinued. In the 2022-2023 school year, we will be implementing an exit

strategy for the i-Ready Assessment metric and replacing it with the CAASPP Interim Assessment System and curriculum-based assessments for the 2023-2024 school year. The current Student Information System (SIS) has the capability to provide assessment data for progress monitoring and LCAP metrics.

Action 3.18 Site administrators continue to supervise and support library media technicians in their role The changes in this action correct the misalignment of supervisory title.

Action 3.11 The position title of Director of Special Programs has been revised to the title of Director of Curriculum and Instruction & Accountability.

Action 3.20 The addition of Fred Pryor, a professional learning platform available to all staff to build capacity for aligned contribution for successful implementation and sustainability of MTSS to support student success and meaningful family engagement. The addition of this action is based on the Climate and Culture Survey where all staff indicated they need professional learning in how to motivate students and increase the efficacy of teaching and learning.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
13,869,622	492,501

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.68%	0.51%	$451,736.19	14.19%

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

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

The justification for the continuation of district-wide use of funds for Care Solace, Supplemental School Counselors, and well-being Progress Monitoring Dashboard is that services/supports are best 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 have analyzed our Climate and Culture (Panorama) Survey where we observed trends in students not feeling a sense of belonging. 63% of all student responses answered the question "How much do students feel that they are a valued member of the school community?" favorably. 63% of low-income students, 58% of Foster Youth, 56% of Homeless Youth, and 63% of English Learners responded favorably.

The increase in students' sense of belonging may be attributed to the focus on social-emotional well-being and building relationships with adults through a social-emotional curriculum and professional learning in culturally relevant pedagogy.

The evidence demonstrates an improvement in students' sense of belonging, but there is a continued need for mental health and social-emotional support with direct services. Our previous concierge was CareSolace which had 455 interactions with families and only 145 warm hand-offs to direct service providers. The barrier for families was not being able to contact service providers directly. An increased service is a contract with Victor Community Services which provides direct services at home and at school within 24-48 hours. The communication from educational partners, 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 the school. The increased services at Tier II and Tier III levels 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,,, Discipline data, and CAASPP scores.

This action is a continuing action, renamed Mental Health Services, as it has shown a 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 educational partner feedback indicates the 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 educational partner 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. Baskin et al. (2010) posit "Early detection of mental health concerns leads to improved academic achievement and reduced disruptions at school."

Social Workers Goal 1 Action 3

The justification for the continuation of district-wide use of funds for Social Workers is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap. The Climate and Culture survey data demonstrated the need for continuing District

mental health supports and systems to support pupils who have experienced trauma and 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 there was an increase in the number of Educationally-Related Mental Health Services from 58 students in October to 84 students in May of 2022.

An additional District Social worker will be added to support the Tier II and III social-emotional and mental health needs of students at the middle school level. By adding an additional social worker all middle schools have one social worker. We currently fund three District Licensed Clinical Social Workers (LCSW) and will increase services by one additional LCSW, for a total of four districtwide. The change is required to meet the needs of IEP related-services and increased mental health services at all middle school sites.

Outcomes of the effectiveness of Social Workers will be to meet the needs of IEP related-services and increase mental health services at all middle school sites.

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 the CA School Accountability dashboard demonstrate growth towards improvement goals in academic as well as suspension and chronic absenteeism data. Additionally, educational partner 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 educational partner engagement and research that support the demonstrated mental health needs of our unduplicated pupils.

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

The justification for the continuation of 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. The Climate and Culture survey data 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.

The number of students or the sites with the highest need at the following sites demonstrated a need for Assistant Principals: Oak Meadows Elementary, Southshore Elementary, Freedom Crest Elementary, Herk Bouris Elementary, Menifee Valley Middle, Hans Christensen Middle, and Bell Mountain Middle School. Through analysis of school absenteeism and the school principal and counselor's capacity to improve the 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 along with supporting the site when Principals are off-site for management meetings, interviews, and negotiations.

Outcomes of the effectiveness of Assistant Principals to support schools' capacity to serve unduplicated pupils are 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 the CA School Accountability dashboard demonstrate growth towards improvement goals in academic as well as suspension and chronic absenteeism data. Additionally, educational partner 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 educational partner 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 the professional community, in turn, fosters the use of instructional practices that are associated with student achievement" (Wahlstrom, Louis, Leithwood, & Anderson, 2010, p. 10).

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 the continuation of 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 the 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.. 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. Community Liaisons have provided site-specific support with engaging families in the school setting. Community Liaisons reached out to families via phone to attend to COVID-19-related absences. Community Liaisons were instrumental in increasing the number of families completing the Data Confirmation forms which capture income survey data. They made 1069 phone calls to families where they reminded them of the importance of the data and assisted those who needed help in completing the forms. Community Liaisons are effective in supporting Goal 1 by communicating with families and marketing the activities and events provided by the Family Engagement Center. Community Liaisons coordinated the Kindergarten Roundup for the 2022-2023 school year partnering with community services such as dental clinics, mental health, and local libraries. 39 events were coordinated with the assistance of Community Liaisons. 185 students were served with Operation School Bell, 115 school bags provided to newcomers, 187 students gifted at Santa's Workshop, 202 students fitted with shoes, and 312 direct services to students. 1,699 communications to families regarding services and events were initiated by the Community Liaisons and Family Engagement Center.

This action will be measured by the number of parents and families of unduplicated pupils involved in workshops, school site councils, and 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 has 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 effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP educational partner engagement meetings, data collected about parent engagement, the 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).

Music Teachers and Program Supplies (Goal 1 Action 6)

The justification for the continuation of 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. Our data shows we have 9.726% 24.4% of students chronically absent district-wide with Foster Youth at 25.3%, SED at 28%, Homeless Youth at 50%, and English Learners at 26.9%. Data collected about our unduplicated pupil access to and participation in enrichment activities demonstrates an equity and access gap. The Climate and Culture (Panorama) survey data also demonstrates the need to improve student engagement. We have analyzed our Climate and Culture (Panorama) survey and well-being data and observed the following trends:. 63% of all student responses answered the question

"How much do students feel that they are a valued member of the school community?" favorably. 63% of low-income students, 58% of Foster Youth, 56% of Homeless Youth, and 63% of English Learners responded favorably. The increase in students' sense of belonging may be attributed to the focus on social-emotional well-being and building relationships with adults through a social-emotional curriculum and professional learning in culturally relevant pedagogy.

We identified the need to provide access to unduplicated students to enrichment and music programs. Student engagement and excitement about school have a strong impact on attendance. The 2021-2022 school year had some challenges increasing attendance due to COVID-19 outbreaks from August through December. Our data shows we have 9.726% 24.4% of students chronically absent district-wide with Foster Youth at 25.3%, SED at 28%, Homeless Youth at 50%, and English Learners at 26.9%. With the continuation of this action, 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 decreased this year for unduplicated students. Unduplicated students taking advanced electives went from 63.9% in 2020-2021 to 59.8% in 2021-2022. The number of Foster Youth enrolled in advanced electives for 2020-2021 was 3.8% and in 2021-2022 was 3.45%. Students with disabilities went from 60.% to 81.2% enrolled in advanced electives. Educational partner feedback strongly supports the need for music and increased pupil engagement in elective programs.

We believe this is the effective use of funds in accordance with educational partner feedback and the number of unduplicated pupils in our music program. Additionally, the School Comprehensive Needs Assessment completed as well as outcomes of the 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)

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 the continuation of 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 the academic achievement of our unduplicated pupils is lower than the academic achievement of all students. The beginning of the year to mid-year reading results are: English Learners increased from 4% to 10% at grade level and beyond, Special Education students from 10% to 16%, and socio-economically disadvantaged from 28% to 38% with district-wide 32% to 42%. Beginning of the year to mid-year math results are: English Learners increased from 1% to 5% at grade level and beyond, Special Education students from 3% to 10%, and socio-economically disadvantaged from 11% to 21% with district-wide 14% to 25%.

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 and an additional ten minutes was added to the instructional day.

The benefit of this action will be measured in outcomes for our unduplicated pupils in achievement on CAASPP as well as student Climate and Culture (Panorama) survey and well-being data. 63% of all student responses answered the question "How much do students feel that they are a valued member of the school community?" favorably. 63% of low-income students, 58% of Foster Youth, 56% of Homeless Youth, and 63% of English Learners responded favorably. The increase in students' sense of belonging may be attributed to the focus on social-emotional well-being and building relationships with adults through a social-emotional curriculum and professional learning in culturally relevant pedagogy.

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, the gap between the desired outcomes for 2024 and the chronic absenteeism data between foster and homeless students has increased.

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 educational partner 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).

Translation Services (Goal 1 Action 10)

The justification for the continuation of 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 the academic achievement of our English Learners, low-income and unduplicated pupils is lower than the academic achievement of all students. Additionally, we observe that family understanding of the District's support and services is critical to supporting the 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. The translation/interpretation department provided 228 documents districtwide and 237 translation services were provided for IEPs, family meetings, and events in the 2021-2022 school year.

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 educational partners. 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 included for all educational partners and increased participation of families of unduplicated pupils in school community events and connection to the 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 educational partners 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 educational partner engagement meetings, the annual Title I Needs Assessment Survey, and feedback from our DELAC about the value of translators/interpreters to them.

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

The justification for the continuation of 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 the academic achievement of our unduplicated pupils is lower than the academic achievement of all students. We also identified through analysis of instructional programs that the use of Universal Design for Learning (UDL) strategies was 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. MTSS/UDL Professional Development consisted of a kick-off webinar with Dr. Katie Novak on "What is UDL?" for all staff which launched the District initiative of Universal Design for Learning exploration. We had 84% of survey participants as valuable. 50 teachers and administrators participated in a series of workshops provided by Dr. Katie Novak through the Riverside County Office of Education. Universal Design for Learning was modeled through mathematics at sixteen site administrator meetings throughout the year. All staff received professional learning through a district-wide webinar with Mirko Chardin on Culturally Responsive Teaching aligned with understanding student behaviors and experiences with a Universal Design for Learning lens. A professional learning choice board (modeling UDL Principles) was provided for all staff that followed Mr. Chardin's webinar. The survey that followed this experience provided 511 responses. 55% of the survey respondents requested examples of how to implement and provide training in culturally responsive pedagogy, 19% responded they wanted to ensure all cultures are represented, 17% wanted to learn more about bias and how to ensure we are inclusive of all cultural identities and 9% responded with wanting to engage in cultural celebrations to learn more about our community. In response to the survey, a personalized professional learning choice board was provided for all staff. 37% of participants engaged in "Building UDL Lessons" and 20% of participants engaged in "Building a Culturally Linguistic Classroom".

Based on educational partner input and evidence of student needs based on the beginning of the year to mid-year reading results are: English Learners increased from 4% to 10% at grade level and beyond, Special Education students from 10% to 16%, and socio-economically disadvantaged from 28% to 38% with district-wide 32% to 42%. Beginning of the year to mid-year math results are: English Learners increased from 1% to 5% at grade level and beyond, Special Education students from 3% to 10%, and socio-economically disadvantaged from 11% to 21% with district-wide 14% to 25%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 have built 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 MTSS District Leadership Team identified seven high leverage practices within the UDL Framework integrated with the MTSS Framework. The initial Local Educational Assessment Self-Assessment tool identified many practices in the awareness or implementation phase as determined by the MTSS District Leadership Team. Increased services for the 2022-2023 school year include the introduction of one MTSS Lead at each site to serve students during the Student Success Team process. The MTSS Site Lead will be released from the classroom twice a month with a resident substitute provided to coordinate and communicate services to students and families in the Student Success Team process.

The outcome will be measured by the plan itself, the implementation of the plan, learning walks, surveys including the Climate and Culture (Panorama) 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 educational partner engagement meetings, the 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 the 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".

CUE - Google Camp (Goal 1 Action 12)

The justification for continuing the 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 are lower than the attendance rate and academic achievement for all students. Our data shows we have 24.4% of students chronically absent district-wide with Foster Youth at 25.3%, SED at 28%, Homeless Youth at 50%, and English Learners at 26.9%. Academic achievement based on the beginning of the year to mid-year reading results: English Learners increased from 4% to 10% at grade level and beyond, Special Education students from 10% to 16%, and socio-economically disadvantaged from 28% to 38% with district-wide 32% to 42%. Beginning of the year to mid-year math results are: English Learners increased from 1% to 5% at grade level and beyond, Special Education students from 3% to 10%, and socio-economically disadvantaged from 11% to 21% with district-wide 14% to 25%

We identified the need to improve the use of technology to address the engagement and learning gaps of our unduplicated pupils. A teacher survey identified that 55% of teachers want professional learning on how to use technology effectively in the classroom. 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 the Climate and Culture survey, Benchmark assessments for unduplicated pupils in K-2 at the middle of the year and end of the year, and 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 educational partner feedback and the strong participation of teachers.

LCFF Site Allocations (Goal 1 Action 17)

The justification for the continuation of 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. Our data shows equity gaps among students that are chronically absent. Foster and Homeless students are significantly higher than the desired outcome for 2024.

Site allocations are determined by the 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 meets 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. Site allocations include after-school enrichment programs and science, and STEM activities focused on English Learners, Foster, and Homeless youth.

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 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 the 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 educational partner 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 educational partner engagement meetings, the 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 the continuation of district-wide use of funds for the 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 the academic achievement of our unduplicated pupils is lower than the academic achievement of all students. The beginning of the year to mid-year reading results are: English Learners increased from 4% to 10% at grade level and beyond, Special Education students from 10% to 16%, and socio-economically disadvantaged from 28% to 38% with district-wide 32% to 42%. Beginning of the year to mid-year math results are: English Learners increased from 1% to 5% at grade level and beyond, Special Education students from 3% to 10%, and socio-economically disadvantaged from 11% to 21% with district-wide 14% to 25%. 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 educational partners, and District advisory committees. Additionally, the 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 the 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 educational partner 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.

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

The justification for the continuation of 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. The Climate and Culture Survey data showed that 60% of the 2,912 respondents favorably answered the question "How attentive and invested are students in class?" 72% of Foster Youth, 57% of Homeless Youth, 51% of Special Education students, and 60% of English Learners responded favorably to the question.

Student engagement and excitement about school have 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 the attendance and academics of our unduplicated pupils as measured by district assessments, CAASPP, and absenteeism data. 65% of students responded favorably to the Climate and Culture Survey (Panorama) question "How often are you excited to go to class?" i-Ready beginning-of-the-year data to middle-of-the-year data increased 10% in reading and 11% in math.

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. The number of student-initiated clubs in middle school increased from nine to 27 and the number of after-school enrichment activities increased from 38 to 97 district-wide.

This action is a continuing action as it has shown a positive impact on the participation of unduplicated pupils in enrichment activities. The implementation of the Expanded Learning Opportunities Program will be focused on English Learners, Foster and Homeless Youth.

We believe this is the most effective use of funds in accordance with educational partner 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 the 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 invaluable science and engineering practices such as defining problems and designing solutions (Martin 2015). It also promotes students' development of 21st-century skills such as communication and collaboration (Kalil 2013).

Social-Emotional Learning curriculum and support for all staff, students, and families (Goal 1 Action 24).

The justification for district-wide use of funds for Social Emotion Learning 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, 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. Social-emotional barriers in the classroom affect student achievement and behavior. The MTSS aligns the academic, social-emotional, and behavioral needs of the whole child. This Action was added based on Educational Partners and the MTSS District Leadership Team as a high-leverage priority informed by data from the Climate and Culture survey (Panorama). The Educational Partners identified that social-emotional lessons for Tier 1 and 2 need to be implemented with fidelity, therefore professional learning will be provided on both district-wide professional learning days. There is a great need to continue and build upon social-emotional learning (SEL) and mental health supports. More specifically, building capacity in all staff to teach and reinforce the five SEL core competencies, as well as their ability to identify warning signs of emotional or mental distress, and have the skills to approach and refer students to the appropriate support. To improve access, support and accountability, the district shifted from paper to online SEL curriculum and supplemental targeted support (Ripple Effect - $67,800). For 21-22, only middle schools received access to the supplemental targeted SEL tool. For 22-23, we will increase services and elementary schools will have access to it starting the 22-23 school year. The targeted metric we will use to measure impact is Panorama's Teaching Efficacy (71% responded positively), more specifically the questions: How confident are you that you can help your school's most challenging students to learn? (51% responded positively); How confident are you that you can engage students who are typically not motivated? (48% responded positively). Second Step has a holistic approach to teaching SEL digitally. It has become easily accessible to educators to teach SEL and the time spent on lessons ranges from 15-45 minutes. Using the common language at school and at home can influence the whole community to work together and promote social-emotional growth, transformative impact, and progress with children. When the program is conducted with fidelity results in positive outcomes in academics, behavior, social-emotional development, healthy identities, empathy, and personal and collective goals. SEL is essential to everyday activities from using self-talk to avoid distractions to using self-regulation to manage frustration while learning new math concepts to applying empathy to a situation where accepting differences are needed. SEL should be taught daily and throughout the school day and at every opportunity available.

The outcome will be measured by usage data from the digital SEL programs, counselor visitation data, and the Climate and Culture Survey administered twice a year. The data will be disaggregated to determine outcomes for unduplicated student 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 educational partner 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.

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

The justification for the continuation of 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. The Math Teachers on

Special Assignment were discontinued due to a lack of support by the School Board. In their place, two-site Math Leads from each school delved into the new Math Framework (draft), modeled number sense routines at staff meetings, and created site Math Action Commitments.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that the academic achievement of our unduplicated pupils is lower than the academic achievement of all students. We also identified through analysis of instructional programs that the use of Universal Design for Learning (UDL) strategies was 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 educational partner input and evidence of student needs by the i-Ready beginning of the year to mid-year math results are: English Learners increased from 1% to 5% at grade level and beyond, Special Education students from 3% to 10%, and socio-economically disadvantaged from 11% to 21% with district-wide 14% to 25% we identified a need for training of teachers and modeling of best evidence-based practices for unduplicated students. Math Leads will support the training, modeling and targeted feedback cycles.

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 the CA School Accountability dashboard demonstrate growth towards improvement goals in Math achievement data. We also have identified the need through the LCAP development educational partner 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 educational partner engagement meetings, Comprehensive Needs Assessment, and in accordance with Hattie's research related to the impact of effective instructional strategies.

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

The justification for the continuation of district-wide use of funds for Gizmos, Dreambox, and Screencastify is that services/supports can only be implemented district-wide in order to address this gap. Illuminate DnA will be discontinued due to lack of use.

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 are lower than the attendance rate and academic achievement for all students. Our data shows we have 24.4% of students chronically absent district-wide with Foster Youth at 25.3%, SED at 28%, Homeless Youth at 50%, and English Learners at 26.9%. Academic achievement based on the beginning of the year to mid-year reading results: English Learners increased from 4% to 10% at grade level and beyond, Special Education students from 10% to 16%, and socio-economically disadvantaged from 28% to 38% with district-wide 32% to 42%. Beginning of the year to mid-year math results are: English Learners increased from 1% to 5% at grade level and beyond, Special Education students from 3% to 10%, and socio-economically disadvantaged from 11% to 21% with district-wide 14% to 25%.

We identified the need to improve the use of technology to address the engagement and learning gaps of our unduplicated pupils. The academic programs of Gizmos, Dreambox, and Screencastify are supported for unduplicated students. Gizmos provide 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. Gizmos simulation usage increased from 1800 simulation completions to 2800 in the 2021-2022 school year. 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 thereby meeting MTSS Tiers 1, 2 and 3 Dreambox had 9,042 students engaged in the program with 55,137 lessons completed. Screencastify is a support for students where they can practice speaking and listen, allows for students' voices, and supports all course subjects for our unduplicated students. The outcomes are an increase in ELPAC and CAASPP ELA, Math, and CAST. The discontinuation of Illuminate DNA as a tool for district data analysis to pull student subgroups to monitor achievement and challenges is replaced by Aeries Analytics which is part of our established Student Information System.

The outcome will be measured by student engagement data reflected in the Climate and Culture (Panorama) survey, 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 support through Dreambox, Gizmos simulation, and Screencastify for MTSS Tiers 1, 2, and 3. Student achievement data of our unduplicated pupils also demonstrate 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 Educational Partners 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 continuing the 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 of prerequisite skills. Educational partner feedback also supports the need to improve support for early education teaching and instruction aligned to the 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 educational partner 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.

College Career Readiness Tutors (Goal 2 Action 14)

The justification for the continuation of district-wide use of funds for College and Career Readiness Tutors at Middle schools is that services/supports can only be implemented district-wide in order to address the 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. During

the 2021-2022 school year, four teachers attended two AVID conferences where extra duty was also provided. Due to COVID-19 restrictions for extra personnel on campus, this action has unused funds. College and Career Readiness Tutors are being discontinued. This Action will continue funding AVID-like teacher training, and extra duty.

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. Using i-Ready diagnostic assessments at the beginning of the year and middle of the year show small increases in unduplicated student groups. Beginning of the year to mid-year reading results are: English Learners increased from 4% to 10% at grade level and beyond, Special Education students from 10% to 16%, and socio-economically disadvantaged from 28% to 38% with district-wide 32% to 42%. Beginning of the year to mid-year math results are: English Learners increased from 1% to 5% at grade level and beyond, Special Education students from 3% to 10%, and socio-economically disadvantaged from 11% to 21% with district-wide 14% to 25%.

We identified the need to provide additional strategies and support for students and families to prepare for college and high school. AVID-trained teachers provided 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.

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, and unduplicated pupil goal setting for high school.

This action is a discontinued action and renamed College and Career Readiness, as targeted unduplicated pupil populations continue to access the 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 an effective use of the funds to meet the needs of English learners, and low-income students because of student enrollment in the CCR elective, 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".

Chromebook Refresh cycle (Goal 2 Action 15)

The justification for the continuation of district-wide use of funds for the 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. Our data shows we have 24.4% of students chronically absent district-wide with Foster Youth at 25.3%, SED at 28%, Homeless Youth at 50%, and English Learners at 26.9%. Academic achievement based on the beginning of the year to mid-year reading results: English Learners increased from 4% to 10% at grade level and beyond, Special Education students from 10% to 16%, and socio-economically disadvantaged from 28% to 38% with district-wide 32% to 42%. Beginning of the year to mid-year math results are: English Learners increased from 1% to 5% at grade level and beyond, Special Education students from 3% to 10%, and socio-economically disadvantaged from 11% to 21% with district-wide 14% to 25%. 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 the 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 support, 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 reduced absenteeism and suspension, student engagement survey (Panorama)), and improved academic achievement of our unduplicated pupils on CAASPP.

This action is continuing as participation in 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 educational partner 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,).

English Learner Services Clerk (Goal 2 Action 17)

The justification for the continuation of 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 of all students. Additionally, we observe that family understanding of the District supports and services for English

Learners is critical to supporting the 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 the 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 and consults with families in identification, placement, and reclassification; EL reclassification and monitoring, and data analysis.

The impact on students to be focused on testing communication, student testing, and reclassification. A Parent Forum was held for parents of students being assessed with the ELPAC. 40 parents attended this event. 182 students were reclassified in the 2021-2022 school year. 920 students were tested with six members of the Testing Cadre. 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 thorough 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).

English Language Development and Universal Design for Learning (Goal 2 Action 21)

The justification for the continuation of district-wide use of funds for English Language Development and Universal Design for Learning Professional Development is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap. The planned English Language Development professional development did not occur in the 2021-2022 school year due to the substitute teacher shortage and increased teacher absences. The English Language Development professional learning plan district-wide will be implemented in the 2022-2023 school year to serve our English Learners.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that the academic achievement of our unduplicated pupils is lower than the academic achievement of all students. We also identified through analysis of instructional programs that the use of Universal Design for Learning (UDL) strategies was 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 educational partner input and evidence of student needs, teachers identified a need for training and modeling of best evidence-based practices for unduplicated students through a professional learning survey where they requested training in targeted interventions, the use of technology in the classroom, and how to respond to student behaviors. The Climate and Culture survey data shows that 51% of teachers and staff responded favorably to the question "How well a school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture."

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

Goal 2 Action 21 is a continuing action as the school Comprehensive Needs Assessment completed as well as outcomes of the CA School Accountability dashboard demonstrate growth towards improvement goals in achievement and reclassification data. We also have identified the need through the LCAP development educational partner feedback that continued and enhanced professional development in English Language Development and Universal Design for Learning is needed.

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 educational partner engagement meetings, Comprehensive Needs Assessment, and in accordance with Hattie's research related to impact of effective instructional strategies.

Open Gov program is a resource to increase transparency for budget-related expenditures with all educational partners (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 are 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 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 for unduplicated students.

The effectiveness of this action was measured through Title I School Needs Assessment, parent feedback, and parent participation in-district meetings. Parent Advisory Committee participation for District African American Parent Advisory Committee attendance decreased by 1 from 2021 to 2022. Grandparents Raising Grandchildren (GRG) Average Meeting Attendance remained constant at 10. Parent Advisory Committee Average Meeting Attendance was eight and DELAC had an average meeting attendance of 10 and SEPAC's average meeting attendance increased by 17 from 14 to 31.

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 educational partner engagement meetings, the annual Title I Needs Assessment Survey, and feedback from District English Language Advisory Committee express a 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 educational partner engagement meetings, the 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).

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

The justification for the continuation of district-wide use of funds for the 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 are lower than the attendance rate and academic achievement for all students. Our data shows we have 24.4% of students chronically absent district-wide with Foster Youth at 25.3%, SED at 28%, Homeless Youth at 50%, and English Learners at 26.9%. Academic achievement based on the beginning of the year to mid-year reading results: English Learners increased from 4% to 10% at grade level and beyond, Special Education students from 10% to 16%, and socio-economically disadvantaged from 28% to 38% with district-wide 32% to 42%. Beginning of the year to mid-year math results are: English Learners increased from 1% to 5% at grade level and beyond, Special Education students from 3% to 10%, and socio-economically disadvantaged from 11% to 21% with district-wide 14% to 25%.

We identified the need to improve the use of technology to address the 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 Network Engineer completed vital network upgrades, adjusted the network for CAASPP, and implemented a new Firewall. The department configured 2,500 Chromebooks in-house with a savings of $75,000 and instituted the Chromebook buyback program which supplemented the Chromebook repair budget. The Technology Tech onboarded a resource app and training program to reinforce systems of communication and repair standards. Technology Aides closed 9,000 Chromebook tickets and supported middle schools four times a week and elementary schools 2 times per week. The Technology Coordinator was placed as interim administrator at the new Menifee Virtual School so this position did not contribute to this action for the 2021-2022 school year.

The outcome is improved connections to schools which will be measured by reduced absenteeism and suspension, student engagement survey (Panorama), 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 has dramatically increased. Educational partner 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 educational partners about the importance of connectivity and appropriate technology tools. Additionally, research indicates that "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,).

Leadership Training (Goal 3 Action 9 and 10)

The justification for the continuation of 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. The justification for changing the Action from Curriculum and Instruction Training and Professional Development to Leadership Development to maintain current and support effective planning of district professional learning, curriculum and instruction need to support the implementation and sustainability of the District's Multi-Tiered System of Support (MTSS). Leadership training includes all departments at the District level including Personnel, Ed Services, Fiscal, Maintenance, and Operations to align the work of all departments with the Multi-Tiered System of Support.

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 are lower than the attendance rate and academic achievement for all students. The MTSS District Leadership Team identified the high leverage practices within three domains: Academic, Behavioral/Social-Emotional, and Organizational. The high leverage practices included leadership training to improve communication of the MTSS and alignment with each person's role and contribution to the organization. We also identified through analysis of instructional programs that the use of Universal Design for Learning (UDL) strategies was 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 educational partners' input and evidence of student needs at the beginning of the year to mid-year math results are: English Learners increased from 1% to 5% at grade level and beyond, Special Education students from 3% to 10%, and socio-economically disadvantaged from 11% to 21% with district-wide 14% to 25% we identified a need for training, professional development and Site Administrator and teacher support. The creation of site-based Math Leads, district-wide math professional learning and modeling of strategies and practices through after-school training with extra duty provided 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 representatives of our unduplicated pupils. The strategies being trained on included 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 outcome will be an increase in the 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 the CA School Accountability dashboard demonstrate growth towards improvement goals in academic as well as suspension and chronic absenteeism data for our unduplicated pupils. Educational partner feedback also strongly supports the need for leadership training to support the Multi-Tiered System of Support for 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 educational partner 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 of Special Programs and Support Staff (Goal 3 Action 11)

The justification for continuing this 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. The Director of Special Programs and Support Staff manage the Curriculum and Instruction Coordinators and their duties referenced above.

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 and that the 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 educational partner input and evidence of student need based on the beginning of the year to mid-year reading results: English Learners increased from 4% to 10% at grade level and beyond, Special Education students from 10% to 16% and socio-economically disadvantaged from 28% to 38% with district-wide 32% to 42%. Beginning of the year to mid-year math results are: English Learners increased from 1% to 5% at grade level and beyond, Special Education students from 3% to 10%, and socio-economically disadvantaged from 11% to 21% with district-wide 14% to 25%, we identified a need for training, professional development and Site Administrator and teacher support. This need is addressed through the position of Director of 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, the Director of Curriculum, Instruction, and Special Programs and Support Staff support family engagement as well as targeted professional development to improve the results of our unduplicated pupils.

The effectiveness of the Director of 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, Climate and Culture (Panorama) 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 educational partner feedback strongly call 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 effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP educational partner 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 the continuation of 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 the 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. Based on the beginning of the year to mid-year reading results: English Learners increased from 4% to 10% at grade level and beyond, Special Education students from 10% to 16%, and socio-economically disadvantaged from 28% to 38% with district-wide 32% to 42%. Beginning of the year to mid-year math results are: English Learners increased from 1% to 5% at grade level and beyond, Special Education students from 3% to 10%, and socio-economically disadvantaged from 11% to 21% with district-wide 14% to 25%

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 the 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 on 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 the CA School Accountability dashboard demonstrate growth towards improvement goals in academic as well as suspension and chronic absenteeism data for our unduplicated pupils. Educational partner 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 educational partner engagement highlighting the need for additional academic support to support small groups 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 teachers' capacity to plan instruction and support meeting 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).

Curriculum Coordinators (Goal 3 Action 16)

The justification for the continuation of 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 educational partner input and evidence of student needs in Math and ELA CAASPP,   our data shows we have 24.4% of students chronically absent district-wide with Foster Youth at 25.3%, SED at 28%, and Homeless Youth at 50%, and English Learners at 26.9%. Academic achievement based on the beginning of the year to mid-year reading results: English Learners increased from 4% to 10% at grade

level and beyond, Special Education students from 10% to 16%, and socio-economically disadvantaged from 28% to 38% with district-wide 32% to 42%. Beginning of the year to mid-year math results are: English Learners increased from 1% to 5% at grade level and beyond, Special Education students from 3% to 10%, and socio-economically disadvantaged from 11% to 21% with district-wide 14% to 25%. Based on this data 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, Climate and Culture (Panorama) 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 is completed and educational partner 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 educational partner 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."

Curriculum and Instruction Support Staff including Warehouse Technician, and Accounting Clerks (Goal 3 Action 18)

The justification for the continuation of district-wide use of funds for Curriculum and Instruction support staff 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 Warehouse Technicians, 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 a lack of resources to access supplemental learning materials through community feedback and surveys.

Student outcomes are 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 materials is growing in our district and achievement data of our unduplicated pupils continues to demonstrate the need for improved outcomes in engagement and academics. Educational partner 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. 78% of teachers have requested professional learning on how to respond to student behaviors on a professional learning survey for 2022-2023.

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 educational partner engagement, the increasing percentage 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)] .

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

The justification for continuing the district-wide use of funds for the 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 demonstrated the need for continuing District social-emotional support and systems to support pupils who have experienced learning loss or increased mental health needs and who are principally represented by our unduplicated pupils. The Student Success Services Director led the MTSS District Leadership Team and District Equity Team to identify and implement the high leverage practices the district will focus on in the 2022-2023 school year. The Educational Partners supported the domains with specific actions as outlined in the LCAP Priorities.

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 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. We also identified the increased need for small group or individualized counseling and referrals for mental health services or support is higher for our unduplicated pupils than for all students.

Our data shows we have 6% of students chronically absent. The Dashboard shows that 0% of students have been suspended. We have analyzed our Climate and Culture (Panorama) survey and well-being data and observed the following trends: 63% of all student responses answered the question "How much do students feel that they are a valued member of the school community?" favorably. 63% of low-income students, 58% of Foster Youth, 56% of Homeless Youth, and 63% of English Learners responded favorably. The increase in students' sense of belonging may be attributed to the focus on social-emotional well-being and building relationships with adults through a social-emotional curriculum and professional learning in culturally relevant pedagogy. 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, Climate and Culture (Panorama) survey, and CAASPP scores.

The effectiveness of the 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, Climate and Culture (Panorama) 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 the 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 the increasing need for mental health support 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 educational partner 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.

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 2022-2023 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 homelessness and/or poverty, and foster youth is 14.84%.

The District intends to spend the increased funding 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 17) specifically for newcomer students, Special Programs Staff to ensure services for English 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 Leads, administrators, and teacher professional learning in the Math Standards and new Math Framework (draft) and, support to appropriately credentialed 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 the subject area and for English Learners (Goal 3 Action 19). Intervention staff in middle school (Goal 3 Action 15) support English Learners in core academic 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. 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 to the Music programs and before/after school enrichment (Goal 1 Action 6,16) to foster connectedness, and 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 homelessness 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 the subject areas and for English Learners (Goal 3 Action 19).

Support for our English Learners, students experiencing homelessness 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, 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 eliminate 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 homelessness 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-income with access to 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 homelessness 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 support (Goal 1 Action 5).

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

Menifee Union School District will receive concentration funding for the 2022-2023 school year at 15 out of 17 schools district-wide. Actions 1.7 and 1.8 maintain effective staff-to-student ratios: eliminate as many combination grade classes and reduce class size through the hiring of additional elementary school teachers. Action 1.3 affords an additional social worker to provide direct services and wrap-around service referrals to students on all campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent. Action 1.2 affords an additional counselor at Hans Christensen Middle School and Menifee Virtual School to provide direct services to unduplicated students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:48	1:48
Staff-to-student ratio of certificated staff providing direct services to students	1 staff: 27 students	1 staff: 27 students

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,908,162.88	$2,953,101.12	$127,158.00	$1,384,059.00	$20,372,481.00	$16,553,349.00	$3,819,132.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Federal Funds	Other State Funds	Local Funds	Total Funds
1	1.1	Mental Health Services	English Learners Foster Youth Low Income	$86,000.00				$86,000.00
1	1.2	Supplemental School Counselors	English Learners Foster Youth Low Income	$1,260,155.00	$150,541.00			$1,410,696.00
1	1.3	District Social Workers (4)	English Learners Foster Youth Low Income	$106,295.88		$318,887.12		$425,183.00
1	1.4	School Community Liaisons	English Learners Foster Youth Low Income	$40,920.00	$258,482.00			$299,402.00
1	1.5	Administrative Support	English Learners Foster Youth Low Income	$1,332,602.00		$1,259,396.00		$2,591,998.00
1	1.6	Music Teachers and program supplies	English Learners Foster Youth Low Income	$764,065.00				$764,065.00
1	1.7	Teacher Staffing for Effective Learning Environments/Eliminate Combo classes	English Learners Foster Youth Low Income	$4,314,744.00				$4,314,744.00
1	1.8	TK-3 Ratios	English Learners Foster Youth Low Income	$2,265,358.00				$2,265,358.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Maintaining School Psychologists	All		$345,665.00			$345,665.00
1	1.10	Translation Services	English Learners	$39,610.00		$30,106.00		$69,716.00
1	1.11	MTSS/UDL Planning, Professional Development	English Learners Foster Youth Low Income	$135,960.00			$67,500.00	$203,460.00
1	1.12	CUE/Google Camp	English Learners Foster Youth Low Income	$20,437.00				$20,437.00
1	1.13	Parent Involvement/Education	English Learners Foster Youth Low Income	$16,011.00			$2,258.00	$18,269.00
1	1.14	CPI Training; Certificated Sub	All				$20,000.00	$20,000.00
1	1.15	MTSS: Academic, Social-Emotional/Behavioral & Organizational	All				$39,945.00	$39,945.00
1	1.16	After School Enrichment Foster	Foster				$7,296.00	$7,296.00
1	1.17	LCFF Site Allocation	English Learners Foster Youth Low Income	$293,274.00				$293,274.00
1	1.18	MUSD Equity Committee; Workshops, and Culturally Responsive Learning for admin	English Learners Foster Youth Low Income	$15,000.00				$15,000.00
1	1.19	Attendance Intervention and Support A2A	All	$53,000.00				$53,000.00
1	1.20	Climate and Culture Survey Panorama Discontinued CHKS	English Learners Foster Youth	$38,500.00			$11,500.00	$50,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.21	CKH BMMS HBE & BMMS only	All				$178,000.00	$178,000.00
1	1.22	Lunch Time or Before/After School Enrichment	English Learners Foster Youth Low Income	$15,000.00				$15,000.00
1	1.23	Library/Media Center/Makerspace/Animakerspace Professional Learning and Supplies	English Learners Foster Youth Low Income	$70,000.00				$70,000.00
1	1.24	Social-Emotional Learning	English Learners Foster Youth Low Income	$96,176.00				$96,176.00
1	1.25	School Resource Officers	All	$330,100.00				$330,100.00
2	2.1	Math Teacher and Administrator Professional Development and Coaching in Math Framework, Student Centered-Learning, Universal Design for Instruction	English Learners Foster Youth Low Income	$180,000.00				$180,000.00
2	2.2	SLP Induction and Stipend	All					$0.00
2	2.3	Next Generation Science Standards (NGSS) Teacher Training	All	$3,000.00			$9,593.00	$12,593.00
2	2.4	Rosetta Stone and Lexia Learning for English Learners	English Learners				$72,000.00	$72,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Learning Ally Audiobooks	Students with a Reading Deficit				$22,000.00	$22,000.00
2	2.6	Gizmos, Dreambox, and Screencastify	English Learners Foster Youth Low Income	$142,550.00				$142,550.00
2	2.7	Virtual School Library Start Up other library supplies	All	$25,000.00				$25,000.00
2	2.8	ELPAC Testing Cadre	English Learners All	$4,550.00		$79,872.00		$84,422.00
2	2.9	GATE Assessment	All	$18,000.00				$18,000.00
2	2.10	Preschool Curriculum and Materials	English Learners Foster Youth Low Income	$6,000.00				$6,000.00
2	2.11	Homeless Materials and Supplies and Transportation	Youth in Transition				$18,000.00	$18,000.00
2	2.12	Tier 3 Reading Intervention	All		$58,000.00			$58,000.00
2	2.13	SPED Technology (N2Y)	Students with Disabilities	$18,000.00				$18,000.00
2	2.14	College and Career Readiness	English Learners Foster Youth Low Income	$9,700.00				$9,700.00
2	2.15	1:1 Chromebook Refresh Cycle	English Learners Foster Youth Low Income	$1,600,000.00				$1,600,000.00
2	2.16	EL and Data Technician	All	$50,000.00				$50,000.00
2	2.17	English Learner Services Clerk	English Learners	$11,591.00				$11,591.00
2	2.18	Step Up to Writing Professional Development and Planning	All				$56,845.00	$56,845.00
2	2.19	Go Math	All				$5,000.00	$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.20	Cognitively Guided Instruction Professional Development, QVE	All				$16,200.00	$16,200.00
2	2.21	English Language Development and Universal Design for Learning Professional Development	English Learners	$97,000.00			$50,000.00	$147,000.00
2	2.22	Library Aide/Tech Extra hours	All	$1,393.00				$1,393.00
2	2.23	District Spelling Bee	All	$3,325.00				$3,325.00
2	2.24	Student Success Services Materials and Supplies	English Learners Foster Youth Low Income	$4,200.00				$4,200.00
3	3.1	Parent Square, Raptor, Navigate Prepared	All	$66,000.00				$66,000.00
3	3.2	Assessment Systems	All	$181,000.00				$181,000.00
3	3.4	Open Gov	English Learners Foster Youth Low Income	$21,000.00				$21,000.00
3	3.5	District cell phones	All	$5,410.00				$5,410.00
3	3.6	Cultural Responsiveness, Trauma Informed/Equity Keynote,	All	$32,010.00			$9,990.00	$42,000.00
3	3.8	Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides	English Learners Foster Youth Low Income	$580,144.00				$580,144.00
3	3.9	Leadership Development (changed description of action)	English Learners Foster Youth Low Income	$21,620.00		$17,180.00		$38,800.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.10	Curriculum and Instruction Provided Professional Learning	English Learners Foster Youth Low Income	$100,000.00				$100,000.00
3	3.11	Director of Curriculum and Instruction & Accountability and Support Staff (position title change)	English Learners Foster Youth Low Income	$231,823.00			$33,589.00	$265,412.00
3	3.12	Intervention Specialist and Site Intervention Facilitators	English Learners Foster Youth Low Income	$129,251.00	$971,153.00			$1,100,404.00
3	3.13	Special Education Coordinator	Students with Disabilities				$164,800.00	$164,800.00
3	3.14	Student Success Services Director and Lead Counselor	English Learners Foster Youth Low Income	$221,011.00				$221,011.00
3	3.15	Math Leads meetings and professional learning with Core Curriculum Support	English Learners Foster Youth Low Income	$267,500.00				$267,500.00
3	3.16	Curriculum Coordinators	English Learners Foster Youth Low Income	$372,769.00				$372,769.00
3	3.17	Summer New Teacher and Staff Orientation	All	$10,823.00				$10,823.00
3	3.18	Curriculum and Instruction Staff Warehouse Technicians, and Accounting Clerk	English Learners Foster Youth Low Income	$161,285.00				$161,285.00
3	3.19	Support for Teacher Credentialing/Induction and New Teacher Training	All				$190,520.00	$190,520.00
3	3.20	Fred Pryor Professional Learning Platform	All	$39,000.00				$39,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)
$101,419,105	13,869,622	13.68%	0.51%	14.19%	$15,067,551.88	0.00%	14.86 %

Totals by Type	Total LCFF Funds
Total:	$15,067,551.88
LEA-wide Total:	$13,666,738.88
Limited Total:	$11,591.00
Schoolwide Total:	$1,389,222.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$86,000.00	
1	1.2	Supplemental School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,260,155.00	
1	1.3	District Social Workers (4)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: HCMS, MVMS, HHSA, BMMS	$106,295.88	
1	1.4	School Community Liaisons	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: QVE, ERE. RES, CWM, FCE	$40,920.00	
1	1.5	Administrative Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools, MVMS, and HHSA	$1,332,602.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Music Teachers and program supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$764,065.00	
1	1.7	Teacher Staffing for Effective Learning Environments/Eliminate Combo classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,314,744.00	
1	1.8	TK-3 Ratios	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	$2,265,358.00	
1	1.10	Translation Services	Yes	LEA-wide	English Learners	All Schools	$39,610.00	
1	1.11	MTSS/UDL Planning, Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,960.00	
1	1.12	CUE/Google Camp	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,437.00	
1	1.13	Parent Involvement/Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,011.00	
1	1.17	LCFF Site Allocation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$293,274.00	
1	1.18	MUSD Equity Committee; Workshops, and Culturally Responsive Learning for admin	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
1	1.20	Climate and Culture Survey Panorama Discontinued CHKS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,500.00	
1	1.22	Lunch Time or Before/After School Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
1	1.23	Library/Media Center/Makerspace/Animak	Yes	LEA-wide	English Learners Foster Youth	All Schools	$70,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		erspace Professional Learning and Supplies			Low Income			
1	1.24	Social-Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,176.00	
2	2.1	Math Teacher and Administrator Professional Development and Coaching in Math Framework, Student Centered-Learning, Universal Design for Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,000.00	
2	2.6	Gizmos, Dreambox, and Screencastify	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$142,550.00	
2	2.10	Preschool Curriculum and Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Menifee Preschool Menifee Preschool	$6,000.00	
2	2.14	College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BMMS, HCMS, HHSA, MVMS 6-8	$9,700.00	
2	2.15	1:1 Chromebook Refresh Cycle	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,600,000.00	
2	2.17	English Learner Services Clerk	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$11,591.00	
2	2.21	English Language Development and Universal Design for Learning Professional Development	Yes	LEA-wide	English Learners	All Schools	$97,000.00	
2	2.24	Student Success Services Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,200.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Open Gov	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,000.00	
3	3.8	Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$580,144.00	
3	3.9	Leadership Development (changed description of action)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,620.00	
3	3.10	Curriculum and Instruction Provided Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
3	3.11	Director of Curriculum and Instruction & Accountability and Support Staff (position title change)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$231,823.00	
3	3.12	Intervention Specialist and Site Intervention Facilitators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$129,251.00	
3	3.14	Student Success Services Director and Lead Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$221,011.00	
3	3.15	Math Leads meetings and professional learning with Core Curriculum Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$267,500.00	
3	3.16	Curriculum Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$372,769.00	
3	3.18	Curriculum and Instruction Staff Warehouse Technicians, and Accounting Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$161,285.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,150,911.00	$12,202,460.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Care Solace	Yes	$26,885.00	$26,885.00
1	1.2	Supplemental School Counselors	Yes	$1,305,659.00	$1,338,661.32
1	1.3	District Social Workers (3)	No	$347,086.00	$214,340.00
1	1.4	Community Liaison Site QVE (7hr) , FCE, RES, CWM, ERE (3.5 hr each)	Yes	$299,285.00	$292,406.00
1	1.5	5 APs: K Brilee, K. Cross, Sue Di Bernardo, M. Blanton	Yes	$628,797.00	$495,278.00
1	1.6	Music Teachers and program supplies	Yes	$690,029.00	$782,243.00
1	1.7	Teacher Staffing for Effective Learning Environments/Eliminate Combo classes	Yes	$1,408,385.00	$2,467,543.00
1	1.8	TK-3 25:1	Yes	$855,355.00	$855,355.00
1	1.9	Maintain Additional MUSD School Psychologist	No	$345,665.00	$362,667.00
1	1.10	Translation Services	Yes	$69,173.00	$58,889.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	MTSS/UDL Planning, Professional Development	Yes	$96,179.00	$78,121.00
1	1.12	CUE/Google Camp	Yes	$20,437.00	$20,437.00
1	1.13	Parent Involvement/Education	Yes	$18,269.00	$20,969.00
1	1.14	CPI Training; Certificated Sub	No	$6,496.00	$13,942.00
1	1.15	SSS Workshops and Training	No	$39,945.00	$94,216.00
1	1.16	After School Enrichment Foster	No	$7,296.00	$3,649.00
1	1.17	LCFF Site Allocation	Yes	$293,274.00	$306,533.00
1	1.18	MUSD Equity Committee; Workshops, and CRL for admin	Yes	$15,000.00	$15,000.00
1	1.19	Attendance Intervention and Support A2A	No	$53,000.00	$48,000.00
1	1.20	CHKS and well-being progress monitoring dashboard	Yes	$11,500.00	$38,688.00
1	1.21	CKH BMMS	No	$45,000.00	$0.00
1	1.22	Lunch Time or Before/After School Enrichment	Yes	$100,000.00	$94,083.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.23	Library/Media Center/Makerspace Supplies	Yes	$112,000.00	$274,222.00
2	2.1	Math Teacher and Administrator Professional Development and Coaching in Math Framework, Student Centered-Learning, Universal Design for Instruction	Yes	$96,663.00	$111,219.00
2	2.2	Induction and stipend SLP	No	$55,968.00	$178,326.00
2	2.3	Next Generation Science Standards (NGSS) Teacher Training	No	$9,593.00	$102,417.00
2	2.4	Rosetta Stone for English Learners	No	$28,000.00	$96,631.00
2	2.5	Learning Ally Audiobooks	No	$22,000.00	$25,020.00
2	2.6	Gizmos, Dreambox, and Screencastify	Yes	$142,550.00	$191,423.00
2	2.7	Virtual School Library Start Up other library supplies	No	$75,000.00	$60,484.00
2	2.8	ELPAC Testing Cadre	No	$84,422.00	$83,879.00
2	2.9	GATE Assessment	No	$18,000.00	$18,000.00
2	2.10	Preschool Curriculum and Materials	Yes	$6,000.00	$6,000.00
2	2.11	Homeless Materials and Supplies and Transportation	No	$18,000.00	$18,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.12	Achieve 3,000	Yes	$101,769.00	$101,938.00
2	2.13	SPED Technology (N2Y)	No	$20,000.00	$19,000.00
2	2.14	College Career Readiness Tutors	Yes	$40,772.00	$43,646.00
2	2.15	1:1 Chromebook Refresh Cycle	Yes	$300,000.00	$300,000.00
2	2.16	EL and Data Technician	No	$38,111.00	$40,295.00
2	2.17	English Learner Services Clerk	Yes	$11,591.00	$8,291.00
2	2.18	Step Up to Writing Professional Development and Planning	No	$56,845.00	$47,268.00
2	2.19	Go Math	No	$5,000.00	$5,000.00
2	2.20	Cognitively Guided Instruction Professional Development, QVE	No	$13,500.00	$13,500.00
2	2.21	English Language Development and Universal Design for Learning Professional Development	No	$57,000.00	$57,000.00
2	2.22	Library Aide/Tech Extra hours	No	$1,393.00	$60,030.00
2	2.23	District Spelling Bee	No	$612.00	$612.00
2	2.24	Student Success Services Materials and Supplies	Yes	$4,200.00	$16,581.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Parent Square, Raptor, Navigate Prepared	No	$66,000.00	$66,000.00
3	3.2	Illuminate DnA	Yes	$28,840.00	$22,620.00
3	3.4	Open Gov	Yes	$21,000.00	$21,000.00
3	3.5	District cell phones	No	$5,410.00	$5,410.00
3	3.6	Cultural Responsiveness Trauma Informed/Equity Keynote, Contract 3140	No	$3,330.00	$3,874.57
3	3.8	Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides	Yes	$515,198.00	$358,766.00
3	3.9	Curriculum and Instruction Department Training	Yes	$17,440.00	$11,664.00
3	3.10	Curriculum and Instruction Provided Professional Development	Yes	$100,000.00	$51,787.81
3	3.11	Director Special Programs and Support Staff	Yes	$265,412.00	$197,180.00
3	3.12	Intervention Specialist and Site Intervention Facilitators	Yes	$718,745.00	$804,075.00
3	3.13	Special Education Coordinator	No	$164,800.00	$198,443.00
3	3.14	Student Success Services Director and Lead Counselor	Yes	$206,339.00	$227,348.68
3	3.15	Math Teachers on Special Assignment (TOSAs)/Coaches; CORE Curriculum Support	Yes	$353,986.00	$104,638.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.16	Curriculum Coordinators	Yes	$335,850.00	$354,270.00
3	3.17	Summer New Teacher Orientation	No	$5,323.00	$19,226.62
3	3.18	Library Media Technician Supervisor, Warehouse Clerk, and Accounting Clerk	Yes	$151,014.00	$131,319.00
3	3.19	Support for Teacher Credentialing/Induction and New Teacher Training	No	$190,520.00	$118,150.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
9534239	$8,250,167.00	$9,082,502.81	($832,335.81)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Care Solace	Yes	$26,885.00	$26,885.00		
1	1.2	Supplemental School Counselors	Yes	$1,180,118.00	$1,203,811.32		
1	1.4	Community Liaison Site QVE (7hr), FCE, RES, CWM, ERE (3.5 hr each)	Yes	$40,803.00	$35,803.00		
1	1.5	5 APs: K Brilee, K. Cross, Sue Di Bernardo, M. Blanton	Yes	$628,797.00	$495,278.00		
1	1.6	Music Teachers and program supplies	Yes	$690,029.00	$782,243.00		
1	1.7	Teacher Staffing for Effective Learning Environments/Eliminate Combo classes	Yes	$1,408,385.00	$2,467,543.00		
1	1.8	TK-3 25:1	Yes	$855,355.00	$855,355.00		
1	1.10	Translation Services	Yes	$39,067.00	$18,882.00		
1	1.11	MTSS/UDL Planning, Professional Development	Yes	$61,180.00	$64,560.00		
1	1.12	CUE/Google Camp	Yes	$20,437.00	$20,437.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	Parent Involvement/Education	Yes	$16,011.00	$18,711.00		
1	1.17	LCFF Site Allocation	Yes	$293,274.00	$306,533.00		
1	1.18	MUSD Equity Committee; Workshops, and CRL for admin	Yes	$15,000.00	$15,000.00		
1	1.20	CHKS and well-being progress monitoring dashboard	Yes	$7,500.00	$0.00		
1	1.22	Lunch Time or Before/After School Enrichment	Yes	$100,000.00	$94,083.00		
1	1.23	Library/Media Center/Makerspace Supplies	Yes	$112,000.00	$274,222.00		
2	2.1	Math Teacher and Administrator Professional Development and Coaching in Math Framework, Student Centered-Learning, Universal Design for Instruction	Yes	$96,663.00	$111,219.00		
2	2.6	Gizmos, Dreambox, and Screencastify	Yes	$142,550.00	$191,423.00		
2	2.10	Preschool Curriculum and Materials	Yes	$6,000.00	$6,000.00		
2	2.12	Achieve 3,000	Yes	$101,769.00	$101,938.00		
2	2.14	College Career Readiness Tutors	Yes	$40,772.00	$43,646.00		
2	2.15	1:1 Chromebook Refresh Cycle	Yes	$300,000.00	$300,000.00		
2	2.17	English Learner Services Clerk	Yes	$11,591.00	$8,291.00		
2	2.24	Student Success Services Materials and Supplies	Yes	$4,200.00	$16,581.00		
3	3.2	Illuminate DnA	Yes	$28,840.00	$22,620.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Open Gov	Yes	$21,000.00	$21,000.00		
3	3.8	Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides	Yes	$515,198.00	$358,766.00		
3	3.9	Curriculum and Instruction Department Training	Yes	$5,940.00	$2,477.00		
3	3.10	Curriculum and Instruction Provided Professional Development	Yes	$100,000.00	$51,787.81		
3	3.11	Director Special Programs and Support Staff	Yes	$231,823.00	$164,927.00		
3	3.12	Intervention Specialist and Site Intervention Facilitators	Yes	$101,791.00	$184,905.00		
3	3.14	Student Success Services Director and Lead Counselor	Yes	$206,339.00	$227,348.68		
3	3.15	Math Teachers on Special Assignment (TOSAs)/Coaches; CORE Curriculum Support	Yes	$353,986.00	$104,638.00		
3	3.16	Curriculum Coordinators	Yes	$335,850.00	$354,270.00		
3	3.18	Library Media Technician Supervisor, Warehouse Clerk, and Accounting Clerk	Yes	$151,014.00	$131,319.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover— Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover— Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover— Percentage (12 divided by 9)
$88,575,243	9534239	0%	10.76%	$9,082,502.81	0.00%	10.25%	$451,736.19	0.51%

Instructions

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because 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* Section 52064[b][4-6]).

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

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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 (CSI) – 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

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

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

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

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

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

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

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

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

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

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

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

- **Contributing to Increased or Improved Services?**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

• **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

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

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

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

LCFF Carryover Table

• **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

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

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

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

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

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

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

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

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

California Department of Education
January 2022