



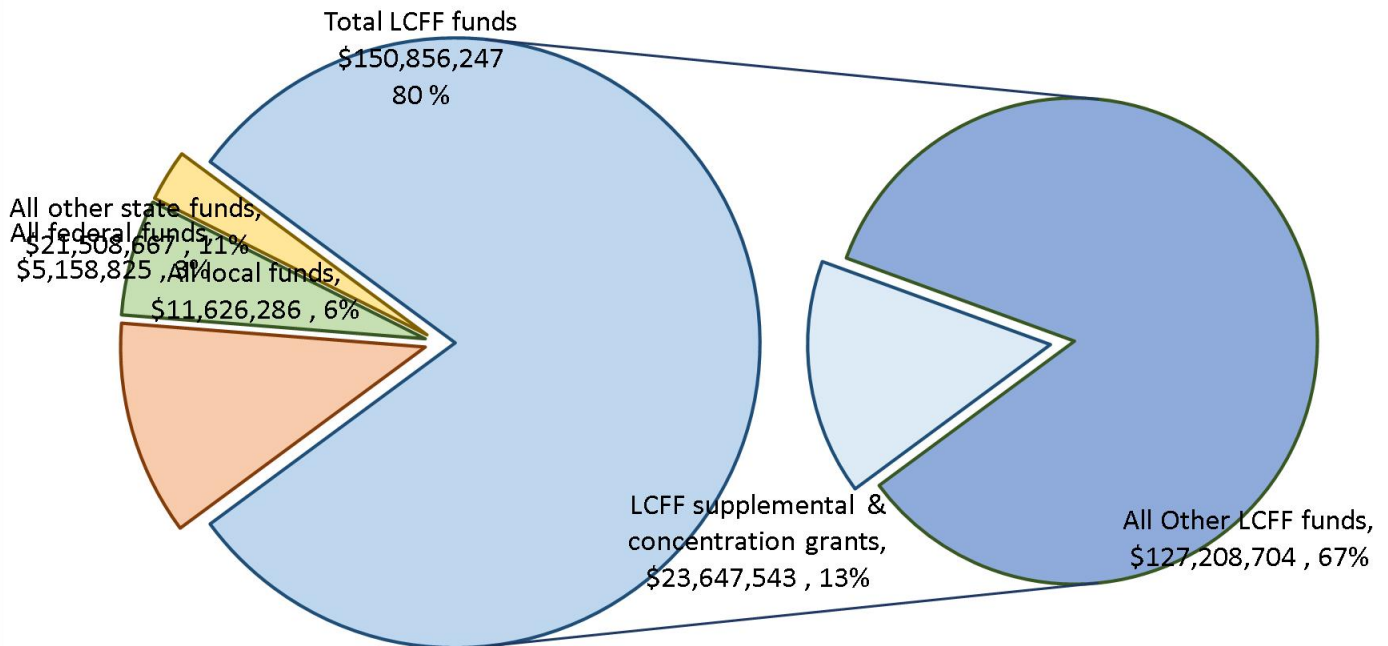
## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Meniffee Union School District  
CDS Code: 33671160000000  
School Year: 2024-25  
LEA contact information:  
Dr. Jennifer Root  
Superintendent  
jennifer.root@meniffeeusd.org  
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 2024-25 School Year

#### Projected Revenue by Fund Source

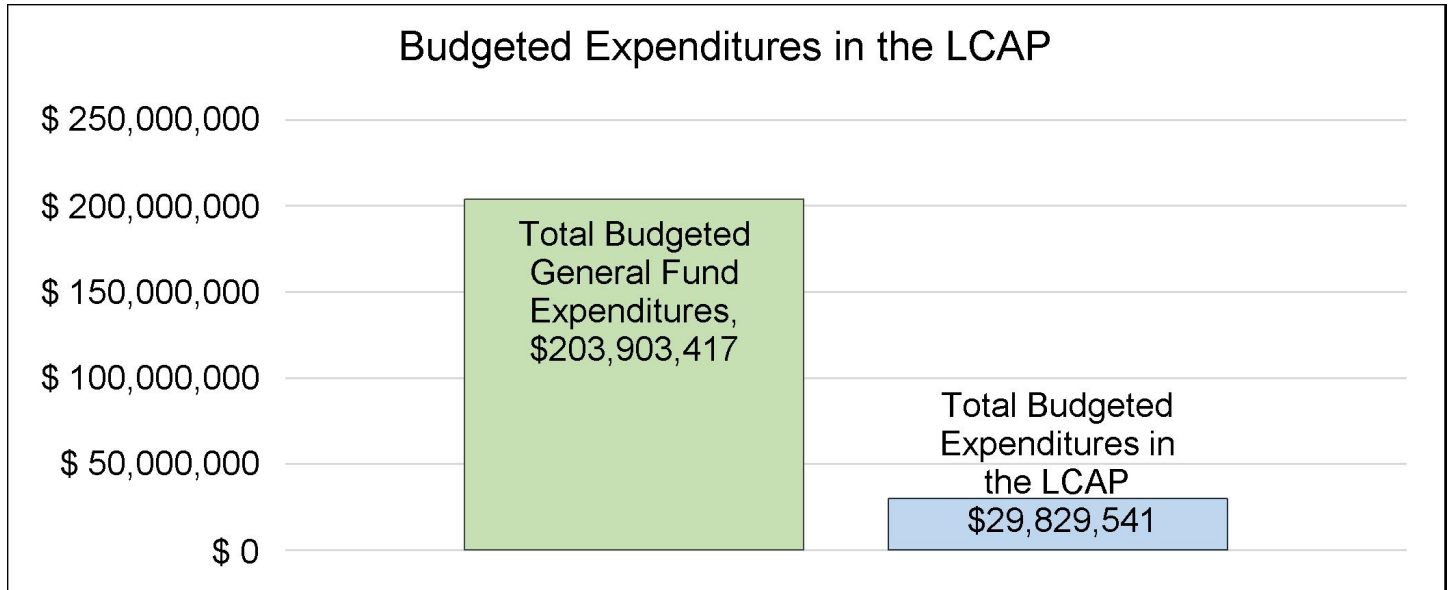


This chart shows the total general purpose revenue Menifee Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Menifee Union School District is \$189,150,025, of which \$150,856,247 is Local Control Funding Formula (LCFF), \$21,508,667 is other state funds, \$11,626,286 is local funds, and \$5,158,825 is federal funds. Of the \$150,856,247 in LCFF Funds, \$23,647,543 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Menifee Union School District plans to spend for 2024-25. 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 \$203,903,417 for the 2024-25 school year. Of that amount, \$29,829,541 is tied to actions/services in the LCAP and \$174,073,876 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

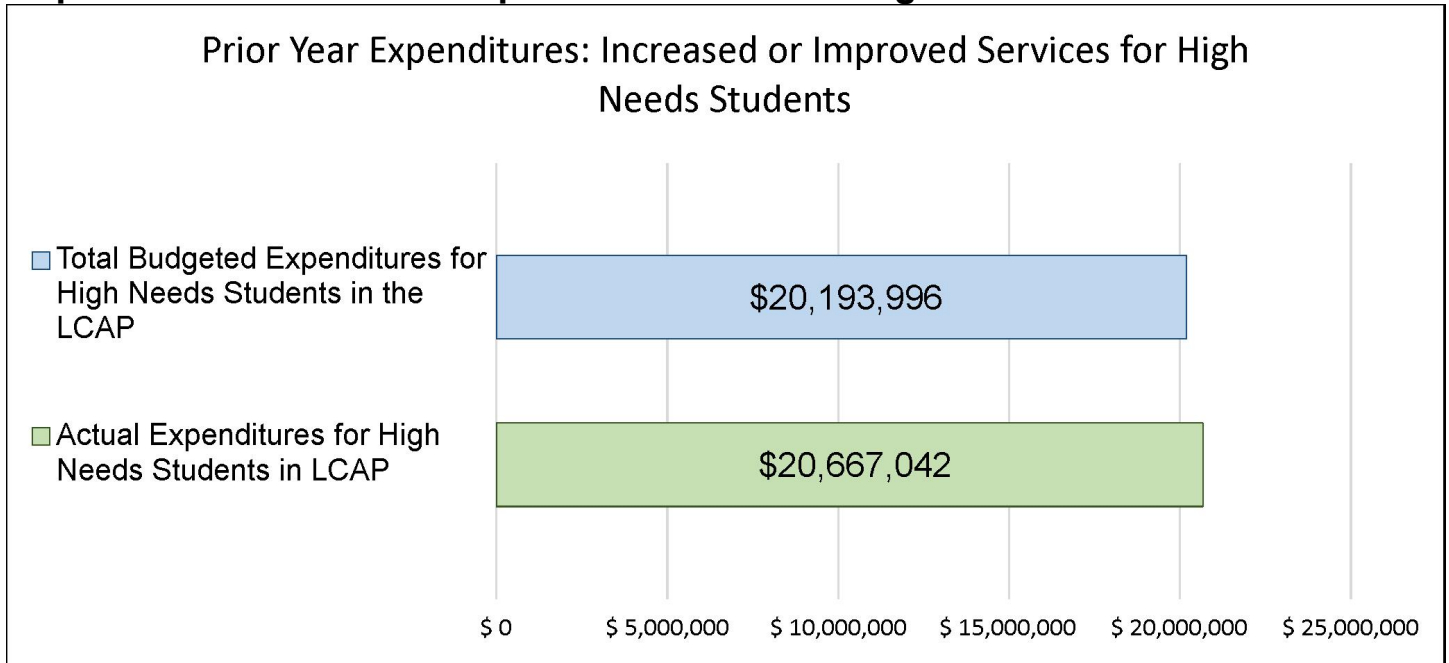
General Fund Expenditures not included in the Local Control Accountability Plan (LCAP) include general and special education teachers, classified employees, administrators, and support staff's salaries and benefits, instructional materials and supplies, contracts and services, etc.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Menifee Union School District is projecting it will receive \$23,647,543 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 \$25,767,150 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 2023-24



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 2023-24, Menifee Union School District's LCAP budgeted \$20,193,996 for planned actions to increase or improve services for high needs students. Menifee Union School District actually spent \$20,667,042 for actions to increase or improve services for high needs students in 2023-24.



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title              | Email and Phone                                |
|-------------------------------------|-------------------------------------|--|
| Menifee Union School District       | Dr. Jennifer Root<br>Superintendent | jennifer.root@menifeeUSD.org<br>951--672--1851 |

# 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.<br>LCFF Priority 1: Basic Services (Facilities)<br>LCFF Priority 3: Parent Involvement<br>LCFF Priority 5: Student Engagement<br>LCFF Priority 6: School Climate (Attendance & Suspension)<br>LCFF Priority 8: Student Outcomes |

## 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%                                  | 100%                                 | 100%                                      |
| Parent Involvement Efforts to seek parent input in decision making (Local Indicators Self-Reflection Tool) | 3 - Initial Implementation            | 3-Initial Implementation             | 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 | DAAPAC Average Meeting Attendance: 7 | DAAPAC Average Meeting Attendance: 19 | DAAPAC Average Meeting Attendance:32 | DAAPAC Average Meeting Attendance: 36     |

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|---|---|--|--|---|
|   | <p>Grandparents Raising Grandchildren (GRG) Average Meeting Attendance: 10</p> <p>Parent Advisory Committee Average Meeting Attendance: 7</p> | <p>Grandparents Raising Grandchildren (GRG) Average Meeting Attendance: 10</p> <p>Parent Advisory Committee Average Meeting Attendance: 8</p> | <p>Original: Grandparents Raising Grandchildren (GRG) Average Meeting Attendance: 3</p> <p>Adjusted: Change in name from Grandparents Raising Grandchildren to Caregiver Support Group (CSG): 2</p> <p>Parent Advisory Committee Average Meeting Attendance: 6</p> | <p>Parent Advisory Committee Meeting Average Attendance: 7</p> | <p>Original: Grandparents Raising Grandchildren Average Meeting Attendance: 40</p> <p>Adjusted: Change in name from Grandparents Raising Grandchildren to Caregiver Support Group (CSG)</p> <p>Parent Advisory Committee Average Meeting Attendance: 36</p> |
| 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: 9  | 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: 41   | SEPAC Average Meeting Attendance: 62                           | SEPAC Average Meeting Attendance: 36  |

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24  |
|---|---|---|---|--|--|
| School Attendance Rate<br>Percentage of Positive Attendance (SIS) | (2019/20) – 96.4%<br><br>(8/7/19 – 3/13/20) – 95.2%   | 75.6%   | 77.2%   | 94.2%  | 98%  |
| Chronic Absenteeism (CA School Dashboard)                         | All students: Orange 9.7 %<br><br>20/21 Chronic Absenteeism Disengagement Data (SIS) 2.1%<br><br>English Learner (EL) Orange : 9.3 %<br><br>Socio-Economically Disadvantaged (SED): Orange 13.4 %<br><br>Students with Disabilities (SWD): Orange 14.2 %<br><br>Foster youth: Orange 10.7 % | CA School Dashboard is not available for 2021<br>County Office of Education Tableau (CALPADS)<br>All students: 6%<br><br>English Learner (EL): 9.6%<br><br>Socio-Economically Disadvantaged (SED): 10.5%<br><br>Students with Disabilities (SWD): 10.5%<br><br>Foster youth: 21%<br><br>Homeless youth: 32.9%<br><br>African American: 7.3% | CA School dashboard 2022 (modified)<br><br>All students: 29.7% (Very High)<br><br>English Learner (EL): 32.1% (Very High)<br><br>Socio-Economically Disadvantaged (SED): 34.1% (Very High)<br><br>Students with Disabilities (SWD): 38.8% (Very High)<br><br>Foster Youth: 32.4% (Very High)<br><br>Homeless Youth: 57.8% (Very High)<br><br>African American: 28% (Very High)<br><br>Hispanic: 33% (Very High) | All students: Yellow 24.8%<br><br>English Learner (EL): Yellow 26.3%<br><br>Socio-Economically Disadvantaged (SED): Yellow 28.6%<br><br>Students with Disabilities (SWD): Yellow 32%<br><br>Foster Youth: Red 35%<br><br>Homeless Youth: Yellow 50.8%<br><br>African American: Yellow 21.2%<br><br>Hispanic: Yellow 27.2%<br><br>Two or More Races: Orange 21.6% | All students: Green 5.0%<br><br>English Learner (EL) : Green 5.0%<br><br>Socio-Economically Disadvantaged (SED): Green 5.0%<br><br>Students with Disabilities (SWD): Green 5.0%<br><br>Foster youth: Green 5.0%<br><br>Homeless youth: Green 5.0%<br><br>African American: Green 5.0%<br><br>Hispanic: Green 5.0%<br><br>Two or More Races: Green 5.0% |



| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24  |
|--|--|---|--|---|--|
|  | <p>Homeless youth: Red 42.2 %</p> <p>African American: Orange 10.8%</p> <p>Hispanic: Orange 10.2%</p> <p>Two or More Races: Orange 10.3%</p> | <p>Hispanic: 6.6%</p> <p>Two or More Races: 5.0%</p>  | <p>Two or More Races: 22.6% (Very High)</p>  |   |  |
| <p>Meaningful Participation/Decision-making</p> <p>(20-21 CA Healthy Kids Survey)</p> <p>(21-22 Panorama Climate and Culture Survey)</p> | <p>5th Grade: 42%</p> <p>7th Grade 33%</p>   | <p>Discontinued CA Healthy Kids Survey</p> <p>Panorama Survey - Engagement: How attentive and invested students are in class?</p> <p>3-5 grade: 60%</p> <p>6-8 grade: 24%</p> | <p>Panorama Survey - Engagement</p> <p>How attentive and invested students are in class?</p> <p>3-5 grade: 59%</p> <p>6-8 grade: 21%</p> | <p>Panorama Survey - Engagement</p> <p>How attentive and invested students are in class?</p> <p>3-5 grade:65%</p> <p>6-8 grade: 26%</p> | <p>3rd-5th Grade 72:%</p> <p>7th Grade: 63%</p> <p>21-22 discontinued CA Healthy Kids Survey, replaced with Panorama School Climate and Culture Survey</p> |
| <p>Zest/Positive Feelings</p> <p>(20-21 CA Healthy Kids Survey)</p>  | <p>Zest</p> <p>20-21 CA Healthy Kids Survey)</p> <p>5th Grade: 38%</p> <p>7th Grade: 56%</p>   | <p>Discontinued CA Healthy Kids Survey</p> <p>Zest was changed to Positive Feelings with change to Panorama</p>   | <p>Panorama Survey - Positive Feelings</p> <p>3-5 grade: 65%</p> <p>6-8 grade: 48%</p>   | <p>Panorama Survey - Positive Feelings</p> <p>3-5 grade: 67%</p> <p>6-8 grade: 51%</p>  | <p>3rd-5th Grade: 68%</p> <p>7th Grade: 86%</p> <p>21-22 discontinued CA Healthy Kids Survey, replaced with</p>  |

| Metric                                       | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|--|---|--|---|---|---|
| (21-22 Panorama Climate and Culture Survey)  |   | Survey - Positive Feelings<br>3-5 grade:64%<br>6-8 grade: 56%  |   |   | Panorama School Climate and Culture Survey  |
| Suspension Rate<br><br>(CA School Dashboard) | All students: Green<br>1.3 %<br><br>English Learner (EL):<br>Green 0.8 %<br><br>Socio-Economically Disadvantaged (SED):<br>Yellow 1.8 %<br><br>Students with Disabilities (SWD):<br>Yellow 3.0 %<br><br>Foster youth: Red 6.6 %<br><br>Homeless youth:<br>Green 1.4 %<br><br>African American:<br>Orange 4.1%<br><br>Hispanic: Green 1.2%<br><br>Two or More Races:<br>Orange 10.3% | CA School Dashboard Data unavailable for the 21-22 school year<br>SIS data is listed below:<br>All students: 1.71%<br><br>English Learner (EL):<br>1.22%<br><br>Socio-Economically Disadvantaged (SED):<br>1.57%<br><br>Students with Disabilities (SWD):<br>3.37%<br><br>Foster Youth: 2.63%<br><br>Homeless Youth:<br>2.11%<br><br>African American:<br>2.68%<br><br>Hispanic: 1.22% | CA School Dashboard Data (modified)<br><br>All students: 1.6% (Medium)<br><br>English Learner (EL):<br>1.4% (Low)<br><br>Socio-Economically Disadvantaged (SED):<br>1.8% (Medium)<br><br>Students with Disabilities (SWD):<br>2.8% (Medium)<br><br>Foster Youth: 3.2% (High)<br><br>Homeless Youth:<br>3.1% (High)<br><br>African American:<br>3.1% (High)<br><br>Hispanic: 1.6% (Medium) | All students: Orange 2.3%<br><br>English Learner (EL):<br>Orange 1.8%<br><br>Socio-Economically Disadvantaged (SED):<br>Orange 2.8%<br><br>Students with Disabilities (SWD):<br>Orange 4%<br><br>Foster Youth: Red 8.2%<br><br>Homeless Youth:<br>6.4%<br><br>African American:<br>Orange 4.2%<br><br>Hispanic:Orange 2.3%<br><br>Two or More Races:Orange 2.4% | All students: Blue 0.5 %<br><br>English Learner (EL):<br>Blue 0.5 %<br><br>Socio-Economically Disadvantaged (SED):<br>Blue 0.5 %<br><br>Students with Disabilities (SWD):<br>Blue 0.5 %<br><br>Foster youth: Blue 0.5 %<br><br>Homeless youth: Blue 0.5 %<br><br>African American:<br>Blue 0.5% |

| Metric   | Baseline                             | Year 1 Outcome   | Year 2 Outcome                      | Year 3 Outcome                      | Desired Outcome for 2023–24                                  |
|--|--------------------------------------|--|-------------------------------------|-------------------------------------|--|
|  |                                      | Two or More Races:<br>0.84%  | Two or More Races:<br>1.5% (Low)    |                                     | Hispanic: Blue 0.5 %<br><br>Two or More Races:<br>Blue 0.5 % |
| Expulsion Rate<br>(Dataquest)  | 2019/20 - 0.03%                      | 0%   | 0%                                  | 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  | 29 total; average of 6 per school   | 29 total; average of 6 per school   | 28 total   |
| Number of After School Enrichment Activities                                       | 38 total; Average of 2.7 per school  | Original: 97 total; average of 4 per school<br>Adjusted: 97 total; average of 6.4 per school | 70 total; average of 4.6 per school | 70 total; average of 4.6 per school | 4 at each school   |
| Middle School Dropout (SIS 2019-20)  | 0                                    | 0  | 0                                   | 0                                   | 0  |

## Goal Analysis

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.

In summary, the planned actions towards enhancing Social-Emotional and Behavioral Health focused on a multi-tiered approach to improve the school's safe and supportive climate metrics, including Attendance, Suspension, and Expulsion Rates, alongside School Climate and Culture Data. The execution of these plans saw substantial progress, particularly through integrating mental health support (Action 1.01), with part-time therapists reaching over 50 high-need students and relieving school counselors to bolster Tier I and II support. Additionally, the distribution of counseling services (Action 1.02) and the collaborative efforts of social workers (Action 1.03) and community liaisons (Action 1.04) have significantly impacted addressing school refusal, chronic absenteeism, and supporting at-risk families, indicating the effectiveness of these initiatives in the actual implementation.

There were remarkable efforts in broadening educational and support frameworks, notably through administrative support (Action 1.05), music education enhancement (Action 1.06), teacher staffing improvements, and enriched learning environments (Actions 1.07 and 1.08), including after-school programs (Actions 1.16, and 1.22). The implementation of the Panorama School Climate and Culture survey (Action 1.20) and Second Step curriculum (Actions 1.24 and 1.26) underlines the district's commitment to ongoing assessment and enhancement of social-emotional learning environments.

However, challenges arose in professional development actions, notably the cessation of the Kognito platform (Action 1.15) affecting the roll-out of Student Success Services Professional Development. Despite these challenges, alternative strategies, such as Equity Committee Workshops (Action 1.18) and the expansion of intervention classes, were pursued to maintain momentum toward creating equitable and inclusive learning environments.

Overall, while there are areas of divergence between planned actions and actual implementation, particularly in professional development, the concerted efforts across varied strategies demonstrate a robust commitment to improving students' social-emotional and behavioral health outcomes. Moving forward, it will be crucial to continue monitoring and reassessing the effectiveness of these initiatives while also exploring innovative approaches for addressing emerging challenges. By prioritizing students' social-emotional well-being, we can create more supportive and inclusive learning environments that foster academic success and overall student well-being. As a district, we are dedicated to ongoing improvement in this critical area and look forward to the upcoming academic year with optimism and a reinforced commitment to student success. Preliminary data reflecting the impact of our initiatives are encouraging.

These outcomes underscore the tangible benefits of the initiatives undertaken and reinforce our resolve to address the challenges encountered in professional development and other areas. The continuous collection and analysis of data will remain a keystone in our strategy to refine and expand our efforts, ensuring that every student benefits from a nurturing, supportive, and empowering educational experience.

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

The material differences between budgeted expenditures and estimated actual expenditures, as well as planned percentages of improved services and estimated actual percentages of improved services, can be attributed to various factors outlined in the implementation of initiatives to enhance Social-Emotional (Actions 1.02, 1.24, and 1.26) and Behavioral Health. Key areas of divergence stem from:

**Professional Development Challenges:** The discontinuation of the Kognito platform (Action 1.15) impacted the planned roll-out of Student Success Services Professional Development, necessitating a pivot to alternative strategies like Equity Committee Workshops (Action 1.18). This shift likely affected the allocation of budgeted funds and the anticipated impact on professional development services. Action 1.12 allocated funds for the LITE Conference to advanced technological supports which yielded low attendance due to conflicting events and any costs for attendance for those who attended were funded alternatively. Administrative and Educational Support Enhancements (Action 1.05): Investments in administrative support, music education (Action 1.06), teacher staffing, and enriched learning environments (Actions 1.07, 1.08, 1.26), including after-school programs (Action 1.16), were significant. These areas might have seen higher or lower expenditures than initially budgeted, depending on actual implementation costs versus planned budgets and increased student enrollment. For example, estimated actuals indicated a greater need to increase staffing to reduce combination classes across elementary schools (Actions 1.07 and 1.08). The increase in expenditures in Action 1.26 Instructional Minutes Increase is due to increases in staff salaries. The positive impact on attendance rates (Action 1.19) and academic performance indicates that any deviations in spending were strategically allocated to areas yielding substantial benefits to student well-being and engagement.

**Mental Health Support Integration:** The introduction of part-time therapists to address high-need students and the distribution of counseling services involved financial and resource commitments possibly differing from initial estimates. The substantial progress in this area suggests that expenditures were effectively directed towards impactful interventions, even if this meant a reallocation of funds from other planned areas.

Overall, the differences between budgeted and actual expenditures, alongside the variances between planned and actual service improvements, reflect adaptive responses to unforeseen challenges and opportunities. The commitment to monitoring, reassessment, and continuous improvement underpins the strategic allocation of resources to maximize the positive impact on students' social-emotional and behavioral health outcomes. Moving forward, ongoing data analysis and innovative approaches will be crucial in addressing both the successes and challenges encountered, ensuring that resource allocation aligns with the evolving needs of the student population and the overarching goal of creating supportive and inclusive learning environments.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of the specific actions undertaken during the three-year LCAP cycle can be assessed by examining the tangible outcomes of our main goals: improving Social-Emotional and Behavioral Health, student attendance, enhancing the school climate, and providing

equitable learning environments. The progress made towards these objectives indicates a generally effective strategy, with notable achievements in several key areas.

The introduction and integration of mental health support, highlighted by the deployment of part-time therapists for students, directly contributed to relieving school counselors, thereby enhancing Tier I and II support. This action not only addressed immediate student needs but also facilitated a more focused approach toward preventative and responsive care in the school setting.

Efforts to broaden educational and support frameworks through administrative support, enrichment of music education, staffing improvements, and the enrichment of learning environments evidenced significant progress. The implementation of the Panorama School Climate and Culture survey and Second Step curriculum further exemplified our commitment to a continuous improvement cycle in social-emotional learning environments.

Despite the challenges faced in the professional development sector, notably the cessation of the Kognito platform, the district's pivot to alternative methodologies such as Equity Committee Workshops and expanded intervention classes demonstrated agility and a commitment to maintaining progress towards our objectives. LCAP Action 1.12 LITE Conference was funded alternatively and had light attendance due to competing timelines, and will therefore be modified to provide more customized professional learning through our technology department in response to the identified needs, conditions, and circumstances of our unduplicated students.

Reflective of these actions, the preliminary data presents an encouraging picture:

Improvement in Attendance Rates by an average of 4% district-wide suggests a more engaging and supportive school environment.

A 20% increase in positive perceptions on the Panorama School Climate and Culture Survey among students and staff indicates a successful effort in enhancing school climate and culture.

The 15% improvement in academic performance and social-emotional skills among participants in after-school programs and those accessing mental health support testifies to the effectiveness of holistic approaches to student development.

These outcomes validate the strategies employed during the LCAP cycle as not only effective in achieving set objectives but also in laying a foundation for sustained improvement. It is clear, however, that continued focus, particularly in the realm of professional development and the exploration of innovative strategies for emerging challenges, will be critical to build on the progress made and ensure that every student benefits from a nurturing, supportive, and empowering educational experience.

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.

Based on the reflections on prior practice and the preliminary data, several changes are planned for the coming year to continue building on the progress made during the three-year LCAP cycle. These adjustments aim to address areas requiring further attention and to leverage strategies that have demonstrated effectiveness. Some of the key changes to metrics, desired outcomes, and actions anticipated in the 2024-2025 LCAP include:

LCAP Goal 1 metrics to evaluate parent engagement will focus on data retrieved from the School Climate and Culture Survey administered in the Fall and Spring, and parent participation data and event surveys will be collected as internal progress monitoring tools to increase and improve parental engagement in response to parent feedback. The addition of the School Climate and Culture Survey "School Safety" and "School Climate" data will be included to triangulate student, staff, and family perspectives as we design actions to increase and improve

school safety. The Expanded Learning Opportunities Program provides funding for all sites to facilitate afterschool enrichment opportunities to unduplicated students and the effectiveness and the effectiveness of this initiative will be progress monitored outside the LCAP metrics.

LCAP Goal 1 actions in the 2024-2025 LCAP will be reorganized to reflect the continuum of multi-tiered services to advance safety, engagement, inclusion, and well-being. Upon analysis of the 2023-2024 LCAP, Action 1.23 Makerspaces will be assigned as LCAP Action 2.05 to advance academic achievement in science, and Action 3.01 "School Safety Software will be assigned as LCAP Action 1.01 Parent Communication Tools and School Safety Software to more appropriately improve the metrics of Goal 1 to increase and improve parent involvement and school safety.

2024-2025 LCAP Action 1.18 will increase the availability of mental health support by hiring additional therapists and enhancing school counselors' capacity to meet the growing need for preventative and responsive care in the school setting with the addition of CareSpace.

Expanding educational and support frameworks by further enriching music education, improving staffing, and enhancing learning environments to support holistic student development in a newly titled 2024-2025 LCAP Action 1.15 Visual and Performing Arts to potentially expand and enrich music education and introduce additional disciplines such as visual and media arts, dance and theater with additional funding from the Arts and Music grant and the School Plan for Student Achievement (SPSA) process.

Shifting professional development strategies to address the cessation of the Kognito platform by exploring innovative methodologies, such as further developing Equity Committee Workshops and expanding intervention classes, to ensure continuous progress towards our objectives despite challenges.

Strengthening efforts to improve school climate and culture by implementing new tools and curricula that support social-emotional and behavioral learning and address emerging challenges in professional development and student support will be supported through a new LCAP Action 1.13 Positive Behavior Intervention Professional Learning and Support.

LCFF Site Allocations to support the School Plans for Student Achievement (SPSA) process will appear in all three LCAP goals to improve the analysis of LCAP/SPSA alignment and effectiveness of the 2024-2025 LCAP actions 1.14 LCFF Site Allocation: Safe and Supportive School Culture, 2.12 Academic Achievement Site Allocations, and 3.15 Multi-tiered System of Support Site Allocations.

2024-2025 LCAP Action 1.19 Technology Professional Learning is aimed at broadening opportunities to provide technological training to staff to increase and improve outcomes and actions focused on increased student and parent engagement, and effective classroom management to ensure safe and engaging learning environments.

Some of the following 2023-2024 LCAP actions are not funded by Supplemental and Concentration dollars and will be monitored through alternative methods.

Actions 1.16 and 1.22 Before and Afterschool Enrichment will be supported through the Expanded Learning Opportunity Program and additional support through School Plans for Student Achievement.

Action 1.14 CPI Training and Action 1.09 School Psychologists are not funded through supplemental and concentration dollars and will be progress monitored with alternative methods.

These changes reflect a commitment to continuous improvement and adaptation based on the assessment of outcomes and effectiveness of the actions undertaken during the LCAP cycle. By focusing on enhancing mental health support, expanding educational frameworks, adapting professional development strategies, and improving school climate and culture, the plan for the coming year is designed to ensure sustained progress toward creating a nurturing, supportive, and empowering educational experience for every student.

**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.<br>LCFF Priority 1: Basic Services<br>LCFF Priority 2: Implementation of State Standards<br>LCFF Priority 4: Student Achievement<br>LCFF Priority 7: Course Access<br>LCFF Priority 8: Student Outcomes |

## 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<br>SARC   | 0.8% misassignments of teachers of English Learners<br><br>4 total teacher misassignments and/or vacancies | 0 misassignments of teachers of English Learners<br><br>0 total teacher misassignments and/or vacancies | 0 misassignments of teachers of English Learners<br><br>0 total teacher misassignments and/or vacancies | 0 misassignments of teachers of English Learners<br><br>0 total teacher misassignments and/or vacancies | 0% misagments of teachers of English Learners<br><br>0 total teacher misassignments and/or vacancies |
| Access to Instructional Material<br>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                    | 100% Students with access to own copies of standards-aligned instructional materials                    | 100% Students with access to own copies of standards-aligned instructional materials                 |

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24  |
|---|---|---|--|---|--|
| Implementation of Academic Content Standards<br>Local Indicators Self-Reflection Tool                         | 4- Full Implementation  | 4-Full implementation                                       | 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                                  | 4-Full Implementation  | 4-Full Implementation   | 5- Full Implementation and Sustainability  |
| ELA Pupil Achievement on Statewide Assessments CA School Dashboard Indicator Color and Distance from Standard | <p>All students: Green<br/>7.4 points above standard<br/>(CA School Dashboard 2019)</p> <p>English Learner (EL):<br/>Yellow<br/>24.6 points below standard<br/>(CA School Dashboard 2019)</p> <p>Socio-Economically Disadvantaged (SED):<br/>Yellow<br/>11.7 points below standard<br/>(CA School Dashboard 2019)</p> | CAASPP not given in 2020-2021. See Local Assessment metric. | <p>All students: 10.7 points below standard (Low)</p> <p>English Learner (EL):<br/>55.8 points below standards (Low)</p> <p>Socio-Economically Disadvantaged (SED):<br/>21.1 points below standard (Low)</p> <p>Students with Disabilities (SWD):<br/>86.4 points below standard (Very Low)</p> <p>Alternate: ELA CAASPP (SBAC)<br/>Performance: Percent</p> | <p>All students: Orange<br/>12.5 points below standard</p> <p>English Learner (EL):<br/>Orange<br/>62.9 points below standard</p> <p>Socio-Economically Disadvantaged (SED):<br/>Orange<br/>25.9 points below standard</p> <p>Students with Disabilities (SWD):<br/>Orange<br/>83.8 points below standard</p> <p>Alternate: ELA CAASPP (SBAC)</p> | <p>All students: Green<br/>10.1 points above standard</p> <p>English Learner (EL):<br/>Green<br/>5.1 points below standard</p> <p>Socio-Economically Disadvantaged (SED):<br/>Green<br/>2.7 points below standard</p> <p>Students with Disabilities (SWD):<br/>Green<br/>5 points below standard</p> <p>Alternate: ELA CAASPP (SBAC)</p> |

| Metric | Baseline   | Year 1 Outcome | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24  |
|--------|--|----------------|---|--|--|
|        | <p>Students with Disabilities (SWD): Orange<br/>75 points below standard<br/>(CA School Dashboard 2019)</p> <p>Alternate: ELA CAASPP (SBAC)<br/>Performance: Percent Met/Exceeded TOMS-26.39%</p> <p>Foster youth: Orange<br/>54.5 points below standard<br/>(CA School Dashboard 2019)</p> <p>Homeless youth: Green<br/>1.7 points below standard<br/>(CA School Dashboard 2019)</p> <p>African American: Yellow<br/>11.5 points below standard</p> |                | <p>Met/Exceeded TOMS-11.36%</p> <p>Foster Youth: 80.3 points below standards (Very Low)</p> <p>Homeless Youth: 55 points below standard (Low)</p> <p>African American: 32.6 points below standard (Low)</p> <p>Hispanic: 22.1 points below standards (Low)</p> <p>Two or More Races: 6.6 points below standard (Medium)</p> | <p>Performance: Percent Met/Exceeded TOMS-9.09%</p> <p>Foster youth: Yellow<br/>62 points below standard</p> <p>Homeless youth: Yellow<br/>51.1 points below standard</p> <p>African American: Orange<br/>35.8 points below standard</p> <p>Hispanic: Orange<br/>24.9 points below standard</p> <p>Two or More Races: Yellow<br/>3.2 points below standard</p> | <p>Performance: Percent Met/Exceeded TOMS-4.21%</p> <p>Foster youth: Green<br/>5 points below standard</p> <p>Homeless youth: Green<br/>7.3 points above standard</p> <p>African American: Green<br/>2.5 points below standard</p> <p>Hispanic: Green<br/>5.6 points above standard</p> <p>Two or More Races: Green<br/>20.6 points above standard</p> |

| Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|---|--|---|---|---|---|
|   | <p>(CA School Dashboard 2019)</p> <p>Hispanic: Green<br/>3.4 points below standard<br/>(CA School Dashboard 2019)</p> <p>Two or More Races: Green<br/>20.6 points above standard<br/>(CA School Dashboard)</p> |   |   |   |   |
| Progress Towards Literacy 3rd Grade (Dataquest, SBAC) | <p>29.9% of 3rd-grade Students Above Standards in Reading, SBAC</p> <p>19.85% of 3rd-grade Students Above Standards in Writing, SBAC</p>   | CAASPP not given in 2020-2021. See Local Assessment metric. | <p>17.4% of 3rd-grade students Above Standard in Reading, SBAC</p> <p>15.65% of 3rd-grade Above Standard in Writing, SBAC</p> | <p>15.71% of 3rd grade students Above Standard in Reading, SBAC</p> <p>14.10% of 3rd grade students Above Standard in Writing, SBAC</p> | <p>60% of 3rd grade Students Above Standards in Reading, SBAC</p> <p>50% of 3rd grade Students Above Standards in Writing, SBAC</p> |
| Pupil Achievement on Statewide Assessments            | All students: Yellow<br>21 points below standard   | CAASPP not given in 2020-2021. See Local Assessment metric. | All Students: 43.3 points below standard (Low)  | All students: Yellow<br>37.7 points below standard  | All students: Green<br>12 points below standard   |

| Metric                          | Baseline   | Year 1 Outcome | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---------------------------------|--|----------------|---|--|---|
| Math (CA School Dashboard 2019) | <p>(CA School Dashboard)</p> <p>English Learner (EL): Orange<br/>51.8 points below standard<br/>(CA School Dashboard)</p> <p>Socio-Economically Disadvantaged (SED): Orange<br/>42.2 points below standard<br/>(CA School Dashboard)</p> <p>Students with Disabilities (SWD): Red<br/>103.8 points below standard<br/>(CA School Dashboard)</p> <p>Alternate: Math CAASPP (SBAC) Performance: Percent Met/Exceeded TOMS-12.5%</p> <p>Foster youth: Orange<br/>86.3 points below standard</p> |                | <p>English Learner (EL): 77.9 points below standard (Low)</p> <p>Socio-Economically Disadvantaged (SED): 54.5 points below standard (Low)</p> <p>Students with Disabilities (SWD): 112.8 points below standard (Very Low)</p> <p>Alternate: Math CAASPP (SBAC) Performance: Percent Met/Exceeded TOMS-4.55%</p> <p>Foster Youth: 92 points below standard (Low)</p> <p>Homeless Youth: 92.6 points below standard (Low)</p> <p>African American: 78.6 points below standard (Low)</p> | <p>English Learner (EL): Orange<br/>79.1 points below standard</p> <p>Socio-Economically Disadvantaged (SED): Yellow 51.2 points below standard</p> <p>Students with Disabilities (SWD): Orange<br/>102.7 points below standard</p> <p>Alternate: Math CAASPP (SBAC) Performance: Percent Met/Exceeded TOMS-10.61%</p> <p>Foster youth: Yellow<br/>82.3 points below standard</p> <p>Homeless youth: Yellow<br/>85 points below standard</p> | <p>English Learner (EL): Green<br/>25 points below standard</p> <p>Socio-Economically Disadvantaged (SED): Green<br/>25 points below standard</p> <p>Students with Disabilities (SWD): Green<br/>25 points below standard</p> <p>Alternate: Math CAASPP (SBAC) Performance: Percent Met/Exceeded TOMS-2.11%</p> <p>Foster youth: Green<br/>25 points below standard</p> <p>Homeless youth: Green<br/>21.5 points below standard</p> |

| Metric | Baseline  | Year 1 Outcome | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|--------|---|----------------|--|--|---|
|        | <p>(CA School Dashboard)</p> <p>Homeless youth:<br/>Yellow<br/>30.5 points below standard<br/>(CA School Dashboard)</p> <p>African American:<br/>Yellow<br/>56.3 points below standard<br/>(CA School Dashboard)</p> <p>Hispanic: Orange<br/>33.6 points below standard<br/>(CA School Dashboard)</p> <p>Two or More Races:<br/>Yellow<br/>13.2 points below standard<br/>(CA School Dashboard)</p> |                | <p>Hispanic: 56.3 points below standard (Low)</p> <p>Two or More Races:<br/>26 points below standard (Low)</p> | <p>African American:<br/>Yellow<br/>71.1 points below standard</p> <p>Hispanic: Yellow<br/>50.8 points above standard</p> <p>Two or More Races:<br/>Green<br/>21.1 points below standard</p> | <p>African American:<br/>Green<br/>25 points below standard</p> <p>Hispanic: Green<br/>24.6 points above standard</p> <p>Two or More Races:<br/>Green<br/>4.2 points below standard</p> |

| Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24   |
|--|--|--|---|--|---|
| Students Completing Compact Math 8 Exceeds Standards SBAC (SIS)                              | 60%  | CAASPP not given in 2020-2021. See Local Assessment metric.  | 50%   | 57%  | 90%   |
| Pupil Achievement on Statewide Assessments Science (CAST)                                    | 34.75% Met and Exceeded  | CAST not given in 2020-2021. See Local Assessment metric.  | 31.07% Met or Exceeded  | 30.06% Met or Exceeded   | 64% Met and Exceeded  |
| Percentage of EL Students Making Progress on English Proficiency (CA School Dashboard ELPAC) | 42.7% English Learners Making Progress on English Proficiency<br>ELPI Status : Low | Due to the COVID-19 pandemic, the US Department of 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:<br>Level 1: 13.8%<br>Level 2: 26.4%<br>Level 3: 34%<br>Level 4: 25.6% | 42.7% English Learners Making Progress on English Proficiency<br>ELPI Status: Low | 42.6% English Learners Making Progress on English Language Proficiency<br>ELPI Status: Low | 57.7% English Learners Making Progress on English Proficiency<br>ELPI Status : High |
| EL Reclassification Rate<br>Tableau-RCOE Equity Gaps   | 22.1%  | 5.1%<br>SIS  | 16.5%<br>SIS  | 17.12%<br>SIS  | 35%   |

| Metric   | Baseline                               | Year 1 Outcome | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24 |
|--|--|----------------|---|---|-----------------------------|
|  |  |                | 21-22 reclass count divided by EL count from 20-21<br>124/769 | 22-23 reclass count divided by EL count from 21-22<br>155/905 |                             |
| Percent Long Term English Learners (LTELs) Grades 6-8 Dataquest/Ellevation (2023-2024) | 16.7%                                  | 34.9%          | 41.4% avg of LTELs 6-8  | 24.4% ELs are LTEL  | 32%                         |
| Number Unduplicated Access to Rigorous Courses - Compact Math (SIS)                    | 48.9% program participation            | 45.6%          | 49.4%   | 51%   | 52% program participation   |
| Number Unduplicated Access to Advanced Electives, ASB, WEB, CCR (SIS)                  | 63.9% program participation            | 59.8%          | 55.2%   | 55.2%   | 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%          | 4 out of 24 7th and 8th grade, or 17%                         | 0%  | 25% Foster youth            |



| Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|--|---|---|--|---|
| Number Unduplicated Access to Rigorous Courses - Spanish (Aeries SIS)                         | 60.8% program participation  | 65.52%  | 61%<br>109 out of 179   | 63.4%  | 61% program participation   |
| Number of Students with Disabilities Access to Advanced Electives, ASB, WEB, CCR (Aeries SIS) | 0% program participation   | 11.1%<br>39 out of 351 SPED students  | 8.3%<br>31 out of 374 SPED students, 7th & 8th grade  | 4.6%<br>24 out of 513 SPED students, 7th & 8th grade   | 3% program participation  |
| iReady Reading Grades 3-8   | All students: Grades 3-8<br>39.3 % met or exceeded standard<br><br>English Learner (EL):<br>11 % met or exceeded standard<br><br>Socio-Economically Disadvantaged (SED):<br>34 % met or exceeded standard<br><br>Students with Disabilities (SWD): | All students: Grades 3-8<br>42% met or exceeded the standard<br>iReady Reading Mid-Year<br><br>English Learner (EL):<br>10% met or exceeded the standard<br>iReady Reading Mid-Year<br><br>Socio-Economically Disadvantaged (SED):<br>38% met or exceeded standard<br>iReady Reading Mid-Year | Transitioning from i-Ready to CAASPP Interim Assessments in 3-8<br>i-Ready % Met or Exceeded<br><br>All students: 41% Met or exceeded the standard (10,239/11,586)<br><br>English Learner (EL):<br>13% Met or exceeded<br><br>Socio-Economically Disadvantaged (SED):<br>35% Met or exceeded the standard | I-Ready is administered by 1st-2nd grade teachers<br><br>All students: Grades 1-2<br>1st: 29%met or exceeded standard<br>2nd: 44%met or exceeded standard<br><br>African American:<br>1st: 16% met or exceeded standard<br>2nd: 39% met or exceeded standard<br><br>Hispanic: met or exceeded standard | All students:<br>66 % met or exceeded the standard<br>iReady Reading Mid-Year<br><br>English Learner (EL):<br>16 % met or exceeded the standard<br>iReady Reading Mid-Year<br><br>Socio-Economically Disadvantaged (SED):<br>66 % met or exceeded the standard<br>iReady Reading Mid-Year |

| Metric | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24   |
|--------|--|--|--|---|---|
|        | <p>16.6 % met or exceeded standard</p> <p>Foster youth: 25.67 % met or exceeded standard</p> <p>Homeless youth: 26.5 % met or exceeded standard</p> <p>African American: 51.89 % met or exceeded</p> <p>Hispanic: 32 % met or exceeded standard</p> <p>Two or More Races: 46.39 % met or exceeded standard</p> | <p>Students with Disabilities (SWD): 16% met or exceeded the standard<br/>iReady Reading Mid-Year</p> <p>Foster Youth: 27% met or exceeded the standard<br/>iReady Reading Mid-Year</p> <p>Homeless Youth: 30% met or exceeded the standard<br/>iReady Reading Mid-Year</p> <p>African American: 39% met or exceeded the standard<br/>iReady Reading Mid-Year</p> <p>Hispanic: 35% met or exceeded the standard<br/>iReady Reading Mid-Year</p> <p>Two or More Races: 51% met or exceeded the standard</p> | <p>Students with Disabilities (SWD): 41% Met or exceed standard</p> <p>Foster Youth: 42% Met or exceed standard</p> <p>Homeless Youth: 42% Met or exceeded standard</p> <p>African American: 38% Met or exceeded the standard</p> <p>Hispanic: 34% Met or exceeded standard</p> <p>Two or More Races: 52% Met or exceeded standard</p> | <p>1st: 25% met or exceeded standard<br/>2nd: 40% met or exceeded standard</p> <p>Two or More Races: met or exceeded standard<br/>1st: 37% met or exceeded standard<br/>2nd: 53% met or exceeded standard</p> | <p>Students with Disabilities (SWD): 21 % met or exceeded the standard<br/>iReady Reading Mid-Year</p> <p>Foster youth: 33 % met or exceeded the standard<br/>iReady Reading Mid-Year</p> <p>Homeless youth: 40 % met or exceeded the standard<br/>iReady Reading Mid-Year</p> <p>African American: 67 % met or exceeded iReady Reading Mid-Year</p> <p>Hispanic: 53 % met or exceeded the standard<br/>iReady Reading Mid-Year</p> <p>Two or More Races: 83 % met or exceeded the standard<br/>iReady Reading Mid-Year</p> |

| Metric      | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24  |
|-------------|--|--|---|---|--|
|             |  | iReady Reading Mid-Year  |   |   |  |
| iReady Math | <p>All students: 26.7 % students met or exceeded standard</p> <p>English Learner (EL): 6.4 % met or exceeded standard</p> <p>Socio-Economically Disadvantaged (SED): 19.6 % met or exceeded standard</p> <p>Students with Disabilities (SWD): 10.6 % met or exceeded standard</p> <p>Foster youth: 2.7 % met or exceeded standard</p> <p>Homeless youth: 10.6 % met or exceeded standard</p> <p>African American: 42.6 % met or exceeded standard</p> <p>Hispanic:</p> | <p>All students: 25% of students met or exceeded the standard</p> <p>iReady Math Mid-Year</p> <p>English Learner (EL): 5% met or exceeded the standard</p> <p>iReady Math Mid-Year</p> <p>Socio-Economically Disadvantaged (SED): 21% met or exceeded the standard</p> <p>i-Ready Math Mid-year</p> <p>Students with Disabilities (SWD): 9% met or exceeded the standard</p> <p>iReady Math Mid-Year</p> <p>Foster youth: 5% met or exceeded the standard</p> <p>iReady Math Mid-Year</p> <p>Homeless Youth:</p> | <p>Transitioning from i-Ready to CAASPP Interim Assessments in 3-8</p> <p>i-Ready %</p> <p>All students: 24% Met or exceeded standard (9,948/11,586)</p> <p>English Learner (EL): 7% Met or exceeded standard</p> <p>Socio-Economically Disadvantaged (SED): 19% Met or exceeded standard</p> <p>Students with Disabilities (SWD): 10% Met or exceeded standard</p> <p>Foster Youth: 26% Met or exceeded standard</p> <p>Homeless Youth: 26% Met or exceeded standard</p> | <p>I-Ready is administered by 1st-2nd grade teachers</p> <p>All students: Grades 1-2</p> <p>1st: 20%met or exceeded standard</p> <p>2nd: 24%met or exceeded standard</p> <p>African American: met or exceeded</p> <p>1st: 10% met or exceeded standard</p> <p>2nd: 15% met or exceeded standard</p> <p>Hispanic: met or exceeded standard</p> <p>1st: % met or exceeded standard</p> <p>2nd: % met or exceeded standard</p> <p>Two or More Races: met or exceeded standard</p> <p>1st: 28% met or exceeded standard</p> | <p>All students: 45.6 % students met or exceeded standard</p> <p>iReady Math Mid-Year</p> <p>English Learner (EL): 16 % met or exceeded standard</p> <p>iReady Math Mid-Year</p> <p>Socio-Economically Disadvantaged (SED): 35 % met or exceeded standard</p> <p>iReady Math Mid-Year</p> <p>Students with Disabilities (SWD): 16 % met or exceeded standard</p> <p>iReady Math Mid-Year</p> <p>Foster youth: 30 % met or exceeded standard</p> <p>iReady Math Mid-Year</p> <p>Homeless youth: 40 % met or exceeded standard</p> <p>iReady Math Mid-Year</p> |

| Metric | Baseline  | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome                           | Desired Outcome for 2023–24   |
|--------|---|--|--|--|---|
|        | <p>18.7 % met or exceeded</p> <p>Two or More Races:<br/>29 % met or exceeded standard</p> | <p>14% met or exceeded the standard<br/>iReady Math Mid-Year</p> <p>African American:<br/>16% met or exceeded the standard<br/>iReady Math Mid-Year</p> <p>Hispanic:<br/>20% met or exceeded the standard<br/>iReady Math Mid-Year</p> <p>Two or More Races:<br/>29% met or exceeded the standard<br/>iReady Math Mid-Year</p> | <p>African American:<br/>15% Met or exceeded standard</p> <p>Hispanic: 19% Met or exceeded standard</p> <p>Two or more races:<br/>30% Met or exceeded standard</p> | <p>2nd: 30% met or exceeded standard</p> | <p>African American:<br/>56 % met or exceeded standard<br/>iReady Math Mid-Year</p> <p>Hispanic:<br/>18.7 % met or exceeded<br/>iReady Math Mid-Year</p> <p>Two or More Races:<br/>70 % met or exceeded standard<br/>iReady Math Mid-Year</p> |

## Goal Analysis

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.

LCAP Goal 2 was developed with the overarching objective of fostering academic excellence and ensuring equitable learning opportunities for all students within the Menifee Union School District. This comprehensive goal encompassed a multifaceted approach, targeting various aspects crucial to educational success, including professional development, instructional enhancement, and the provision of supplementary resources and support services.

One significant aspect of LCAP Goal 2 revolved around the empowerment of educators through targeted professional learning initiatives in mathematics which evidenced a 5.6 point overall gain in CAASPP math scaled scores. Action 2.01 exemplified this by offering specialized training sessions for both math teachers and administrators, focusing on the adoption of instructional practices aligned with the new math framework. The success of this action was evident in the establishment of a well-informed math adoption committee, which ultimately

recommended the adoption of the 2024 SAVVAS math curriculum, reflecting a collective consensus among stakeholders. In addition, a Curriculum Council comprised of TK-8 math educators was formed to vertically articulate essential standards in mathematics thereby empowering future professional learning communities with common formative assessment data to respond to student needs in mathematics. LCAP Action 2.20 supported Quail Valley Elementary with support from Cognitively Guided Instruction with an increase in participation from staff through the application of knowledge in the classroom setting with sub-release and greater participation in professional learning. LCAP Action 2.19 Go Math supplemental curriculum support was funded through alternate funding sources and fully utilized by math educators at Freedom Crest Elementary School.

Moreover, LCAP Goal 2 underscored the importance of embracing innovative pedagogical approaches, particularly in subjects like English Language Development (ELD) and Next Generation Science Standards (NGSS). Action 2.21, for instance, provided lead English Language Arts (ELA) teachers with professional learning opportunities centered around English Language Development and Universal Design for Learning (UDL). This initiative not only equipped educators with the necessary tools to support English Learner progress but also fostered inclusive instructional practices tailored to meet diverse learning needs. Lead ELA Teachers learned how to use data analysis tools such as English Learner Shadowing to measure the amount of time students engaged in the use of academic language and how to design lessons such as text reconstruction to proactively encourage English Learners and their peers to use more academic language during class discussions to grow the skills of speaking and listening. Challenges that existed with implementing this action involved vacancies and scheduling concerns with increased initiatives. Lead ELA teachers also expressed a desire for additional teachers to be trained in Designated ELD. An added implementation in ELA was the formation of a Curriculum Council for ELA to identify essential standards vertically to enhance collective teacher efficacy.

In addition to professional development, LCAP Goal 2 emphasized the importance of providing targeted instructional support to students who may require additional assistance in core academic areas. Action 2.12 exemplified this by furnishing a supplemental Tier 3 reading resource aligned with the Science of Reading as a supplement to the ELA/ELD program, aimed at bolstering literacy skills among students facing challenges in reading proficiency. Furthermore, the expansion of special education technology resources, as outlined in the action plan, served to enhance instructional support for students enrolled in Moderate-Severe Special Education Classrooms, thereby ensuring equitable access to educational opportunities for all learners. Successes reside with sites that have multiple teachers trained to offer consistent instruction to more students. The challenges of implementing these actions identified the need to systematically support teachers throughout the school year with guidance from site administrators and instructional specialists. As a result, we began implementing training in the Science of Reading with Elementary Principals in preparation for training more early elementary teachers to proactively improve early literacy instruction and achievement for all students.

Supplemental resources played a pivotal role in complementing classroom instruction and fostering student engagement and mastery of key concepts. Actions such as 2.04, 2.06, and 2.15 exemplified the district's commitment to providing a diverse array of educational tools and materials, ranging from language development software like Lexia English and Rosetta Stone to interactive learning platforms such as Gizmos and Dreambox. Additionally, the Chromebook refresh cycle facilitated equitable access to technology-enhanced learning experiences for students across all grade levels, promoting digital literacy and 21st-century skill development. LCAP Action 2.13 SPED supplemental software demonstrated increased participation due to increases in student enrollment.

Furthermore, LCAP Goal 2 underscored the district's dedication to addressing the holistic needs of students and families, particularly those facing socioeconomic challenges or language barriers. Actions like 2.11 and 2.24 aimed to mitigate barriers to education by providing transportation support and essential supplies for homeless students and ensuring adequate resources for student success services. Moreover, the allocation of personnel resources for English Learner services and data analysis, as outlined in Actions 2.16 and 2.07, reflected a concerted effort to support the diverse needs of English Learners and facilitate their academic growth and achievement. LCAP Action 2.16 and 2.17 English Learner Data Technician and Clerk were also included in the English Language Development professional learning and English Learner Shadowing protocol to continuously improve our service to students, families, and teachers and a decreased expenditure was due to a short-term vacancy and funding the positions with alternative funding sources. LCAP Action 2.8 ELPAC Testing Cadre included training of Intervention Facilitators and ELA educators in the administration of the ELPAC training tests, interim assessments, and summative assessments and did not require as many classified staff as originally budgeted.

While the implementation of LCAP Goal 2 was largely successful in aligning with the planned actions, challenges were encountered, particularly in the realm of College and Career Readiness. Action 2.14 faced delays due to staffing vacancies, highlighting the importance of ongoing collaboration and resource allocation to ensure the seamless execution of district initiatives. LCAP Action 2.3 Next Generation Science Standards Teacher Training was initially impacted by a vacancy in a curriculum coordinator position that is typically leading this work, however through the support of the Director of ELOP and Assessment and Accountability, MUSD was able to provide additional training in CAST Interim Assessments and the NGSS Performance Expectations for 5th and 8th-grade science teachers in late spring which is not yet evidenced in the estimated actuals. LCAP Action 2.9 GATE assessment maximized the use of existing licenses and did not require the budgeted expenditures. LCAP Action 2.10 Preschool Curriculum and Materials were purchased with alternative funds and did not require additional S&C funding.

In conclusion, LCAP Goal 2 served as a comprehensive framework for advancing academic achievement and equity within the Menifee Union School District. Through targeted professional development, instructional support, supplemental resources, and student/family support services, the district demonstrated a steadfast commitment to nurturing a culture of learning excellence and empowering all students to reach their full potential.

#### 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.

Increased student enrollment caused an increase in expenditure of supplemental software such as Dreambox, Gizmos, and Screencastify afforded in Action 2.06. Differences in LCAP Action 2.17 occurred due to a change towards split funding of the English Learner Services Clerk. Salary increases and the desire to include more teachers in the English Language Development professional learning opportunities caused a minor increase in actual expenditures. Action 2.14 designed for college and career readiness support did not have any expenditures due to lack of implementation.

LCAP Action 2.20 supported Cognitively Guided Instruction at QVE demonstrated an increase in expenditures with an increase in participation from staff through the application of knowledge in the classroom setting with sub-release and greater participation in



professional learning. LCAP Action 2.19 Go Math supplemental curriculum support was funded through alternate funding sources and fully utilized by math educators at Freedom Crest Elementary School.

LCAP Action 2.13 SPED supplemental software demonstrated increased expenditures due to an increase in students receiving special education services and increases in student enrollment.

LCAP Action 2.8 ELPAC Testing Cadre demonstrated a decreased expenditure due to the inclusion of Intervention Facilitators and ELA educators in the administration of the ELPAC training tests, interim assessments, and summative assessments and did not require as many classified staff as originally budgeted.

LCAP Action 2.3 Next Generation Science Standards (NGSS) teacher training faced initial delays due to a vacancy in the curriculum coordinator position, which normally oversees this initiative. However, with the support of the Director of ELOP and the Director of Assessment and Accountability, MUSD successfully provided additional training on CAST Interim Assessments and NGSS Performance Expectations for 5th and 8th-grade science teachers in late spring. This effort is not yet reflected in the estimated actuals.

LCAP Action 2.9: The GATE assessment utilized existing licenses, eliminating the need for budgeted expenditures and therefore demonstrated a material difference in budget and actual expenditures.

LCAP Action 2.10: Preschool curriculum and materials were purchased using alternative funds, so additional S&C funding was not required.

#### An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The growth in mathematics achievement across the district, as evidenced by the 2-point increase in students meeting and exceeding standards in mathematics proficiency on CAASPP assessments, and an increase in the average scale score for mathematics proficiency of 5.6 points as evidenced on the California Dashboard can be attributed to the effectiveness of several actions in Goal 2:

Math Teacher and Administrator Professional Development and Coaching in Math Framework, Student-Centered Learning, Universal Design for Learning: (Action 2.01)

- This action supported high-quality math professional development and the implementation of standards and frameworks.
- Activities such as Learning Walks, coaching for math leads and administrators, and lesson study cycles were conducted at all school sites.
- The focus on student-centered learning and the Universal Design of Learning ensured that instructional strategies met the diverse needs of all students, promoting equitable access to mathematics education.

Cognitively Guided Instruction Professional Learning at Quail Valley Elementary: (Action 2.20)

- This action provided opportunities for teachers to collectively agree upon engaging mathematical practices and formative assessments to alter instruction to meet the needs of students.
- As a result, Quail Valley Elementary achieved a green rating for mathematics on the 2023 California Dashboard with an average growth of 8 points for mathematics achievement for all students.

Personalized Math Learning Software: (Action 2.06)

- This action made personalized math learning software available for all students districtwide.

- Current data indicated that while engagement was somewhat below the recommended usage, a notable percentage of students achieved significant growth: 8% mastered a year's worth of growth, 11% mastered 7 months of growth, and 81% mastered 4 months by April 2023.

Go Math Supplemental Math Curriculum at Freedom Crest Elementary School: (Action 2.09)

- This action, unfortunately, did not support the advancement of mathematics achievement, as evidenced by the orange status on the California Dashboard for the 2023 school year.
- Freedom Crest Elementary School experienced a 2-point decrease in average scale score from the 2021-2022 school year to the 2022-2023 school year, indicating a lack of effectiveness in this particular intervention.

Overall, the combination of effective actions such as professional development combined with the distributed leadership of math leads, coaching support, Learning Walks, and lesson studies, Cognitively Guided Instruction, and Personalized Learning Software contributed to the growth in mathematics achievement across the district. However, the unsuccessful implementation of the Go Math supplemental curriculum at Freedom Crest Elementary School highlights the importance of evaluating and adjusting interventions to ensure they effectively support student learning. Additionally, these actions maintained metrics for implementing Academic Content Standards and Student Achievement in Compacted Math Courses, further indicating the positive impact on student achievement in mathematics.

Achievement in English Language Arts maintained with 46.58% of students meeting or exceeding standards and ranks similarly to the state equity report with an average scale score of 12.5 points below standard for all students in English Language Arts CAASPP assessments. English Language Learners Progress Indicator also maintained 42.6% of English Learners making progress on the ELPAC summative assessments. This status of maintaining student achievement in English Language Arts (ELA) and English Language Development (ELD) is attributed to the effectiveness of the following actions in Goal 2.

ScreenCastify Supplemental Software:(Action 2.06)

- This action supported the universal design of curriculum implementation, ensuring access and expression for all students.
- Teachers created 2,287 videos during the 2023-2024 school year, and students created 379. Notable usage was observed with 140 frequent teacher users and 57 frequent student users.

Chromebook Refresh Cycles: (Action 2.15)

- This action maintained districtwide support for student access to Chromebooks, facilitating engagement with digital content in core and supplemental curriculum.

Tier 3 Reading Intervention: (Action 2.12)

- This action supported improvement in literacy for struggling readers through a supplemental resource to the core ELA/ELD program.
- Ninety-six educators have been trained in an Orton-Gillingham reading program, and 585 students are engaged in the Tier 3 reading program.

SPED Technology N2Y: (Action 2.13)



- This action effectively provided annual online subscriptions to Moderate-Severe Special Education teachers, including SymbolStix, Unique Learning System, and News-2-You curricula, meeting modification needs effectively.

Preschool Standards-aligned Curriculum: (Action 2.10)

- This action effectively provided curriculum, materials, and professional learning to all preschool teachers to support literacy metrics and inclusive practices.

GATE Assessments: (Action 2.09)

- This action effectively provided assessments to potentially identify students who will benefit from additional differentiated supports beyond grade-level standards.

District Spelling Bee: (Action 2.23)

- This action effectively provided an opportunity for all fourth through eighth-grade students to participate in the school spelling bees, enhancing word study knowledge.

Homeless Materials and Supplies and Transportation, 2.24 Supplies for Student Success Services Department:(Action 2.11)

- This action effectively eliminated barriers to transportation and supplies for homeless students, contributing to an overall increased CAASPP achievement rate in ELA with an increase of 3.9 points and Math with an increase of 14.6 points.

Rosetta Stone and Lexia English:(Action 2.04)

- This action provided supplemental software to English Learners to increase the English Language Development skills necessary for success on the ELPAC and reclassification.
- 25% of students effectively engaged in the platform, making notable progress.

ELPAC Testing Cadre: (Action 2.08)

- This action of temporarily employing and training staff to facilitate the ELPAC summative assessments effectively supported the increase in the ELPAC participation rate and aided in achieving 100% participation at more sites.

English Language Development and Universal Design for Learning Professional Development: (Action 2.21)

- All site administrators and Lead ELA Teachers participated in professional development to improve the implementation of integrated and designated ELD.
- 50% of the schools engaged in English Learner shadowing and ELD lesson study to enhance student discourse and academic language skills and continuously improve speaking and listening skills assessed on the ELPAC.

EL & Data Technician (Action 2.16) and English Learner Services Clerk(Action 2.17):

- These actions effectively centralized services and supported administrators and teachers in implementing supplemental English Learner Software programs, ELPAC and CAASPP assessment requirements, reclassification, data analysis, and family engagement.

The effectiveness of several actions aimed at improving science achievement scores, particularly in alignment with the Next Generation Science Standards (NGSS), is summarized as follows:

NGSS Teacher Training (Action 2.03):

- Professional development was provided for Science Lead Teachers and all fifth and eighth-grade Science teachers, focusing on implementing standards and frameworks with an emphasis on equity and engagement.
- Training explored the CAST Interim Assessments, providing educators with valuable insights into student progress and areas needing improvement.
- Continued support for the STEM Expo district-wide provided opportunities for students to showcase their learning in science.

Gizmos (Action 2.06):

- This supplemental software offers differentiated instruction in science simulations for grades two through eight, as well as standards-aligned math support.
- Gizmos provide interactive learning experiences that engage students and help reinforce key scientific concepts.

Library Aide/Tech Extra Duty (Action 2.22):

- Extra support is provided to ensure the maintenance of the NGSS curriculum and instructional materials, enhancing the resources available for science education.
- Library aides and tech staff play a crucial role in organizing and managing materials, facilitating the smoother implementation of the NGSS curriculum in classrooms.

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.

Upon reflection, the envisioned outcomes established during the 2020-2021 LCAP development phase did not fully consider the ramifications of COVID-19-related school closures, the shift to distance learning, and the prevalence of chronic absenteeism on student achievement. Consequently, during the 2022-2023 academic year, the Menifee Union School District devised a comprehensive five-year plan that acknowledged the realities of these challenges and restructured the timeline for desired outcomes related to student attendance, achievement, and engagement to align with a more pragmatic approach. These anticipated outcomes will serve as foundational elements in shaping the forthcoming 2024-2025 LCAP. LCAP Metrics and Actions were renumbered during the 2024-2025 development process which includes the LCAP Metric CTE Pathway at each Middle School measured in our Student Information System with the desired outcome of 1 CTE pathway established at every middle school.

A critical reflection on the metric of "Implementation of Academic Content Standards," as reflected in the Local Indicators, prompted adjustments to Goal 2 initiatives. These changes aimed to actively engage educators across the Meniffee Union School District in the development and execution of a districtwide CAASPP Interim Assessment Calendar. The objective is to ensure that teachers and students in grades 3-8 participate in CAASPP assessments to gauge students' grasp of academic content standards comprehensively. Additionally, the establishment of a Curriculum Council, comprising teacher representatives spanning grades TK-8, facilitated the identification of essential standards in ELA and Mathematics. This collaborative effort empowers teacher teams with a roadmap for monitoring specific standards more closely and devising targeted interventions to enhance access to academic success for all students. We will also scale initial training in Teacher Clarity and Response to Interventions across school sites to continuously improve the implementation of a guaranteed and viable curriculum.

In response to progress evaluations related to literacy metrics, including third-grade CAASPP ELA and iReady scores, the Meniffee Union School District will introduce an English Language Arts Universal Screener metric for students in grades K-8. This proactive measure aims to address student literacy needs promptly and assess the efficacy of universal instruction and tailored interventions. In addition, Meniffee Union School District Elementary Principals have begun a multi-year training in the Language Essentials for Teachers of Reading and Spelling LETRS training for site administrators to prepare the structures and systems necessary for implementing a literacy initiative. Furthermore, future iterations of LCAP Goal 2 will incorporate the implementation of a Math Screener to track students' progress toward essential mathematics standards. The adoption of a new math curriculum discontinued 2024-2024 LCAP actions such as Action 2.19 Go Math Supplemental Curriculum and Freedom Crest Elementary and Action 2.20 Cognitively Guided Instruction Professional Development at Quail Valley Elementary.

LCFF Site Allocations to support the School Plans for Student Achievement (SPSA) process will appear in all three LCAP goals to improve the analysis of LCAP/SPSA alignment and effectiveness of the 2024-2025 LCAP actions 1.14 LCFF Site Allocation: Safe and Supportive School Culture, 2.12 Academic Achievement Site Allocations, and 3.15 Multi-tiered System of Support Site Allocations.

The following Goal 2 actions not funded by Supplemental and Concentration dollars were also discontinued in the progress monitoring of the 2024-2025 LCAP: Action 2.09, 2.10, 2.11, 2.13, 2.22, and 2.23. Action 2.24 will move to Goal 3 Action 3.13 to support access to the services for homeless and foster youth in a multi-tiered system of support.

Consequently, LCAP Goal 2 will pivot towards a heightened focus on student outcomes to ensure that the Meniffee Union School District fosters an environment where all students achieve proficiency in grade-level standards across all core content areas. This shift underscores the district's commitment to maximizing educational opportunities and fostering academic excellence for every student.

**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. |

## 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  | 100% staff receive annual training on mandatory legal compliance topics.  | 100% staff receive annual training on mandatory legal compliance topics  |
| All Site Administrators and Teachers receive PD in Universal 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.<br><br>ELD Training ceased due to substitute shortage and absences   | ELD Training included all sites and site administrators for Learning Walks.  | All Site Administrators and Lead Teachers receive PD in Universal Design for Learning and English Language Development. 8 sites engaged in EL Shadowing and ELD Lesson Study.                   | 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 | Math Leads met eight times and delved into Chapter 3 of the Math Framework (draft) on number sense routines. All sites made a commitment to number sense routines to allow access for all students | All Math teachers and site administrators received training in Chapter 13 of the CA Math Framework to prepare for math adoption. 54 math teachers and 4 site administrators participated on the | All Math Teachers receive training in CA Math Standards and Framework and provide instruction aligned to CA Standards and Framework. |

| Metric  | Baseline  | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24  |
|---|---|--|--|---|--|
|   |   | for Learning professional learning was modeled.  | and increase student discourse and engagement. All site administrators attended Math Learning Walks to analyze data for implementation to increase student discourse. UDL. | math adoption committee to evaluate and recommend curricula in alignment with CA Math Framework and Math Content Standards. All sites participate in math learning walks to analyze and support mathematical instructional practices in alignment with CA Math Framework. |  |
| All sites implement UDL strategies and effective English Language Development | 0 sites have received training  | All sites explored UDL strategies.<br><br>0 sites received English Language Development training | All sites had ELD Teacher Leads that attended three workshops and ELD Learning Walks.  | All site administrators and ELD Lead Teachers participated in ELD workshops and shared learning at staff meetings. 8 sites participated in EL shadowing and ELD Lesson Study.<br><br>ELPAC scores   | All sites implement UDL strategies and English Language Development as measured through learning walks and student ELPAC scores. |
| All sites implement UDL strategies and English Language Development           | 18 3rd - 5th grade teachers and 6 principals 6 Elementary Schools (CKE, CWM, FEC, HBE, OME, and SSE) have received training | All sites explored UDL strategies.<br><br>0 sites received English Language Development training | ELD Teacher Leads received training from RCOE and presented at three staff meetings. All sites participated in ELD Learning Walks.   | All ELD leads and site administrators were trained in Ellevation to provide access to ELD instructional strategies aligned to ELPAC results. All  | All sites implement UDL strategies and English Language Development as measured through learning walks                           |

| Metric  | Baseline                                     | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24   |
|---|--|---|--|---|---|
|   |  |   |  | teachers access the EL Data and instructional strategies through Ellevation. 8 sites participated in EL shadowing and ELD Lesson Study. |   |
| All Math Teachers provide Math instruction aligned to CA Standards and Framework. | Framework: 0<br>CA Standards: Varies by site | Framework: site Math Leads<br>CA Standards: Varies by site<br><br>i-Ready math assessment scores Met or exceeded grade level standards in math:<br>All students: 25%<br>English Learners: 5%<br>Socioeconomically disadvantaged: 21%<br>Students with disabilities: 9%<br>Foster Youth: 5%<br>Homeless Youth: 14%<br>African American: 16%<br>Hispanic: 20%<br>2 or more races: 29% | Framework: site Math Leads<br>CA Standards: Varies by site<br><br>i-Ready math assessment scores Met or exceeded grade level<br>All students: 24% (9,948/11,586)<br>English Learner (EL): 7%<br>Socio-Economically Disadvantaged (SED): 19%<br>Students with Disabilities (SWD): 10%<br>Foster Youth: 26%<br>Homeless Youth: 26%<br>African American: 15%<br>Hispanic: 19%<br>Two or more races: 30% | Framework: All Math Teachers<br>CA Standards: All sites.<br><br>CAASPP Math Scores  | All Math Teachers provide Math instruction aligned to CA Standards and Framework. |

| Metric   | Baseline                       | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24  |
|--|--------------------------------|---|--|---|--|
| All administrators provide effective feedback for growth aligned to CA Standards and Framework and UDL | 0 sites have received training | All site administrators have received training in UDL and MTSS. | All site administrators have received training in UDL and MTSS<br><br>Pilot evaluation process and Learning Walks (ELD/Math)<br><br>Results-based Facilitation (leadership training) | All site administrators are engaging in Math Learning Walks to provide effective feedback in the implementation of mathematical strategies. All site administrators participate in districtwide MTSS meetings with site representatives to reflect upon data and level of implementation of high-leverage behavioral, social emotional, and academic strategies to plan for effective feedback. | All administrators provide effective feedback for growth aligned to CA Standards and Framework and UDL as measured by administrator observation and feedback notes |

## Goal Analysis

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.

LCAP Goal 3 focuses on promoting organizational effectiveness and equity within the district. Various actions were implemented to define structures, roles, and responsibilities within a Multi-Tiered System of Support (MTSS), as well as to provide professional learning, supplemental materials, and supplies to ensure the success of students, staff, and families within the learning community.



### Structures, Roles, and Responsibilities:

Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides (Action 3.08) ensured the effective use of district network and devices to support inclusive practices.

Professional learning opportunities sponsored by the Curriculum and Instruction Department (Actions 3.10 and 3.11) facilitated the advancement of inclusive instructional practices and the development of grade-level curriculum councils and established a math adoption committee. Math Leads Meetings (Action 3.15) supported the advancement of professional learning in the instructional practices of the new math framework and played a critical role in developing and progress monitoring site action commitments of evidence-based math practices through learning walks, lesson studies, and the facilitation of professional learning at staff meetings.

Curriculum Coordinator (Action 3.16) provided support for implementing effective curriculum instructional strategies, despite challenges due to a vacant position.

Intervention Specialist and site Intervention Facilitators (Action 3.12) provided support for student learning and intervention strategies, focusing on unduplicated and underperforming pupils.

The Curriculum and Instruction Warehouse Technicians (Action 3.18) ensured full textbook sufficiency across all school sites and improved collaboration with library media technicians to track warehouse inventory accurately. Likewise, the Accounting Technician (Action 3.18) supported the Curriculum and Instruction Department in meticulous planning and accounting for various funding sources. However, a vacant Accounting Technician position has created the necessity for extra staff and time to manage these responsibilities effectively.

Special Education Coordinator (Action 3.13) oversaw legal compliance of programs for children with disabilities, supporting staff responsible for these services.

Student Success Services Director and Support Staff (Action 3.14) sustained and improved support for academic, social-emotional, and mental health needs, prioritizing unduplicated pupils.

The Director of Continuous Improvement and Accountability (Action 3.21) coordinated assessment activities and provided technical assistance for data-based goal setting and progress monitoring.

### Professional Learning:

Cultural Responsiveness/Trauma-Informed Equity Keynote speaker (Action 3.06) provided common language and understanding to support cultural responsiveness.

Leadership Development in Results-Based Facilitation (Action 3.09) aimed to develop skills necessary for advancing the MTSS.

New Teacher and Staff Orientation and Support for Teacher Credentialing/Induction (Actions 3.17 and 3.19) provided support for new staff and mentor relationships.

### Software, Materials, and Supplies:

Safety Software-Navigate Prepared (Action 3.01) supported safety plans and emergency preparedness at all MUSD school sites and facilities.

Assessment Systems (Action 3.02) like iReady and Otus provided consistent practices for student achievement evaluation in grades K-8.

Open Gov (Action 3.04) facilitated fiscal transparency and communication with educational partners.

District cell phones (Action 3.05) supported communication with families in need by some community liaisons.

In conclusion, the actions under LCAP Goal 3 aimed to enhance organizational effectiveness and equity within the district, despite challenges such as staff vacancies. These efforts were focused on providing support, professional learning, and resources to ensure the success and well-being of all stakeholders within the learning community.

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

The slight variances between the budgeted and estimated actual expenditures were influenced by several factors, including heightened salaries, a rise in student population, increased teacher engagement, and unfilled positions. Below are the notable discrepancies within Goal 3:

A single Cultural Responsiveness/Trauma-Informed Equity keynote speaker (Action 3.06) was arranged for the 2023-2024 academic year at a reduced cost.

Expenditures for Curriculum and Instruction Provided Professional Learning (Action 3.10) were lower than estimated due to a vacancy in the Curriculum Coordinator position (Action 3.16).

Director of Curriculum and Instruction and Support Staff (Action 3.11) demonstrated a material difference in the estimated actual expenditure due to salary increase and extra duty supports.

Student Success Services Director and Support Staff (Action 3.14) demonstrated a material difference in the estimated actual expenditure due to split-funding of salaries.

Curriculum and Instruction staff; Warehouse Technician and Accounting Technician (Action 3.18) demonstrated a material difference in the estimated actual expenditure due to the need to fill a vacancy.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of specific measures in advancing progress toward improving organizational efficiency and fostering equity within the district is detailed below.

Structures, Roles, and Responsibilities:

Action 3.08, overseen by the Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides, ensured the optimal utilization of the district network and devices to promote inclusive practices. Each technician successfully resolved over a thousand tech tickets annually, contributing to a remarkable 99% Network Uptime. Moreover, members of the technology team provided comprehensive training and assistance on curriculum technology and inclusive instructional strategies.

Actions 3.10 and 3.11, sponsored by the Curriculum and Instruction Department, facilitated professional learning opportunities aimed at advancing inclusive instructional practices and establishing grade-level curriculum councils. These councils identified and dissected essential standards in Math and ELA, empowering professional learning communities to identify students in need of targeted interventions or differentiated support for the upcoming academic year.

Action 3.15, Math Leads Meetings, played a pivotal role in fostering professional growth in the instructional practices outlined in the new math framework. These meetings facilitated the development and monitoring of site action commitments aligned with evidence-based math practices. Additionally, Math Leads supported the creation of rubrics utilized in the math adoption committee process and ensured comprehensive training for all math teachers in Chapter 13 of the new math framework.

Action 3.16, executed by the Curriculum Coordinator, provided crucial support for the implementation of effective curriculum instructional strategies, notwithstanding challenges stemming from a vacant position.

Action 3.12, involving Intervention Specialists and site Intervention Facilitators, focused on providing targeted support for student learning and intervention strategies, particularly for unduplicated and underperforming pupils. With Intervention Facilitators trained in ELPAC Moodle and Tier 3 Reading Intervention, the initiative bolstered instructional practices in Integrated ELD and differentiated reading support.

Actions 3.18 and 3.18 enlisted Curriculum and Instruction Warehouse Technicians to ensure 100% textbook sufficiency across all school sites. Additionally, the Accounting Technician, despite a vacant position, assisted in meticulous planning and accounting for Supplemental, Concentration, and Categorical funding, albeit requiring additional staff and time to fulfill duties.

Action 3.13, managed by the Special Education Coordinator, oversaw legal compliance of programs for children with disabilities and collaborated with educators and site administrators to enhance inclusive practices. Currently, the district maintains a consistent rate of referrals and students qualifying for Special Education Services, with a substantial portion of students spending at least 80% of their time in the General Education environment.

Action 3.14, under the purview of the Student Success Services Director and Support Staff, focused on improving support for academic, social-emotional, and mental health needs, with a specific emphasis on unduplicated pupils. The initiative led to notable improvements in overall Average Daily Attendance (ADA) and a significant decrease in Chronic Absenteeism districtwide.

Action 3.21, spearheaded by the Director of Continuous Improvement and Accountability, coordinated assessment activities and provided technical assistance for data-based goal setting and progress monitoring through a series of targeted events, including PLC Training, Essential Standards workshops, and Interim Assessment Training.

#### Professional Learning:

Action 3.06, featuring a Cultural Responsiveness/Trauma-Informed Equity Keynote speaker, laid the groundwork for fostering cultural responsiveness and launching a positive start to the school year.

Action 3.09, Leadership Development in Results-Based Facilitation, garnered positive feedback from site administrators and expanded learning administrators, indicating the efficacy of collaborative sessions provided.

Actions 3.17 and 3.19, encompassing New Teacher and Staff Orientation and Support for Teacher Credentialing/Induction, garnered a 96% approval rating from new teachers participating in the orientation program. The initiative also facilitated mentor relationships, enhancing support for new staff.

Software, Materials, and Supplies:

Action 3.01, Safety Software-Navigate Prepared, and bolstered safety plans and emergency preparedness across all school sites and facilities.

Action 3.02, Assessment Systems like iReady and Otus, promoted consistent practices for evaluating student achievement in grades K-8.

Action 3.04, Open Gov, fostered fiscal transparency and communication with educational partners.

Action 3.05, District cell phones, facilitated communication with families in need by community liaisons.

In summary, the actions under LCAP Goal 3 significantly contributed to enhancing organizational effectiveness and fostering equity within the district, despite encountering challenges such as staff vacancies.

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.

Upon reflection and mindful consideration of feedback from Educational Partners, modifications to the language of LCAP Goal 3 are deemed necessary to enhance clarity regarding the districtwide emphasis on implementing a Multi-Tiered System of Support (MTSS). In the upcoming year, actions under Goal 3 will be renumbered and redefined to strengthen district-wide support for the professional learning community process (Action 3.02), introduce enhanced universal screeners and diagnostics (Action 3.01) in core content areas, increase the utilization of common formative and summative assessments (Action 3.03) to ensure comprehensive support for all students in mastering grade-level content, and the addition of instructional specialists in elementary and middle schools (Action 3.16) will support the implementation and advancement of districtwide initiatives through direct services to students, teachers, and administrators as we continuously improved a Multi-tiered System of Support.

These adjustments align strategic objectives more closely with the overarching goal of implementing a robust MTSS framework. By refining Goal 3 language, the imperative of providing a systematic and tiered approach to support the diverse academic and socio-emotional needs of the student population is underscored.

Specifically, efforts will bolster support for the professional learning community process, fostering collaboration and continuous improvement among educators. Targeted professional development initiatives will equip educators with tools and resources (Action 3.06) for implementing evidence-based instructional practices within the MTSS framework.

Furthermore, Goal 3 actions will introduce enhanced universal screeners and diagnostics in core content areas, aiding in identifying students requiring additional support or intervention, thus enabling tailored instructional approaches to meet individual learning needs effectively.

Additionally, there will be a deliberate effort to increase the utilization of common formative and summative assessments to track student progress and ensure alignment with grade-level standards. Leveraging these assessment tools strategically will enable educators to make data-informed instructional decisions to support student success. Changes will also be made to LCAP Goal 3 metrics which will include a universal screener for reading (Metric 3.1), universal screener for math (Metric 3.2), OTUS Common Formative Assessment usage rate (Metric 3.3), PLC professional development (Metric 3.4), and ELLevation English Learner data and instructional strategies platform usage rate (Metric 3.5).

2023-2024 LCAP Action 3.01 will move to 2024-2025 LCAP Action 1.01 to increase and improve school safety and parent engagement. 2023-2024 LCAP Action 3.05 will move to 2024-2025 LCAP Action 3.13, Student Success Services Director and Support staff to coordinate direct services to coordinate direct services for foster youth.

2023-2024 LCAP Action 3.09, Leadership Development, will be discontinued as these responsibilities will be merged with 2024-2025 LCAP Action 3.04, MTSS District Leadership Team.

LCFF Site Allocations to support the School Plans for Student Achievement (SPSA) process will appear in all three LCAP goals to improve the analysis of LCAP/SPSA alignment and effectiveness of the 2024-2025 LCAP actions 1.14 LCFF Site Allocation: Safe and Supportive School Culture, 2.12 Academic Achievement Site Allocations, and 3.15 Multi-tiered System of Support Site Allocations.

Overall, these adjustments underscore the commitment to fostering an inclusive and supportive learning environment, aiming to empower educators, support student growth, and enhance outcomes for all learning community members.

**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.**

# 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](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)           |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

### Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education  
November 2023





# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title              | Email and Phone                                 |
|-------------------------------------|-------------------------------------|---|
| Meniffee Union School District      | Dr. Jennifer Root<br>Superintendent | jennifer.root@meniffeeusd.org<br>951--672--1851 |

## Plan Summary [2024-25]

### General Information

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

Meniffee Union School District (MUSD), situated in the vibrant landscape of southwestern Riverside County, serves as a cornerstone of educational excellence from preschool through grade eight. Boasting a robust enrollment exceeding 12,200 students, our district stands at the forefront of growth, with ongoing development initiatives indicating sustained expansion. Our educational landscape comprises eleven elementary schools, a comprehensive kindergarten through eighth-grade institution, a virtual school, and four dynamic middle schools, alongside a state-funded preschool and a specialized Special Day Class (SDC) preschool, catering to the diverse needs of our community.

Amidst the rapid evolution in both size and scope, MUSD remains steadfast in its commitment to aligning its vision and systems with the evolving needs of our dynamic community. Throughout the 2023-2024 academic year, MUSD actively engaged stakeholders in crafting a visionary roadmap, culminating in our steadfast commitment encapsulated by the emerging mantra: "To Engage Young Minds for Limitless Futures." This vision serves as a beacon guiding our mission: to inspire learning, exploration, and imagination, fostering an environment where every student can thrive and excel.

Moreover, recognizing the imperative of equity in educational practices and outcomes, MUSD has instituted a comprehensive Multi-Tiered System of Support. Rooted in the principle of inclusivity, our equity statement pledges to ensure that all students, families, and staff members are valued, supported, seen, and included across our school communities. Through intentional efforts, we endeavor to provide equitable opportunities and access, bridging gaps and fostering a culture of belonging and empowerment throughout our district.



Situated within a diverse geographic expanse ranging from isolated rural housing to meticulously planned community developments, Menifee Union School District (MUSD) boasts a rich tapestry of socio-economic and ethnic backgrounds among its student population. Our vibrant community thrives on diversity, with over 39 primary languages spoken, reflecting a mosaic of cultures and traditions.

As of recent data, our student demographics exemplify this diversity:

Hispanic: 51.5%  
Two or More Races: 7.7%  
White: 21.8%  
Filipino: 3.3%  
Asian: 1.9%  
African American: 5.5%

Furthermore, our district prides itself on its commitment to inclusivity and equity. Approximately sixty-three percent of our students district-wide are classified as socio-economically disadvantaged (SED). Additionally, in the 2023-24 academic year, MUSD served a total of 976 English Learners (EL), with 718 students successfully transitioning to Reclassified Fluent English Proficient status. Moreover, we provided support to 77 foster youth within our community.

While diligently addressing all required metrics outlined in the Local Control Accountability Plan (LCAP), it is important to note that due to our preschool through grade eight structure, high school-specific metrics are not included. Nonetheless, our dedication to fostering an enriching educational environment that embraces diversity, equity, and inclusion remains unwavering, driving our mission to empower every student to reach their fullest potential.

## Reflections: Annual Performance

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

### Successes

Goal 1 Menifee Union School District will provide a safe, engaging, and supportive learning environment.

The latest analysis of the California School Dashboard reveals significant progress within our education system, underscoring the effectiveness of our interventions and strategic planning. A marked decrease in chronic absenteeism—from 29.7% to 24.8% within one academic year—reflects our community's resilience and the efficacy of our targeted support strategies. Additionally, the rise in Average Daily Attendance from 89% to 91% highlights our students' renewed engagement and commitment to their education. Notably, our low suspension rate of 2.3% stands as a testament to our focus on School Culture/Positive Behavioral Interventions and Supports (PBIS) and restorative practices, emphasizing our dedication to creating a supportive and inclusive learning environment, even amidst the challenges brought forth by the COVID-19 pandemic.

The Panorama School Climate and Culture Survey, conducted biannually, serves as a critical tool in our ongoing efforts to foster a community where every individual feels valued and included. The spring 2024 survey results, boasting significant participation increases and marked improvements in school culture perceptions, particularly among middle school students, demonstrate the tangible impact of our concerted efforts toward realizing our equity goals.

Goal 2 Menifee Union School District will ensure all students learn grade-level standards in all core content areas.

During the 2023 spring administration of the California Assessment of Student Performance and Progress (CAASPP), there was a notable increase of 5.7 points in mathematics proficiency. This improvement can be attributed to focused efforts, including professional development, distributed leadership facilitated by math content leads, learning walks, and lesson studies. Moreover, a team comprising over 60 math educators and administrators dedicated a year to evaluating and piloting math curriculum options. Following extensive review and feedback from educational partners, they successfully recommended a new K-8 math curriculum, along with a Math Screener and Diagnostic tools, as well as personalized intervention instructional tools. We anticipate that the forthcoming professional development opportunities will bolster the successful implementation of the selected math curriculum, and the introduction of tiered supports will further propel the growth of student achievement in mathematics.

Although growth in English Language Arts (ELA) remained static, MUSD's performance in ELA ranked fourth countywide based on the 2023 summative CAASPP assessment.

Furthermore, the implementation of a Curriculum Council during the 2023-24 academic year has facilitated the identification of High Priority Standards in Mathematics and ELA across all grade levels. As part of our ongoing commitment to instructional excellence, MUSD has completed the adoption of a new math curriculum slated for implementation in the fall of 2024, ensuring alignment with the district's educational objectives.

Additionally, the integration of district-wide CAASPP Interim Assessments during the 2023-2024 school year ensured alignment with the format, content, and rigor of the summative CAASPP test. By utilizing these interim assessments, educators familiarize students with the types of questions and tasks found on the summative test, thereby reducing test anxiety and improving performance. The results of these interim assessments provided valuable insights into students' strengths and weaknesses regarding specific standards. Educators utilized this data to customize instruction, addressing areas where students needed additional support or enrichment, thus optimizing learning outcomes and ultimately enhancing performance on the summative test. This continuous improvement approach empowered educators to refine their teaching practices, incorporate evidence-based strategies, and ultimately elevate student learning and achievement.

Preparations are underway for a comprehensive Lexia LETRS two-year training program involving more than 80 K-2 educators. This initiative aims to establish coherence in research-based literacy practices, ultimately supporting all students in achieving fluency in reading by the end of third grade. The training will focus on identifying areas of struggle and implementing targeted interventions in decoding and language comprehension. Additionally, elementary principals have commenced a year-long Lexia LETRS training program for site administrators, with guidance from the Riverside County Office of Education Instructional Services Department.

Concerning the Next Generation Science Standards (NGSS), professional development sessions were conducted for all 5th and 8th-grade teachers. These sessions aimed to enhance their understanding and implementation of NGSS-aligned science performance expectations. Teachers were trained to employ the 5E instructional model, a research-based approach known for its effectiveness in science education. Additionally, teachers received instruction on utilizing GIZMOS, interactive online simulations designed to align with NGSS concepts and enhance student engagement.

Furthermore, the training sessions covered the California Science Test (CAST) and its significance in assessing student proficiency in NGSS. Teachers were equipped with strategies to effectively prepare students for the CAST, ensuring alignment with NGSS standards and promoting comprehensive science education. Additionally, teachers received guidance on incorporating the newly released CAST interim assessments into their instructional practices, allowing for ongoing monitoring of student progress and targeted intervention where needed. By providing comprehensive training on NGSS implementation, instructional strategies, assessment tools, and resources, educators are better prepared to deliver high-quality science education that aligns with state standards and promotes student success in science learning and assessment.

Goal 3 Menifee Union District will ensure alignment of all district systems and structures within a Multi-Tiered System of Support.

The MTSS District Support team, consisting of an Academic Intervention Specialist and a Behavior Intervention Specialist, has been actively assisting site administrators and SST lead educators in enhancing their capacity regarding the Student Success Team Process. Through five afterschool sessions, the team aims to improve the rate of delivering measurable targeted interventions within 6-8 week cycles. These interventions are designed to progress monitor the impact of direct services provided to students showing a demonstrated need for significant improvement in academics, social-emotional, or behavioral skills.

The MTSS District Leadership Team, composed of District and Site Administrators, as well as classified and certificated staff, utilized the framework of High-Reliability Schools to identify potential resource inequities. In response, site-based teams collaborated to establish consensus on identifying leading indicators aimed at enhancing services for unduplicated students. These indicators focus on fostering a safe, supportive, and collaborative school culture, ensuring effective teaching in every classroom, and providing a guaranteed and viable curriculum. Moving forward, the MTSS District Leadership Team will continue to plan the next steps to implement initiatives directly aligned with these leading indicators and address resource inequities. They will also select progress monitoring tools to effectively measure and improve actions aimed at ensuring that students thrive academically, socially-emotionally, and behaviorally.

Acknowledging the importance of Professional Learning Communities (PLCs), the district has prioritized its establishment across all campuses. With a strong belief in their effectiveness, MUSD has invested in training all school sites in PLC methodologies. Approximately 70 administrators and teachers participated in a full-day RTI at Work workshop, and over 120 staff members attended three additional workshop days for comprehensive RTI at Work training during the 2023-24 school year. Furthermore, approximately 70 administrators and teachers attended a full-day "Teacher Clarity" training with plans for further capacity-building initiatives. Schools have also received training to facilitate the development of Multi-tiered Systems of Support (MTSS), leading to the implementation of personalized MTSS frameworks at all sites.

To ensure a positive impact on academic achievement, we implemented a strategic initiative to support our schools in optimizing performance on the CAASPP testing. As a key component of this initiative, we appointed CAASPP Site Coordinators at each school site to ensure that all students receive their designated supports and accommodations, effectively leveling the playing field for all learners.

Additionally, our coordinators play a vital role in supporting teachers with the administration of interim assessments, providing them with the necessary guidance and resources to effectively implement assessment practices that align with our district's educational objectives. To further bolster their efforts, monthly meetings were scheduled to facilitate ongoing support and collaboration among coordinators, enabling them to stay informed about testing requirements, updates, and available support tailored to their specific school sites. By empowering CAASPP Site Coordinators and fostering a collaborative environment where resources and best practices are shared, we equipped our school sites with the tools and support needed to ensure success on CAASPP testing. Through these concerted efforts, we are not only fulfilling our commitment to academic excellence but also promoting equity and inclusivity in education, ultimately driving positive outcomes for all students across our district,

Identified Need: The lists below reflect any school and/or any student group that received the lowest performance level on one or more state indicators on the 2023 California Dashboard.

#### Chronic Absenteeism Indicator

District

District Student Groups: FOS, PI

Schools:

Herk Bouris ES

Menifee Virtual

Chronic Absenteeism Student Groups:

Bell Mountain MS: EL, MR

Callie Kirkpatrick ES: SWD

Chester W. Morrison ES: MR

Evans Ranch ES: EL, MR

Freedom Crest ES: SWD, MR, WH

Hans Christensen MS: EL

Herk Bouris ES: SED, EL, HI, WH

Oak Meadows: FI, MR

Menifee Valley MS: MR

Menifee Virtual: SED, SWD, HI, WH

Southshore ES: WH

Taawila ES: SWD, AA

Suspension Rate Indicator:

District

District Student Groups: FOS, PI, HOM

Schools:

None

Suspension Rate Student Groups:

Menifee Valley MS: SWD

Goal 1: Menifee Union School District will provide a safe, engaging, and supportive learning environment.

**Chronic Absenteeism:** Despite our concerted efforts to address chronic absenteeism across our schools, the 2023 California Dashboard data reveals that we are still grappling with a persistent challenge. Despite a notable improvement, our chronic absenteeism rate remains very high. Our school district managed to decrease the chronic absenteeism rate by 4.8%, a commendable achievement, but it still stands at 24.8% for the 2023 school year. This places us within the yellow (very high chronic absenteeism %) band of the dashboard indicator, signifying that while progress has been made, there's still significant ground to cover. This persistently high chronic absenteeism rate underscores the necessity for further intervention and targeted strategies to effectively address the root causes of absenteeism among our student population. Chronic absenteeism not only impacts individual academic performance but also has broader implications for student engagement, school climate, and long-term educational outcomes. To ensure the holistic well-being and academic success of our students, we must delve deeper into the underlying factors contributing to absenteeism and implement evidence-based interventions tailored to the unique needs of our student body. By continuing to confront this urgent issue directly, we aim to continue to foster a supportive and inclusive learning environment where every student feels valued, engaged, and empowered to reach their full potential.

**Suspension:** Data from the 2023 California Dashboard indicate a suspension rate of 2.3%, marking a 0.7% increase from the previous school year. This places our district within the medium level of suspension percentages, as outlined in the statewide dashboard. The data underscores the importance of addressing disciplinary practices and student behavior management within our educational institution. Rising suspension rates can have far-reaching consequences on student outcomes and school climate, necessitating immediate attention and targeted interventions. To uphold our commitment to fostering a safe and supportive learning environment, we must analyze the root causes behind the increase in suspension rates and implement evidence-based strategies to address them effectively. By proactively engaging with restorative justice practices, implementing alternative disciplinary measures, and providing comprehensive support services, we will continue to work towards reducing suspension rates and promoting positive outcomes for all students.

**Tier I Supports, Climate & Culture:** Implementing Tier I School Climate and Culture Supports is pivotal for fostering a safe and nurturing educational setting. These foundational measures are the bedrock of positive interactions, learning experiences, and personal growth. Through proactive strategies that define and reinforce behavioral expectations, this approach cultivates a community grounded in mutual respect and belonging. Not only do these supports significantly reduce the occurrences of bullying, discrimination, and violence by championing inclusivity, empathy, and conflict resolution, but they also ensure every student feels recognized and appreciated. This is vital for their academic performance and socio-emotional development. Tier I supports are instrumental in establishing a secure and respectful atmosphere where students are empowered to achieve their utmost potential within a caring environment. The 2024 Spring School Climate and Culture Survey (conducted by Panorama) underscores the urgent need to enhance students' perceptions of their social and educational surroundings. The data reveals that only 59% of 3rd-5th graders and a mere 36% of 6th-8th graders reported positive experiences concerning the school's social and learning climate. Furthermore, student engagement levels also call for improvement, with just 57% of 3rd-5th graders and 21% of 6th-8th graders feeling engaged at school. These areas of concern directly impact student well-being, academic success, school culture, equity considerations, and long-term educational prospects. In response, our district remains steadfast in its commitment to developing environments where every student is valued, supported, and positioned to flourish both academically and socially.

Goal 2: Menifee Union School District will ensure all students learn grade-level standards in all core content areas.

Identified Need: The lists below reflect any school and/or any student group that received the lowest performance level on one or more state indicators on the 2023 California Dashboard.

Math CAASPP Indicator

Schools:

Menifee Virtual

Math Student Groups:

Menifee Virtual: SED, HI, WH

Callie Kirkpatrick ES: SWD

Chester W. Morrison ES: SWD

Freedom Crest ES: SWD

Menifee Valley MS: EL, HI, WH

Oak Meadows ES: SWD

Ridgemoor ES: SWD

ELA CAASPP Indicator

Schools:

None

ELA Student Groups:

Bell Mountain MS: EL, SWD

Callie Kirkpatrick ES: SWD

Freedom Crest ES: SWD

Menifee Virtual: HI

Oak Meadows ES: SWD

Quail Valley ES: EL

Ridgemoor ES: EL, SWD

English Learner Progress Indicator

Schools:

None



ELPI Student Groups:  
Evans Ranch ES: EL  
Freedom Crest ES: EL  
Herk Bouris ES: EL  
Ridgemoor ES: EL  
Southshore ES: EL

**Student Achievement:** The 2023 CAASPP Summative assessment results in English Language Arts (ELA) indicate that 46.66% of our students met or exceeded grade-level standards, a slight decrease of 0.46% from the previous year. Equity reports from the California Dashboard show the following ELA CAASPP summative scores for different student groups: All students scored 12.5 points below standard (Low), English Learners (EL) scored 62.9 points below standards (Low), Socio-Economically Disadvantaged (SED) students scored 25.9 points below standard (Low), Students with Disabilities (SWD) scored 83.8 points below standard (Very Low), Foster Youth scored 62 points below standards (Low), African American students scored 35.8 points below standard (Low), and Hispanic students scored 24.9 points below standards (Low).

To address the identified need to enhance student achievement in English Language Arts across our district, we are committed to bolstering professional development initiatives centered on tiered interventions and data dashboards integrated within our adopted curriculum. Additionally, we will augment these efforts with supplemental Tier 3 reading programs. Our emphasis will be on prioritizing high-priority ELA standards and utilizing common formative assessments to continually monitor student advancement throughout the academic year.

**Next Generation Science Standards (NGSS):** The 2023 spring administration of the California Science Test (CAST) to 5th and 8th grade students showed a 1% overall decline compared to the 2022 results. Feedback from NGSS leads and teachers highlighted the necessity for an updated and comprehensive science curriculum. Teachers expressed a need for more training and resources to align with standards and improve instructional effectiveness. Additionally, there's a need for guidance on aligning assessments with standards and utilizing data to inform teaching practices. Teachers seek clarity on incorporating interim assessments and effectively using data. Furthermore, educators emphasized the importance of a clear plan to support students in preparing for the CAST, including access to resources, training, and ongoing support. This indicates a desire for a structured approach to addressing the identified needs in science education.

**Bilingual Emergent/English Learners:** The 2023 ELPAC summative outcomes reveal that 16.5% of our Bilingual Emergent/English Learner students attained proficiency in the English Language Proficiency, earning a score of 4 (Well Developed). On the California School Dashboard, our English Learner Progress Indicator indicates a low ranking, with only 42.6% of our students demonstrating progress toward English Language Proficiency. Notably, 22.5% of our Bilingual Emergent/English Learners experienced a decrease by one proficiency level. Our overall ELPAC participation rate stood at 98.8%, and we are dedicated to achieving full participation, aiming for 100% engagement in the ELPAC summative assessments.

To address the ongoing need to advance the progress of our Bilingual Emergent/English Learners, we will refine our ELPAC testing systems and structures. Moreover, we will intensify our efforts to expand access to English Learner data for students, families, educators, administrators, and support providers, facilitating the establishment of learning objectives and the monitoring of progress. To facilitate these

endeavors, we will leverage our newly implemented English Learner Program Data and Professional Learning Platform (ELLevation), which furnishes tailored professional development opportunities and intervention recommendations aligned with insights gleaned from ELPAC assessment data. A key focus will be providing staff with ample opportunities to engage in this professional development.

Goal 3: Menifee Union School District will ensure alignment of all district systems and structures within a Multi-Tiered System of Support. Given the differing levels of success in implementing Multi-tiered Systems of Support (MTSS) across our district, we have identified the need to continue to refine our strategies, allocate resources effectively, and offer continuous professional development to educators. This will bolster MTSS implementation and enhance outcomes for all learners. Ensuring consistent and comprehensive support across all schools and student populations remains a critical priority.

Common Formative Assessments: Recognizing the importance of leveraging our online data platform, OTUS, for educational effectiveness, we identified the need to persist in utilizing this platform for the creation and administration of common formative assessments. This ensures alignment with the principles of RTI by providing timely data to inform intervention strategies. Additionally, it supports PLCs by facilitating collaborative data analysis and instructional planning. Furthermore, by focusing on essential standards, the use of OTUS helps educators target specific learning objectives and track student progress effectively, thereby enhancing the overall effectiveness of these educational frameworks.

Reading and Math Universal Screeners: We do not currently have a universal screener for reading and mathematics. Recognizing the crucial importance of early intervention for student academic success, there is a pressing need to introduce such a tool across all schools. This universal screener will serve as a foundational element in our efforts to assess students systematically, identifying strengths and areas for improvement in these core subjects. By implementing this tool, we can proactively identify students who may require additional support or intervention at an early stage, aligning with our commitment to equitable education and ensuring that every student receives the targeted assistance they need to thrive academically.

In summary, the Menifee Union School District has made significant strides in achieving its goals outlined in the LCAP. Under Goal 1, our efforts to foster a safe, engaging, and supportive learning environment have yielded promising results, with notable improvements in chronic absenteeism rates and average daily attendance. Moreover, our low suspension rate reflects our commitment to implementing positive behavioral interventions and supports (PBIS) and restorative practices. The positive feedback from the Panorama School Climate and Culture Survey underscores the impact of our initiatives on enhancing the overall school climate and student perceptions.

Moving on to Goal 2, our focus on ensuring all students learn grade-level standards in core content areas has led to commendable progress, particularly in mathematics proficiency. Through targeted professional development and the adoption of a new K-8 math curriculum, coupled with diagnostic tools and personalized intervention resources, we anticipate further growth in student achievement. Additionally, our emphasis on NGSS-aligned science instruction and English language arts interventions demonstrates our dedication to comprehensive academic excellence.



Under Goal 3, our commitment to aligning all district systems within a Multi-Tiered System of Support (MTSS) is evident through ongoing professional development and the implementation of common formative assessments and essential standards. By refining our strategies and leveraging technology platforms like OTUS and forthcoming screeners, diagnostics, and targeted interventions, we aim to provide consistent and comprehensive support to all learners, ensuring equitable access to high-quality education.

Looking ahead, we remain steadfast in our resolve to address identified needs, such as chronic absenteeism, suspension rates, and English learner progress, through targeted interventions and collaborative efforts. By aligning roles, responsibilities, and resources with our goals and indicators for success, we are poised to continue making meaningful progress in advancing student achievement and fostering a positive learning environment for all members of our school community.

## Reflections: Technical Assistance

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

The Menifee Union School District is eligible for Differentiated Assistance (DA) based on the 2023-2024 California Dashboard Chronic Absenteeism and Suspension Indicators for Foster Youth and Pacific Islanders, as evidenced by the data provided below:

Chronic Absenteeism Indicator:

District:

- Foster Youth: 35% chronically absent
- Pacific Islander: 42.4% chronically absent

Schools (ATSI):

- Chester W. Morrison: Two or More Races 36.2%
- Evans Ranch Elementary: Two or More Races 31.3%
- Freedom Crest Elementary: Two or More Races 30.9%

Suspension Rate Indicator:

District:

- Foster Youth: 8.2% (159 students)
- Pacific Islander: 6.1% (66 students)

Educational Services Administrators of Menifee Union School District collaborated with Riverside County Office of Education Administrators to analyze chronic absenteeism and suspension data, utilizing state and local metrics to pinpoint the underlying causes of disproportionality. The analysis revealed inconsistent implementation of trauma-informed, culturally responsive positive behavior intervention systems across school sites. To address this, attendance teams were established consistently across sites during the 2023-2024 school year, emphasizing the need to define the roles and responsibilities of team members in identifying solutions for increased attendance in coordination with the Student Services Department. Site administrators are actively engaging with their site-based attendance teams to further investigate the root causes of chronic absenteeism among Foster Youth and Pacific Islanders, leveraging local data systems to respond more effectively in real time to the disparity. Additionally, site-based Positive Behavior Intervention Teams are already in place and continue to analyze root causes of disproportional suspension rates for Foster Youth, Homeless, and Pacific Islanders, with ongoing support from District Administrators.

The following actions provide direct support to improve student engagement outcomes for Foster Youth and Pacific Islanders impacted at the district level and students identified as Two or More Races at the sites eligible for Additional Targeted Support and Improvement (ATSI):

LCAP Action 1.03 involves Site Attendance Teams aligning with root cause analyses for Chronic Absenteeism among Foster Youth and Pacific Islanders. This collaboration includes stakeholders like the Riverside County Office of Education Department of Pupil and Administrative Services, the Menifee Union School District Director of Student Success Services, site administrators, and attendance team members. Together, they identify strategies to enhance student engagement for these groups. Additionally, a district-wide attendance monitoring program is implemented by Administration and Site Attendance Teams to track attendance data, identify trends, and address chronic absenteeism promptly. Targeted outreach efforts, such as phone calls, emails, or home visits, are used to emphasize the importance of regular attendance and address any obstacles hindering students' attendance.

LCAP Action 1.13: Positive Behavior Intervention Professional Learning and Support will directly tackle the identified issue of high suspension rates among Foster Youth, Homeless students, and Pacific Islanders by implementing targeted interventions and support mechanisms. By providing training on Positive Behavior Interventions and Supports (PBIS) district-wide, we aim to establish a tiered response system that effectively addresses student behavior and social-emotional needs. Through this initiative, educators will be equipped with the necessary tools and understanding to implement PBIS strategies, creating a more inclusive and supportive school environment. By fostering positive relationships and addressing underlying behavioral issues, we anticipate a reduction in suspension rates among these vulnerable student groups, thereby promoting a safer and more conducive learning environment for all. Sites with disproportional suspension rates will be provided with additional guidance and support in collaboration with the PBIS trainer and the Director of Student Success Services.

In conclusion, the Menifee Union School District's eligibility for Differentiated Assistance (DA) based on chronic absenteeism and suspension indicators for Foster Youth, Homeless students, and Pacific Islanders underscores the urgent need for targeted interventions and collaborative efforts. Through comprehensive analysis and collaboration with educational partners, the district has identified root causes and implemented strategic actions to address these disparities. Initiatives such as LCAP Action 1.03 and 1.13 demonstrate a commitment to improving student engagement and behavior through site attendance teams, district-wide monitoring programs, and Positive Behavior Intervention Professional Learning and Support. These efforts aim to create a more inclusive and supportive learning environment, ultimately leading to improved outcomes for all students.

## **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.

Not Applicable

**Support for Identified Schools**

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

Not Applicable

**Monitoring and Evaluating Effectiveness**

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

Not Applicable

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s)  | Process for Engagement   |
|---|--|
| Special Education Teachers and Service Providers, General Education Teachers, Bargaining Unit Members, Principals and Administrators  | Special Education Task Force Meetings were held on December 12, 2023, and January 31, 2024, to analyze the root causes of the achievement gaps identified in state and local testing, identify effective practices of a Multi-Tiered System of Support, and propose recommendations for an early literacy initiative, and tiered intervention support to increase academic achievement for impacted students.  |
| Community Partners, Parents, Site Administrators, District Administrators, Bargaining Unit Members, Certificated and Classified Staff | Educational Partner LCAP Meetings were held on February 27, 2024 and March 5, 2024 to review state and local data, provide and provide feedback from various roles or perspectives in order to create an LCAP that responds to the needs and aspirations of our students, staff, families and community.   |
| Principals, Administrators, Certificated and Classified Staff   | MTSS District Leadership Team Meetings were held on six occasions throughout the 2023-2024 school year to conduct an MTSS Needs Assessment through analysis of behavioral, social-emotional, and academic implementation data, and school climate and culture surveys to locate the next steps for continuous improvement.   |
| All Educational Partners  | The School Climate and Culture Survey is administered in the Fall and Spring to students in grades 3-8, MUSD staff, and families. The quantitative response data supports the progress monitoring of initiatives at the district and site level, while the qualitative data provides feedback in the areas of engagement, school climate and safety, diversity and inclusion, cultural awareness, and sense of belonging. This feedback data is analyzed at Site Administrator Meetings, MTSS District Leadership Team Meetings, and Site Meetings to make inform initiatives and decision-making. |

| Educational Partner(s)  | Process for Engagement   |
|---|--|
| Students  | The School Climate and Culture Survey administered to students in grades 3-8 in the Fall and Spring of the 2023-2024 school year provides quantitative data to locate areas of need and progress monitor actions target to increase and improve school safety, climate and culture. The qualitative data supports administrators, principals, educators, school counselors, and social workers to identify trends within student culture to increase student engagement through tiered supports. |
| Teachers, Principals and Administrators   | Professional Learning Community Leadership meetings and trainings were held at the district level in July 24, 2023, August 1, 2023, January 22, and March 22 to gather feedback on how to advance systems of the Professional Learning Community Process.  |
| Principals  | Monthly Principal meetings offer insights from site administrators on implementing LCAP and SPSA goals and collecting feedback from educational partners throughout the school year to continuously improve LCAP and SPSA alignment.   |
| Parent Advisory Committee (PAC)<br>District English Language Advisory Committee (DELAC) | Parent Advisory Committee (PAC), and the District English Language Advisory Committee (DELAC) meetings scheduled throughout the year allow for feedback on LCAP Metrics, Goals, and Actions from a parent perspective. The 2024-25 LCAP draft was presented to the PAC on May 31, 2024, to receive any questions or comments.  |
| Teachers  | Curriculum Council Meetings and Content Lead meetings held throughout the 2023-24 school year provided feedback to guide professional learning and Professional Learning Community support in the development of the 2024-2025 LCAP.   |
| Bargaining Unit Members   | Consultation with Bargaining Unit Members specific to advancement of Professional Learning Community Districtwide Support and advancing early literacy was conducted at multiple meetings in May 2024.   |
| SELPA Consultation  | The 2024-25 LCAP draft was presented to the area SELPA administrator.  |
| Governing Board<br>Community Members  | The 2024-25 LCAP draft was posted publically on the district website on June 6, 2024.<br>The 2024-25 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 10, 2024, for the Public Hearing.  |

| Educational Partner(s)               | Process for Engagement  |
|--------------------------------------|---|
| Governing Board                      | Mid-Year LCAP Report was presented to the Governing Board at a regularly scheduled meeting on February 6, 2024. |
| Governing Board<br>Community Members | The 2024-25 LCAP was adopted at a regularly scheduled Board of Education meeting on June 13, 2024.              |

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

Feedback from our educational partners influences the actions within the LCAP to ensure we are effectively responding to the needs conditions and circumstances of our unduplicated students.

Educational partner feedback emphasizes various strategies to support LCAP Goal 1, creating a safe, engaging, and supportive learning environment. Recommendations include locating methods to increase student engagement due to absences potentially related to a disability (LCAP Actions 1.13, 1.10, 1.11, 1.17, and 1.18), increasing family engagement through workshops and events (LCAP Action 1.04), and addressing transportation issues to ensure student attendance (LCAP Actions 1.03, 1.05, 1.11). Tackling tardiness, utilizing incentives for attendance, and educating families on its importance are also highlighted. Other suggestions involve enhancing communication strategies, offering professional development opportunities for educators, and providing support services for parents. Additionally, promoting education at home, addressing health concerns post-COVID, and investing in training and collaboration are essential. Finally, enhancing school safety through policy implementation and addressing bullying issues related to technology are emphasized to create a positive learning environment for all students. (LCAP Actions 1.13, and 1.19)

Education partner feedback highlights several strategies to support LCAP Goal 2, ensuring all students learn at grade-level standards in core content. These strategies include encouraging parent involvement through engaging classes (LCAP Actions 1.04, 2.12), providing continuous professional training for teachers (LCAP Actions 2.01, 2.03, 2.06, 2.07, 2.08, 2.12, 3.06, 3.07, 3.08, 3.09, 3.10, 3.11, 3.13, 3.14, 3.16), and offering support for Special Education (SPED) students. Additionally, on-site SPED teachers, fidelity to curriculum, district-wide training, and innovative teaching methods are emphasized. Cultural responsiveness, data analysis, evaluation of ELOP programs (LCAP Actions 1.02, 1.11, 3.01, 3.02, 3.03, 3.04) Tier 2 interventions, and parent meetings are also key components. Lastly, providing specific action steps for parents and acknowledging the importance of inclusive practices and parental involvement are highlighted to achieve district goals (LCAP Actions 1.04, 1.05, 1.11, 1.12, 1.14, 1.19, 2.12).

Educational partner feedback underscores several strategies to support LCAP Goal 3, ensuring alignment of all district systems and structures within a Multi-Tiered System of Support (MTSS). These strategies include addressing cellphone use in schools through district collaboration and parent communication (LCAP Actions 1.11, 3.04, 3.13), ensuring parental involvement and awareness in the MTSS process (LCAP Actions 1.01, 1.05, 1.11, 1.19, 3.08, 3.13, 3.14, 3.15, 3.16) and balancing Professional Learning Community (PLC) discussions between Response to Intervention (RTI) and academic performance (LCAP Actions 3.02, 3.03, 3.04, 3.06, 3.15, 3.16) . Additionally, familiarizing teachers with essential standards, promoting cultural responsiveness among staff, and emphasizing immediate feedback and data-driven approaches are highlighted. Other recommendations include advocating for reading specialists for tier 2 intervention (LCAP Actions 2.06, 3.09, 3.16), implementing district-wide training for consistent knowledge and strategies (LCAP Action 3.06),



and identifying and communicating with parents about how a multi-tiered system of support is utilized to meet the academic, social-emotional, and behavioral needs of students (LCAP Actions 1.01, 1.11, 1.12, 1.14, 2.12, 3.04, 3.09, 3.15, 3.16). Lastly, strategies like phone storage boxes and efforts to increase engagement in parent meetings are suggested to address cellphone use and increase parental involvement in education (LCAP Actions 1.01, 1.13, 3.08)

The Parent Advisory Committee of MenifeeUSD provided comprehensive feedback on the 23-24 LCAP actions, utilizing Epstein's Framework of the Six Types of Involvement to guide their recommendations. Their suggestions aim to enhance parental involvement, communication, volunteering opportunities, learning at home, decision-making processes, and collaboration with the community. Strategies include easing restrictions and fostering an open-door policy to encourage parental involvement, maintaining effective digital communication channels, streamlining volunteering processes, supporting parents in leading at-home learning activities, and empowering parents to participate in school decisions and governance. Additionally, the committee suggests coordinating resources and services with businesses and agencies, hosting weekend events to increase family engagement, and providing opportunities for parents to participate in school events. These strategies, if implemented, can create more inclusive and supportive environments, promoting cultural responsiveness and increasing student engagement and achievement. (LCAP Actions 1.01, 1.04, 1.05, 1.11, 1.12, 1.14, 1.19, 2.12, 3.03, 3.04, 3.07, 3.08, 3.13, 3.14)

The DELAC provided valuable feedback to promote parental involvement and enhance educational experiences. They emphasized the importance of setting a positive example to encourage children's engagement with education. Suggestions included sending informative packets and schedules to keep parents informed, supporting extracurricular programs, and providing learning materials for students. They proposed implementing incentives for teachers and school-wide awards to recognize achievements. Improving communication with the district was highlighted as essential for addressing concerns and maintaining transparency. Encouraging students to stay organized and manage their time effectively was also emphasized. Lastly, the feedback included insights into the usability of educational programs such as Lexia and Rosetta Stone to improve the quality of the headphone devices to increase effective English Learner interaction with the program to increase English Language proficiency more effectively and as a supplement to designated and integrated English Language Development. DELAC parents advocated for the integration of preferred programs like math personalized learning platforms into classroom instruction and homework assignments to support more meaningful engagement. (LCAP Actions 1.01, 1.04, 1.05, 1.11, 1.12, 1.14, 1.19, 2.12, 3.03, 3.04, 3.07, 3.08, 3.13, 3.14)

Educators, paraeducators, specialists, and administrators provided feedback to foster a more inclusive learning environment and enhance student achievement. Their recommendations include developing a unified inclusion model to ensure all students, including those with disabilities, have access to essential standards and quality interventions. This model should integrate Universal Design for Learning (UDL) principles and be supported by common assessments. They also suggested enhancing educator training through a comprehensive professional development program focusing on Professional Learning Communities (PLCs), UDL, Response to Intervention (RTI) strategies, and early intervention methods. This training should be ongoing and practical. (LCAP Actions 2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 2.10, 2.11, 2.12, 3.01, 3.02, 3.03, 3.06, 3.09, 3.10, 3.15, 3.16) Feedback emphasized the importance of strengthened collaboration between general and special education staff, as well as involving parents and the community (LCAP Actions 2.12, 3.02, 3.04, 3.06, 3.09, 3.10, 3.15, 3.16). This collaboration is intended to facilitate the sharing of strategies, interventions, and resources. Additionally, educators recommended standardizing interventions and assessments by selecting evidence-based programs for both general and special education, with clear guidelines for early intervention, progress monitoring, and reflection to ensure consistency. They advocated for data-driven decision-making using district-wide diagnostic tools and assessments to track student progress, aligning instruction and interventions with the principles of

UDL and RTI (LCAP Actions 3.01, 3.02, 3.03, 3.04, 3.10, 3.15, 3.16). Furthermore, they suggested developing essential standards and SMART goals aligned with grade levels, informed by strategic intervention and continuous data analysis. Lastly, feedback emphasized the promotion of accountability by requiring educators to implement essential standards instruction and evidence-based interventions with fidelity, ensuring accountability through data tracking and outcomes analysis. (LCAP Actions 2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 2.10, 2.11, 2.12, 3.01, 3.02, 3.03, 3.06, 3.09, 3.10, 3.15, 3.16)

During the comprehensive needs analysis process, site administrators and members of the District MTSS District Leadership Team utilized the framework of High-Reliability Schools to identify potential resource inequities. In response, site-based teams collaborated to build consensus around the identification of leading indicators to enhance services for unduplicated students. Patterns in the data highlighted a need to prioritize specific indicators within each level: Level 1: Safe, Supportive, and Collaborative Culture: Emphasized the importance of teacher teams and collaborative groups regularly interacting to address common issues related to curriculum, assessment, instruction, and student achievement. Level 2: Effective Teaching in Every Classroom: Highlighted the necessity for predominant instructional practices to be well-known and monitored throughout the school. Level 3: Guaranteed and Viable Curriculum: Stressed the significance of establishing clear and measurable goals focused on critical needs to improve overall student achievement at the school level. In conclusion, the identification of leading indicators within the High-Reliability Schools framework highlights the critical need to cultivate safe, supportive, and collaborative cultures, ensure effective teaching practices in every classroom, and provide a guaranteed and viable curriculum. (LCAP Actions 1.11, 1.14, 2.12, 3.04, 3.06, 3.07, 3.08, 3.09, 3.10, 3.11, 3.13, 3.14, 3.15, 3.16)

Moving forward, LCAP actions will integrate this educational feedback by aligning roles, responsibilities, collaborative agendas, and resources to address educational partner feedback. This strategic alignment aims to enhance services for unduplicated students and foster a more equitable and effective learning environment for all.

In conclusion, feedback from our educational partners serves as a cornerstone in shaping the actions within the LCAP to effectively respond to the needs, conditions, and circumstances of our unduplicated students. Through their valuable insights and recommendations, we can strive towards creating safe, supportive, and collaborative learning environments that promote student success. By implementing strategies to enhance parental involvement, communication, and collaboration, as well as fostering inclusivity and accountability, we aim to ensure that all students achieve grade-level standards and experience positive educational outcomes. This collaborative approach, guided by the voices of our educational partners, reinforces our commitment to providing a quality education that meets the diverse needs of our student population.



# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 1      | Menifee Union School District will provide a safe, engaging and supportive learning environment. | Broad Goal   |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Menifee Union School District has committed to a vital and forward-thinking goal: to develop and nurture an engaging, supportive, and collaborative learning environment. This initiative is not merely about improving statistics; it's about creating a foundation where every student feels valued, understood, and motivated to attend school. Why is this important? Because attendance and reduced chronic absenteeism are clear indicators of a positive school climate, one where students are eager to learn, connect, and contribute. Furthermore, providing equitable and inclusive learning environments goes beyond the classroom walls. It's about crafting spaces that reflect and celebrate the diversity of thoughts, backgrounds, and experiences. This approach is verified through improved school climate and culture data and increased parental involvement, signaling community-wide engagement in the educational process. Lastly, the focus on Social-Emotional and Behavioral Health is pivotal. It's about ensuring that every child is supported not just academically but emotionally and socially, fostering a climate of safety and respect. Enhanced attendance, along with lower suspension and expulsion rates, are results of such a nurturing environment. To further bolster these outcomes, implementing differentiated assistance tailored to individual school site needs is crucial for addressing chronic absenteeism and establishing a strong foundation for Tier I climate and culture. Together, these facets underscore the LEA's overarching goal of continuous improvement in creating safe and supportive climates, where every student has the opportunity to thrive.

Goal #1: We are committed to fostering a vibrant and supportive learning environment designed to bolster student attendance, drastically reduce absenteeism, and cultivate a positively charged atmosphere that significantly enriches the educational experience.

Goal #2: Our goal is to foster equitable and inclusive learning environments with a nurturing school atmosphere, vibrant culture, and strong parental engagement data.

Goal #3: Enhancing Social-Emotional and Behavioral Health: Our aim is to continuously elevate our atmosphere of safety and support, as measured by key indicators including Attendance Rates, Reduced Suspension and Expulsion Rates, alongside enriched School Climate and Culture.

In summary, Menifee Union School District is steadfast in its commitment to creating safe, supportive, and inclusive learning environments where every student can thrive academically, socially, and emotionally. Through targeted goals focused on fostering vibrant school atmospheres, reducing chronic absenteeism, and enhancing social-emotional and behavioral health, the LEA is dedicated to continuous improvement. By prioritizing parental engagement, equity, and diverse perspectives, the LEA aims to cultivate a positive educational experience for all students, setting them on a path toward success.

## Measuring and Reporting Results

| Metric # | Metric                                     | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| 1.1      | CA Dashboard Chronic Absenteeism Indicator | Fall 2023<br><br>All Students<br><br>Chronic Absenteeism:<br>24.8% - Very High<br>Status<br>Dashboard<br>Performance: Yellow<br><br>African American<br><br>Chronic Absenteeism:<br>21.2% - Very High<br>Status<br>Dashboard<br>Performance: Yellow<br><br>Hispanic<br><br>Chronic Absenteeism:<br>27.2% - Very High<br>Status<br>Dashboard<br>Performance: Yellow |                |                | Fall 2026<br><br>All Students<br><br>Chronic Absenteeism:<br>12.8%<br>Dashboard<br>Performance:<br>Yellow<br><br>African American<br><br>Chronic Absenteeism:<br>10.0%<br>Dashboard<br>Performance:<br>Green<br><br>Hispanic<br><br>Chronic Absenteeism:<br>17.2% |                                  |

| Metric # | Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|--|----------------------------------|
|          |        | English Learners<br>Chronic Absenteeism:<br>26.3% - Very High<br>Status<br>Dashboard<br>Performance: Yellow                        |                |                | Dashboard<br>Performance:<br>Yellow<br><br>English Learners<br><br>Chronic<br>Absenteeism:<br>16.3%<br>Dashboard<br>Performance:<br>Yellow |                                  |
|          |        | Socio-economically<br>Disadvantaged<br><br>Chronic Absenteeism:<br>28.6% - Very High<br>Status<br>Dashboard<br>Performance: Yellow |                |                | Socio-<br>economically<br>Disadvantaged<br><br>Chronic<br>Absenteeism:<br>16.6%<br>Dashboard<br>Performance:<br>Yellow                     |                                  |
|          |        | Foster Youth<br><br>Chronic Absenteeism:<br>35% - Very High Status<br>Dashboard<br>Performance: Red                                |                |                | Foster Youth<br><br>Chronic<br>Absenteeism: 23%<br>Dashboard<br>Performance:<br>Orange   |                                  |
|          |        | Pacific Islander<br><br>Chronic Absenteeism:<br>42.4% - Very High<br>Status<br>Dashboard<br>Performance: Red                       |                |                | Pacific Islander<br><br>Chronic<br>Absenteeism:<br>22.4%   |                                  |
|          |        | Students with<br>Disabilities  |                |                |  |                                  |

| Metric # | Metric                            | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|-----------------------------------|--|----------------|----------------|---|----------------------------------|
|          |                                   | Chronic Absenteeism:<br>32% - Very High Status<br>Dashboard<br>Performance: Yellow   |                |                | Dashboard<br>Performance:<br>Orange<br><br>Students with<br>Disabilities<br><br>Chronic<br>Absenteeism: 20%<br>Dashboard<br>Performance:<br>Yellow  |                                  |
| 1.2      | Positive School Attendance (SIS)  | 2022-2023<br>All Students: 92.5%   |                |                | 2025-2026<br>All Students: 96%  |                                  |
| 1.3      | CA Dashboard Suspension Indicator | Fall 2023<br><br>All Students<br><br>Suspension: 2.3%<br>Dashboard<br>Performance: Orange<br><br>African American<br><br>Suspension 4.2%<br>Dashboard<br>Performance: Orange<br><br>Hispanic |                |                | Fall 2026<br><br>All Students<br><br>Suspension: 1.8%<br>Dashboard<br>Performance:<br>Yellow<br><br>African American<br><br>Suspension 3.0%<br>Dashboard<br>Performance:<br>Green<br><br>Hispanic |                                  |

| Metric # | Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|---|----------------------------------|
|          |        | Suspension: 2.3%<br>Dashboard<br>Performance: Orange                                     |                |                | Suspension: 1.3%<br>Dashboard<br>Performance: Green                                     |                                  |
|          |        | English Learners<br>Suspension 1.8%<br>Dashboard<br>Performance: Orange                  |                |                | English Learners<br>Suspension 1.3%<br>Dashboard<br>Performance: Green                  |                                  |
|          |        | Socio-economically Disadvantaged<br>Suspension: 2.8%<br>Dashboard<br>Performance: Orange |                |                | Socio-economically Disadvantaged<br>Suspension: 1.9%<br>Dashboard<br>Performance: Green |                                  |
|          |        | Foster Youth<br>Suspension: 8.2%<br>Dashboard<br>Performance: Red                        |                |                | Foster Youth<br>Suspension: 5.2%<br>Dashboard<br>Performance: Yellow                    |                                  |
|          |        | Pacific Islander<br>Suspension: 6.1%<br>Dashboard<br>Performance: Red                    |                |                | Pacific Islander<br>Suspension: 4.3%<br>Dashboard<br>Performance: Yellow                |                                  |

| Metric # | Metric                                   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
|          |  | Students with Disabilities<br><br>Suspension:4%<br>Dashboard Performance: Orange                                |                |                | Students with Disabilities<br><br>Suspension: 3%<br>Dashboard Performance: Yellow                                |                                  |
| 1.4      | Expulsion Rate CALPADS                   | Expulsion Rate (CALPADS, 2022-23): 0.02%  |                |                | Expulsion Rate (CALPADS, 2025-26): 0%  |                                  |
| 1.5      | Middle School Dropout Rate CALPADS       | Middle School Rate (CALPADS, 2022-23): 0.02%  |                |                | Middle School Rate (CALPADS, 2025-26): 0%  |                                  |
| 1.6      | Student Climate Survey-Engagement        | 2023-2024 Engagement (Strongly Agree/Agree)<br>3rd-5th grade students: 57%<br>6th-8th grade students: 21%       |                |                | 2026-2027 Engagement (Strongly Agree/Agree)<br>3rd-5th grade students: 71%<br>6th-8th grade students: 35%        |                                  |
| 1.7      | Student Climate Survey-Positive Feelings | 2023-2024 Positive Feelings (Strongly Agree/Agree)<br>3rd-5th grade students: 64%<br>6th-8th grade students:52% |                |                | 2026-2027 Positive Feelings (Strongly Agree/Agree)<br>3rd-5th grade students: 78%<br>6th-8th grade students: 66% |                                  |
| 1.8      | Student Climate Survey-Safety            | 2023-2024 School Safety (Strongly Agree/Agree   |                |                | 2026-2027  |                                  |

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
|          |  | 3rd-5th grade students:66%<br>6th-8th grade students:54%                          |                |                | School Safety (Strongly Agree/Agree<br>3rd-5th grade students:70%<br>6th-8th grade students:60% |                                  |
| 1.9      | Parent Climate Survey-Family Engagement                  | 2023-2024<br>Parents: 21% Strongly Agree/Agree                                    |                |                | 2026-2027<br>Parents: 35% Strongly Agree/Agree  |                                  |
| 1.10     | Parent Climate Survey-School Safety                      | 2023-2024<br>Parents: 71% Strongly Agree/Agree                                    |                |                | 2026-2027<br>Parents: 80% Strongly Agree/Agree  |                                  |
| 1.11     | Staff Climate Survey-School Climate                      | 2023-2024<br>Staff: 66% Strongly Agree/Agree                                      |                |                | 2026-2027<br>Staff: 75% Strongly Agree/Agree  |                                  |
| 1.12     | Teacher Climate Survey-School Climate                    | 2023-2024<br>Teachers: 65% Strongly Agree/Agree                                   |                |                | 2026-2027<br>Teachers: 72% Strongly Agree/Agree   |                                  |
| 1.13     | % of Facilities in “Good Repair” rating SARC-FIT reports | 2023-2024<br>100% of MUSD facilities rated “Good” or better on annual FIT reports |                |                | 2026-2027<br>100% of MUSD facilities rated “Good” or better on annual FIT reports               |                                  |

| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| 1.14     | Parent Involvement Efforts to seek parent input in decision making (Local Indicators Self-Reflection Tool) | 3-Initial Implementation   |                |                | 5- Full Implementation and Sustainability  |                                  |
| 1.15     | Priority 3 Percent Parental Participation in Programs (attendance logs)                                    | Parent Advisory Committee<br>Attendance: 7<br><br>District English Learner Advisory Committee<br>Attendance: 10<br><br>District African American Parent Advisory Committee (DAAPAC)<br>Attendance: 32<br><br>Special Education Parent Advisory Committee (SEPAC)<br>Attendance: 62 |                |                | Parent Advisory Committee<br>Attendance: 17<br><br>District English Learner Advisory Committee<br>Attendance: 17<br><br>District African American Parent Advisory Committee (DAAPAC)<br>Attendance:45<br><br>Special Education Parent Advisory Committee (SEPAC)<br>Attendance: 70 |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.



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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title   | Description   | Total Funds  | Contributing |
|----------|---|---|--------------|--------------|
| 1.1      | Parent Communication Tools and School Safety Software | These programs support parent communication and student safety systems and structures to increase student engagement, parent involvement, and positive school culture, and reduce suspension and chronic absenteeism for all students, focusing on improving student outcomes for our unduplicated students.  | \$100,000.00 | Yes          |
| 1.2      | Climate and Culture Survey                            | The Climate and Culture Survey acts as a thorough tool for collecting insights from staff, families, and parents, facilitating a comprehensive assessment. This deliberate incorporation of diverse perspectives is crucial in refining LCAP priorities and maximizing the effectiveness of ensuring a safe, supportive, and culturally responsive learning environment. Our primary goal is to improve student engagement, cultivate a positive school environment, and mitigate suspension and absenteeism rates, with a specific emphasis on supporting our unduplicated students. | \$60,000.00  | Yes          |
| 1.3      | Attendance Intervention and Support                   | Menifee Union School District has been identified for Differentiated Assistance due to high Chronic Absenteeism and Suspension rates among Foster Youth and Pacific Islanders. This action aims to provide additional support for these student groups and school sites with an Additional Targeted Support and Improvement (ATSI) status for Chronic Absenteeism   | \$724,270.00 | Yes          |

| Action # | Title                        | Description  | Total Funds | Contributing |
|----------|------------------------------|--|-------------|--------------|
|          |                              | <p>among Two or More Races through collaboration with Riverside County Office of Education Department of Pupil and Administrative Services, the Menifee Union School District Director of the Student Success Services, site administrators and attendance team members of sites to conduct a root cause analysis, identify next steps and progress monitoring tools to significantly improve student engagement among Foster Youth, Pacific Islanders and Students of Two or More Races.</p> <p>To address this issue across the district, Administration and Site Attendance Teams have implemented an attendance monitoring program as a proactive measure to identify patterns of absenteeism among students. This program enables them to closely monitor attendance data, identifying trends or recurring issues related to chronic absenteeism. By utilizing this information, administrators and attendance teams can intervene promptly and communicate with families to address underlying concerns and obstacles contributing to students' absenteeism.</p> <p>Through targeted outreach efforts, such as phone calls, emails, or home visits, administration, and site-based clerks will engage with families to underscore the importance of regular school attendance and its direct correlation with students' academic success. They collaborate with families to identify and address any challenges or barriers that may be impeding students from attending school regularly.</p> |             |              |
| 1.4      | Parent Involvement/Education | <p>The LCAP action focusing on Parent Involvement/Education seeks to actively engage students and families, aiming to narrow the achievement gap for English Learners, Foster Youth, and Low-Income students. This involves implementing effective strategies, including parenting education, to ensure that all students have equitable opportunities for success. By promoting parental participation in events such as CAFE conferences and College and Career readiness expos, as well as involvement in parent advisory committees, parents gain valuable insights to better support their children's education and provide valuable feedback to increase and improve our services for unduplicated students. This initiative fosters a collaborative partnership between schools and families to promote academic excellence for all students.</p>   | \$49,070.00 | Yes          |

| Action #   | Title  | Description   | Total Funds    | Contributing |
|------------|--|---|----------------|--------------|
|            |  |   |                |              |
| <b>1.5</b> | Community Liaisons   | Community Liaisons are strategically positioned to enhance parent engagement, connect families with resources, promote positive attendance, and facilitate collaboration between families and teachers, ultimately aiming to improve student outcomes, particularly for unduplicated students.  | \$345,395.00   | Yes          |
| <b>1.6</b> | Teacher Staffing for Effective Learning Environments to Reduce Combo Classes | Maintain effective teacher-staff-to-student ratios to limit combination grade classes and reduce class size through the hiring of additional elementary school teachers as appropriate and as funding allows in increased student engagement, positive school culture, and decreased suspension and chronic absenteeism for all students with a focus on improving outcomes for our unduplicated students.  | \$2,662,101.00 | Yes          |
| <b>1.7</b> | TK-3 Ratios  | Maintaining lower teacher-to-student ratios in grades TK - 3 aims to enhance student engagement and decrease suspension and absenteeism rates, particularly among unduplicated students. This initiative creates a more personalized learning environment, fostering stronger teacher-student relationships and a positive school culture conducive to academic success.  | \$1,922,790.00 | Yes          |
| <b>1.8</b> | Social Emotional and Behavioral Learning                                     | The implementation of Tier 1 and 2 social-emotional learning curricula is tailored to address the specific needs of English Learners, Foster Youth, and Low-Income students while benefiting all students. This initiative is geared towards creating a nurturing classroom atmosphere where students acquire essential emotional and behavioral skills, facilitating their social and academic success. By prioritizing social-emotional learning, the goal is to enhance student engagement, foster a positive school culture, and diminish suspension and absenteeism rates. | \$75,000.00    | Yes          |
| <b>1.9</b> | Instructional Minutes Increase   | Additional instructional time was allocated by extending instructional minutes by 10 minutes to prioritize social-emotional and behavioral  | \$2,879,822.00 | Yes          |

| Action #    | Title                                   | Description   | Total Funds    | Contributing |
|-------------|---|---|----------------|--------------|
|             |   | learning. This adjustment aims to diminish suspension and chronic absenteeism rates while enhancing positive school culture and student engagement, particularly focusing on advancing outcomes for unduplicated students.  |                |              |
| <b>1.10</b> | School Counseling                       | MUSD is committed to maintaining a skilled counseling team that strengthens the Multi-Tiered Support Structure (MTSS) across Tier I, Tier II, and Tier III, focusing on social-emotional and behavioral developmental needs of our unduplicated students to increase student engagement, positive school culture, and reduce absenteeism and suspension rates.  | \$2,944,845.00 | Yes          |
| <b>1.11</b> | Administrative Support                  | This action involves providing dedicated support to school sites through the administrative assistance of assistant principals and expanded learning opportunity administrators with the addition of 2 assistant principals to an impacted school site. These site leaders implement strategies to improve academic achievement, foster social-emotional learning, enhance parent engagement, and create safe and stimulating school environments. By focusing on these areas, the aim is to increase student engagement, cultivate a positive school culture, and decrease suspension and absenteeism rates, with particular attention to the needs of unduplicated students. This entails deploying resources, personnel, and programs effectively to address the multifaceted challenges faced by students and promote their overall well-being and success. | \$4,867,333.00 | Yes          |
| <b>1.12</b> | Translation and Interpretation Services | The LCAP Action for Translation and Interpretation Services endeavors to improve communication for English Learner families within the Menifee Union School District by addressing 39 diverse languages, in partnership with administrators and educators. This initiative strives to elevate student engagement and parental participation, cultivate a positive school environment, and mitigate suspension and absenteeism rates among our English Language Learners.  | \$118,957.00   | Yes          |

| Action # | Title  | Description  | Total Funds  | Contributing |
|----------|--|--|--------------|--------------|
| 1.13     | Positive Behavior Intervention Professional Learning and Support | The action of providing training on Positive Behavior Interventions and Supports (PBIS) across the district with concentrated support for Foster Youth and Pacific Islanders which demonstrate high suspension rates that qualify MUSD for Differentiated Assistance. This initiative will focus on establishing a tiered response system to student behavior and addressing social-emotional needs which are critical for fostering a positive and productive learning environment. Investments in this area will ensure teachers are equipped with the tools and understanding necessary to implement PBIS effectively, ultimately contributing to a more inclusive and supportive school climate for all students with a focus on meeting the needs and improving the outcomes for English Learners, Foster Youth, Pacific Islanders, and Low-Income students as evidenced by increased student engagement and positive school culture, and a reduction in suspension and absenteeism data. | \$94,065.00  | Yes          |
| 1.14     | LCFF Site Allocation Safe and Supportive School Culture          | This LCAP action, in collaboration with the Single Plan for Student Achievement (SPSA) and the School Site Council process, aims to address the diverse needs of unduplicated students in the Menifee Union School District. By aligning with district-wide initiatives and engaging stakeholders at the school level, including parents, staff, and community members, the goal is to enhance student engagement, increase parental involvement, and reduce chronic absenteeism rates. This integrated approach ensures a cohesive and tailored strategy to support the success of unduplicated students across all schools.  | \$151,270.00 | Yes          |
| 1.15     | Visual and Performing Arts                                       | This action supports visual and performing arts instruction for students in grades K-8 to increase positive school culture, student engagement, and parent involvement for all students with a focus on improving outcomes for our unduplicated students.  | \$686,714.00 | Yes          |
| 1.16     | Equity Committee   | The MUSD Equity Committee proudly offers workshops and facilitates the adoption of Culturally Responsive Learning practices within our administration and school staff. This initiative is designed to foster an inclusive, understanding, and diverse educational environment for both students and staff with a focus on increasing and improving outcomes for   | \$18,000.00  | Yes          |

| Action #    | Title                              | Description  | Total Funds  | Contributing |
|-------------|------------------------------------|--|--------------|--------------|
|             |                                    | our unduplicated students with an increase in student engagement, positive school culture, parent involvement, and a decrease in suspension and chronic absenteeism.   |              |              |
| <b>1.17</b> | Social Workers                     | This action maintains the role of the district social workers who support the Tier II and III social emotional and mental health needs of our students with a focus on increasing student engagement, positive school culture and parent involvement, and a decrease in suspension and chronic absenteeism for our unduplicated students.  | \$635,434.00 | Yes          |
| <b>1.18</b> | Mental Health Services and Support | Mental Health Support such as Care Solace provides referrals for students, staff, and families to access mental health and health services. Victor Community Services provides direct mental health services at home or at school service. CareSpace is a free service for all residents in Riverside County and does not require insurance and is at no cost. These mental health services and support are communicated by counselors, community liaisons, social workers, and site administrators to students, staff, and families with a focus on improving student engagement, positive school culture, parent involvement, and decreasing suspension and chronic absenteeism for our unduplicated students. | \$151,200.00 | Yes          |
| <b>1.19</b> | Technology Professional Learning   | Offer chances for educators and school leaders to participate in educational technology conferences and district-led professional development sessions focusing on effective classroom management, technology integration, and best practices in creating safe, supportive, and engaging learning environments. The goal is to enhance parent involvement, and student engagement, and foster positive school cultures while reducing chronic absenteeism and suspensions.   | \$40,000.00  | Yes          |

# Goals and Actions

## Goal

| Goal # | Description   | Type of Goal |
|--------|---|--------------|
| 2      | Menifee Union School District will ensure all students learn grade level standards in all core content areas. | Broad Goal   |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The decision to prioritize a goal focused on ensuring all students meet grade-level standards in core content areas, particularly by enhancing teacher clarity and collective teacher efficacy, stems from a thorough analysis of MenifeeUSD's California Dashboard data, educational partner feedback, and LCAP Plan reflections.

The data from the California Dashboard underscores critical areas of concern, especially in English Language Arts (ELA), mathematics, and science. With an orange status in ELA, there is a clear need to emphasize inclusive and research-based instructional practices, targeting essential standards at Tier I and using formative data to guide interventions at Tiers II and III. Professional learning and collaboration will also concentrate on integrated and designated English Language Development support for English Learners (ELs) to boost their English proficiency and facilitate successful reclassification. Additionally, supplemental curricular materials and software will be employed for targeted intervention to enhance reading fluency and comprehension among struggling readers.

In mathematics, although there have been some improvements, the data indicates that student performance still falls below the standard, resulting in a Yellow status on the Dashboard. To address this, administrators and educators will engage in comprehensive professional learning and coaching support aligned with the implementation of a newly adopted math curriculum. Furthermore, personalized math learning platforms, along with diagnostic screeners and assessment tools, will target foundational mathematical concepts and skills required for meeting grade-level standards.

Efforts are also underway to prepare for the adoption of a new Next Generation Science Standards (NGSS) curriculum, with specialized professional learning for Science educators aligned with the NGSS framework. This initiative aims to ensure the effective implementation of science and engineering practices across all grade levels, leading to improved student outcomes in science.

Moreover, the integration of technology and enhanced network connectivity will facilitate universally designed learning experiences, promoting equitable access to grade-level standards for all students. By equipping teachers with the necessary tools and resources to

enhance their clarity and efficacy in instruction, MenifeeUSD is committed to empowering educators to effectively meet the diverse needs of their students.

In summary, the goal of ensuring all students achieve grade-level standards in core content areas, with a specific emphasis on increasing teacher clarity and collective teacher efficacy, is a strategic response to the identified needs and disparities revealed in MenifeeUSD's California Dashboard data and LCAP Plan reflections. Through targeted actions and collaborative efforts, MenifeeUSD is dedicated to cultivating a learning environment where every student has the opportunity to thrive academically.

## Measuring and Reporting Results

| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 2.1      | CA Dashboard ELA Indicator:<br>Distance from Standard | Fall 2023<br><br>All Students:<br><br>Dashboard Status :<br>12.5 points below standard<br>Dashboard Change:<br>Maintained -1.8 points DFS<br>Dashboard Performance: Orange<br><br>African American:<br><br>Dashboard Status: 35.8 points below standard<br>Dashboard Change:<br>Declined 3.2 points DFS<br>Dashboard Performance: Orange<br><br>Hispanic: |                |                | Fall 2026<br><br>All Students:<br><br>Dashboard Status:3.5 points below standard<br>Dashboard Change: Increased by 9 points DFS<br>Dashboard Performance: Green<br><br>African American:<br><br>Dashboard Status: 23.8 points below standard<br>Dashboard Change:Increased by 12 DFS<br>Dashboard Performance: Yellow |                                  |



| Metric # | Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|---|----------------------------------|
|          |        | <p>Dashboard Status: 24.9 points below standard - Low Status<br/>Dashboard Change: Declined 3.2 points DFS<br/>Dashboard Performance: Orange</p> <p>English Learners:<br/>Dashboard Status: 62.9 points below standard<br/>Dashboard Change: Declined 7 points DFS<br/>Dashboard Performance: Orange</p> <p>Socio-economically Disadvantaged (SED):<br/>Dashboard Status: 25.9 points below standard<br/>Dashboard Change: Declined 14.8 DFS<br/>Dashboard Performance: Orange</p> <p>Foster Youth:<br/>Dashboard Status: 62 points below standard</p> |                |                | <p>Hispanic:<br/>Dashboard Status: 12.9 points below standard<br/>Dashboard Change: Increased by 12 DFS<br/>Dashboard Performance: Yellow</p> <p>English Learners:<br/>Dashboard Status: 50.9 points below standard<br/>Dashboard Change: Increased by 12 DFS<br/>Dashboard Performance: Yellow</p> <p>Socio-economically Disadvantaged (SED):<br/>Dashboard Status: 13.9 points below standard<br/>Dashboard Change: Increased by 12 DFS</p> |                                  |

| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
|          |   | <p>Dashboard Change:<br/>Increased 21.4 points<br/>DFS<br/>Dashboard<br/>Performance: Yellow</p> <p>Students with<br/>Disabilities (SWD):</p> <p>Dashboard Status:83.8<br/>points below standard<br/>Dashboard Change:<br/>Increased 3.4 points<br/>DFS<br/>Dashboard<br/>Performance: Orange</p> |                |                | <p>Dashboard<br/>Performance:<br/>Yellow</p> <p>Foster Youth:</p> <p>Dashboard Status:<br/>50 points below<br/>standard<br/>Dashboard<br/>Change: Increased<br/>by 12 DFS<br/>Dashboard<br/>Performance:<br/>Yellow</p> <p>Students with<br/>Disabilities (SWD):</p> <p>Dashboard Status:<br/>63.8 points below<br/>standard<br/>Dashboard<br/>Change: Increased<br/>by 20 DFS<br/>Dashboard<br/>Performance:<br/>Yellow</p> |                                  |
| 2.2      | CA Dashboard Math Indicator: Distance from Standard | <p>Fall 2023</p> <p>All Students:</p> <p>Dashboard Status :<br/>37.7 points below<br/>standard</p>  |                |                | <p>Fall 2026</p> <p>All Students:</p> <p>Dashboard<br/>Status:23.7 points<br/>below standard</p>   |                                  |

| Metric # | Metric | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--------|---|----------------|----------------|---|----------------------------------|
|          |        | <p>Dashboard Change:<br/>Increased 5.7 points<br/>DFS<br/>Dashboard<br/>Performance: Yellow</p> <p>African American:</p> <p>Dashboard Status: 71.1<br/>points below standard<br/>Dashboard Change:<br/>Increase 7.5 points DFS<br/>Dashboard<br/>Performance: Yellow</p> <p>Hispanic:</p> <p>Dashboard Status: 50.8<br/>points below standard -<br/>Low Status<br/>Dashboard Change:<br/>Increased 5.5 points<br/>DFS<br/>Dashboard<br/>Performance: Yellow</p> <p>English Learners:</p> <p>Dashboard Status: 79.1<br/>points below standard<br/>Dashboard Change:<br/>Maintained -1.2 points<br/>DFS</p> |                |                | <p>Dashboard<br/>Change: Increased<br/>by 14 points DFS<br/>Dashboard<br/>Performance:<br/>Green</p> <p>African American:</p> <p>Dashboard Status:<br/>59.1 points below<br/>standard<br/>Dashboard<br/>Change: Increased<br/>by 12 DFS<br/>Dashboard<br/>Performance:<br/>Yellow</p> <p>Hispanic:</p> <p>Dashboard Status:<br/>38.8 points below<br/>standard<br/>Dashboard<br/>Change: Increased<br/>by 12 DFS<br/>Dashboard<br/>Performance:<br/>Yellow</p> <p>English Learners:</p> <p>Dashboard<br/>Status: 65.1 points<br/>below standard</p> |                                  |

| Metric # | Metric | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--------|---|----------------|----------------|---|----------------------------------|
|          |        | <p>Dashboard Performance: Orange</p> <p>Socio-economically Disadvantaged (SED):</p> <p>Dashboard Status: 51.2 points below standard<br/>Dashboard Change: Increased 3.3 DFS<br/>Dashboard Performance: Yellow</p> <p>Foster Youth:</p> <p>Dashboard Status: 82.3 points below standard<br/>Dashboard Change: Increased 17.9 points DFS<br/>Dashboard Performance: Yellow</p> <p>Students with Disabilities (SWD):</p> <p>Dashboard Status: 102.7 points below standard<br/>Dashboard Change: Maintained -1.2 points DFS<br/>Dashboard Performance: Orange</p> |                |                | <p>Dashboard Change: Increased by 14 DFS<br/>Dashboard Performance: Yellow</p> <p>Socio-economically Disadvantaged (SED):</p> <p>Dashboard Status: 39.2 points below standard<br/>Dashboard Change: Increased by 12 DFS<br/>Dashboard Performance: Yellow</p> <p>Foster Youth:</p> <p>Dashboard Status: 66.3 points below standard<br/>Dashboard Change: Increased by 16 DFS<br/>Dashboard Performance: Yellow</p> <p>Students with Disabilities (SWD):</p> |                                  |

| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
|          |   |   |                |                | Dashboard Status:<br>82.7 points below standard<br>Dashboard Change: Increased by 20 DFS<br>Dashboard Performance: Yellow   |                                  |
| 2.3      | California Science Assessment (CAST) % Met or Exceeded 5th and 8th grade CAASPP ETS | CAASPP CAST (Fall 2023)<br><br>All Students Met or Exceeded Standard: 30.06%<br><br>African American Met or Exceeded Standard: 15.17%<br><br>Hispanic Met or Exceeded Standard: 24.47%<br><br>English Learners Met or Exceeded Standard: 1.85%<br><br>Socio-economically Disadvantaged. (SED) |                |                | CAASPP CAST (Fall 2026)<br><br>All Students Met or Exceeded Standard: 45%<br><br>African American Met or Exceeded Standard: 23%<br><br>Hispanic Met or Exceeded Standard: 37%<br><br>English Learners Met or Exceeded Standard: 5%<br><br>Socio-economically Disadvantaged. (SED) Met or Exceeded Standard: 39% |                                  |

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
|          |  | <p>Met or Exceeded Standard: 26.34%</p> <p>Foster Youth Met or Exceeded Standard: 9.09%</p> <p>Students with Disabilities (SWD) Met or Exceeded Standard: 7.86%</p> |                |                | <p>Foster Youth Met or Exceeded Standard: 15%</p> <p>Students with Disabilities (SWD) Met or Exceeded Standard: 13%</p>                       |                                  |
| 2.4      | English Learner Progress Indicator (ELPI) CA Dashboard               | <p>Fall 2023 Students making progress toward proficiency: 42.6%</p> <p>Status: Low Maintained 0%</p> <p>Dashboard Performance: Orange</p>                           |                |                | <p>Fall 2026 Students making progress toward proficiency: 48.6%</p> <p>Status: Medium Increase by 12%</p> <p>Dashboard Performance: Green</p> |                                  |
| 2.5      | English Learner Reclassification Rate (SIS)                          | English Learner Reclassification Rate: 10%  |                |                | English Learner Reclassification Rate: 20%  |                                  |
| 2.6      | English Learner Enrollment Data % of "At Risk", % LTEL CDE Dataquest | <p>2022-2023 % At Risk (4-5 years EL)=11%</p> <p>% LTEL (6+ years EL)=8.9%</p>  |                |                | <p>2025-2026 % At Risk (4-5 years EL)=9%</p> <p>% LTEL (6+ years EL)=7%</p>   |                                  |

| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| 2.7      | % of students with access to standards aligned instructional Books and Supplies (Local Indicator Rubric) | Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers                  |                |                | Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers                       |                                  |
| 2.8      | CTE Pathway at each Middle School (SIS)  | Percentage of middle schools implementing at least one coordinated CTE pathway (2023-24)<br>20% (1 of 5 schools) |                |                | Percentage of middle schools implementing at least one coordinated CTE pathway (2026-27)<br>100% (5 out of 5 schools) |                                  |
| 2.9      | % of teachers appropriately assigned and fully credentialed. (SARC)                                      | 100% (SARC Reports)  |                |                | 100% (SARC Reports)   |                                  |
| 2.10     | Implementation of Academic Content Standards<br>Local Indicators Self-Reflection Tool                    | 4- Full Implementation   |                |                | 5- Full Implementation and Sustainability   |                                  |
| 2.11     | EL Access to CA Standards including ELD Standards, Local Indicators Self-Reflection Tool                 | 4-Full Implementation  |                |                | 5- Full Implementation and Sustainability   |                                  |
| 2.12     | Number Unduplicated Access to Rigorous Courses - Advanced Math   | 51%  |                |                | 55%   |                                  |

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---------------------------|----------------------------------|
| 2.13     | Number Unduplicated Access to Advanced Electives                  | 55.2%  |                |                | 60%                       |                                  |
| 2.14     | Number of Students with Disabilities Access to Advanced Electives | 4.6%<br>24 out of 513 SPED students, 7th & 8th grade |                |                | 8%                        |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                      | Description   | Total Funds  | Contributing |
|----------|----------------------------|---|--------------|--------------|
| 2.1      | Math Professional Learning | Math Professional Learning: This action of professional learning for all math educators, and administrators will support the implementation of a new math curriculum during the 2024-2025 school year to ensure all | \$276,750.00 | Yes          |



| Action #   | Title  | Description  | Total Funds  | Contributing |
|------------|--|--|--------------|--------------|
|            |  | students have access to the rigor of the math standards and in alignment with the new math framework. The progressive professional learning will begin with program activation training and follow up with administrator and grade-level full-day program essentials and personalized learning platform training during the first two months of school. Job-embedded coaching will be provided for every 2-8 grade math teacher during the 2024-2025 school year with additional support for sites demonstrating the need on the dashboard for student achievement in mathematics to ensure inclusive instructional practices are increasing and improving the implementation of the intended curriculum.                |              |              |
| <b>2.2</b> | Math Personalized Learning Software                | Aligned with the rollout of a K-8 updated math curriculum and screening tools, all stakeholders—educators, students, administrators, and families—will be introduced to a personalized math learning platform. This platform utilizes diagnostic data from the curriculum to tailor online instruction according to the unique needs of each student. Funding for this initiative covers both the platform itself and professional development opportunities for our educators and administrators.   | \$233,637.00 | Yes          |
| <b>2.3</b> | Next Generation Science Standards Teacher Training | The initiative involves providing professional development and coaching sessions for K-8 science teachers and administrators focused identifying the essential instructional practices described in the Next Generation Science Standards (NGSS) Framework and evidenced in the CAST Interim Assessments. The aim is to enhance and expand their understanding of NGSS standards and framework, as well as to refine skills in Universally Designed Lesson Planning to ensure the implementation of inclusive practices. This will ultimately lead to increased and improved implementation of NGSS standards and framework and student achievement while also preparing for the adoption of an NGSS-aligned curriculum. | \$133,907.00 | Yes          |
| <b>2.4</b> | Science Supplemental Software                      | This initiative addresses the necessity for students to access online simulations similar to those encountered in the California Science Test formatively. It supports teacher and peer collaboration to foster familiarity  | \$34,520.00  | Yes          |

| Action #   | Title                         | Description  | Total Funds  | Contributing |
|------------|-------------------------------|--|--------------|--------------|
|            |                               | and independence in utilizing online tools to more effectively demonstrate student understanding of NGSS standards.  |              |              |
| <b>2.5</b> | Makerspaces                   | This initiative fosters collaboration among administrators, educators, and library media technicians to establish makerspaces. These spaces provide students with opportunities to actively participate in science and engineering practices, as well as engage with visual and performing arts standards in a self-directed manner. By encouraging hands-on exploration and creativity, the aim is to enhance academic performance in science, math, visual arts, and media arts for all students with a particular focus on increasing meaningful engagement with unduplicated students.   | \$75,000.00  | Yes          |
| <b>2.6</b> | ELA/ELD Professional Learning | <p>This initiative is designed to enhance the professional development of Administrators, English Language Arts (ELA), and English Language Development (ELD) educators TK-8 within MenifeeUSD in collaboration with curricular specialists. These efforts will focus on mapping tiered curricular resources and instructional practices aligned with essential standards, as identified by grade-level curriculum committee members. A specific focus on integrated and designated English Language Development (ELD) will ensure we increase and improve English Learner Proficiency for English Learners and Long Term English Learners (LTELS) as emergent bilingual students.</p> <p>Implemented through a distributed leadership model, lead educators will assume the role of peer coaches. They will provide curricular support to site-based grade-level teams during release days and Professional Learning Community (PLC) meetings. This support structure aims to address the needs of underperforming students by fostering collaboration, sharing best practices, and offering targeted guidance in implementing tiered instructional strategies, and integrated and designated English Language Development (ELD). Ultimately, this approach aims to empower educators to effectively deliver research-based instruction that meets the diverse needs of all students within the district.</p> <p>In addition to the aforementioned initiatives, a comprehensive effort is underway to further bolster early reading fluency among our students.</p> | \$157,060.00 | Yes          |

| Action # | Title   | Description  | Total Funds  | Contributing |
|----------|---|--|--------------|--------------|
|          |   | <p>Specifically, over 80 educators from Kindergarten through 2nd grade will undergo Language Essentials for Teaching Reading and Spelling (LETRS) training over two years.</p> <p>This specialized training is geared towards advancing educators' understanding of research-based instructional practices essential for early reading fluency. These practices are designed to be integrated into daily instruction, ensuring that all students, especially those potentially affected by dyslexia, are equipped to become proficient readers by the critical milestone of third grade.</p> <p>LETRS training provides educators with the tools and strategies necessary to effectively teach foundational literacy skills, phonemic awareness, phonics, vocabulary, fluency, and comprehension. By empowering educators with evidence-based practices, we aim to create a supportive and inclusive learning environment where every student has the opportunity to develop strong reading abilities, setting them up for academic success and lifelong learning.</p> |              |              |
| 2.7      | Tiered Reading Supports and Supplemental ELA software | <p>This action involves allocating funds towards the implementation of supplemental intervention programs focused on the Science of Reading principles. Specifically, the SPIRE and Sound Sensible programs will be supported with training, instructional materials, and a data platform. These resources will assist educators, specialists, and administrators in effectively monitoring skill-based student achievement and evaluating the program's effectiveness. In addition, Lexia Core will be utilized at sites demonstrating the need for increased and improved services to address critical learning gaps among unduplicated student groups.</p> <p>Furthermore, a personalized reading program tailored for students in Transitional Kindergarten (TK) through 5th grade will be maintained. This program enables students to enhance their reading fluency and comprehension at their instructional levels, thereby fostering personalized learning experiences critical to the success of our unduplicated students.</p>                               | \$201,155.00 | Yes          |

| Action #    | Title  | Description  | Total Funds  | Contributing |
|-------------|--|--|--------------|--------------|
|             |  | To ensure equitable access to all curricular programs, Texthelp and Screencastify software will be implemented. These tools offer universal access features, allowing our unduplicated students to develop essential executive functioning skills necessary for meaningful communication, as well as reading and writing comprehension. By providing comprehensive support through these initiatives, we aim to empower all students to thrive academically.   |              |              |
| <b>2.8</b>  | English Language Development Supplemental Software and Professional Learning with Coaching Support for ELs and LTELS | The implementation of English Language Development (ELD) Supplemental Software, including Ellevation for Educators and Administrators, as well as Lexia and Rosetta Stone for students, and families along with professional learning and coaching support in curricular-based designated and integrated ELD for administrators and site-based leadership teams, is specifically aimed at addressing the identified needs for enhanced English Language Proficiency and improved student achievement among English Learners (EL) and Long Term English Learners (LTELS).   | \$166,000.00 | Yes          |
| <b>2.9</b>  | English Learner Data Services and Coaching Supports for English Learners and Long Term English Language Learners     | This action guarantees district-level assistance in analyzing assessment protocols for ELPAC initial and summative assessments, ensuring the seamless maintenance of data in student information systems, and diligent monitoring of the reclassification process and Reclassified Fluent English Proficient (RFEP) monitoring. The aim is to enhance and refine services for English Learners, Long-Term English Learners, as well as families and staff engaged in providing direct support to English Learners. English Learner staff provides training for families, staff, and educators on how to analyze assessment data and utilize supplemental English Language Development supports for English Learners, Long Term English Learners, and their families. | \$152,359.00 | Yes          |
| <b>2.10</b> | College and Career Readiness   | Conduct a comprehensive needs analysis in collaboration with special education teachers, counselors, middle school teachers, site administrators, and district administrators from Curriculum and Instruction, Continuous Improvement, and Personnel to facilitate the participation of  | \$12,367.00  | Yes          |

| Action #    | Title  | Description  | Total Funds    | Contributing |
|-------------|--|--|----------------|--------------|
|             |  | students in Career Technical Education (CTE) pathways. The funding allocated for this initiative will support afterschool meetings and provide substitute release time for planning sessions. Through this collaborative effort, we aim to identify and address barriers to access and participation in CTE programs for students with diverse learning needs, ensuring equitable opportunities for college and career readiness.  |                |              |
| <b>2.11</b> | Technological Devices and Network Connectivity | This initiative encompasses the continued maintenance of network connectivity, provision of 1:1 devices, ancillary equipment, and software to facilitate technology-enhanced and universally accessible learning experiences for students, staff, and families. By ensuring reliable access to these resources, the aim is to enhance educational outcomes, particularly for our unduplicated students. Through technology-enabled learning opportunities, students can engage in diverse and personalized learning experiences, enabling them to develop essential skills and achieve academic success. Moreover, providing accessible technology ensures that all learners, regardless of their backgrounds or abilities, can fully participate and thrive in the educational environment. | \$2,000,000.00 | Yes          |
| <b>2.12</b> | Academic Achievement Site Allocations          | Each school site will receive an allocation of funding primarily focused on enhancing and expanding access to the rigor of the core content essential standards for all students with a specific focus on meeting the demonstrated need of unduplicated students. This initiative aims to improve student outcomes, as evidenced by performance on assessments such as CAASPP, CAST, ELPAC, and curricular-based measures to ensure all students learn at grade level. Additionally, the goal is to increase reclassification rates for English Learners and Long Term English Learners.   | \$151,270.00   | Yes          |

# Goals and Actions

## Goal

| Goal # | Description   | Type of Goal |
|--------|---|--------------|
| 3      | Menifee Union School District will ensure alignment of all district systems and structures within a Multi-Tiered System of Support. | Broad Goal   |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The development of this goal reflects the district's commitment to addressing identified needs, utilizing technology for educational efficacy, and prioritizing early intervention within a Multi-Tiered System of Support (MTSS) framework.

This goal emerges from a thorough analysis of the district's needs and priorities, revealing critical areas requiring attention and enhancement within the educational framework.

Addressing the need to refine strategies, allocate resources effectively, and provide continuous professional development for educators in MTSS implementation acknowledges the varied levels of success across the district. By addressing these needs, the district aims to fortify MTSS implementation, thereby improving outcomes for all learners and ensuring consistent and comprehensive support across all schools and student populations.

Recognizing the significance of leveraging technology for educational effectiveness, especially through online platforms for common formative assessments, underscores the district's commitment to evidence-based practices. Aligning with Response to Intervention (RTI) principles and supporting Professional Learning Communities (PLCs) through collaborative data analysis are integral components of this approach, aimed at effectively tracking student progress toward essential standards.

The absence of reading and math universal screeners within the district emphasizes the necessity for early intervention to foster student academic success. Identifying this gap underscores the district's commitment to equitable education, aiming to introduce a foundational tool for systematically assessing students' strengths and areas for improvement in core subjects. This proactive approach aligns with the district's dedication to ensuring that every student receives the necessary support to excel academically.

LCAP 3 goal reflects a comprehensive approach to addressing identified needs, leveraging technology for educational efficacy, and prioritizing early intervention within a Multi-Tiered System of Support framework. By refining strategies, allocating resources effectively, and providing continuous professional development, the district aims to enhance MTSS implementation, improve student outcomes, and ensure equitable education for all learners.

## Measuring and Reporting Results

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| 3.1      | Universal Screener, Reading<br><br>All Students                        | No universal screening tool was available 2023-24   |                |                | Universal Screening, Reading (2028-29): 75% of MUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth) |                                  |
| 3.2      | Universal Screener, Math<br><br>All Students                           | No universal screening tool was available 2023-24   |                |                | Universal Screening, Math (2027-28): 75% of MUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)    |                                  |
| 3.3      | OTUS Common Formative Assessment Usage rate<br><br>Teachers & students | Number of Teacher and Student Logins (May 2024)<br><br>Teacher Logins: 473<br>Student Logins: 6,878 |                |                | Number of Teacher and Student Logins (May 2026)<br><br>Teacher Logins: 662   |                                  |

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
|          |   |  |                |                | Student Logins: 9,629  |                                  |
| 3.4      | PLC Professional Development: Global PD                               | This platform was not available in 2023-24.  |                |                | Percentage of teachers accessing the Global Professional Development Platform (2027-28): 75%   |                                  |
| 3.5      | ELlevation English Learner Data and Instructional Strategies Platform | <p>94% of participating educators have logged onto the platform</p> <p>37 English Learner Strategy Modules are currently in progress by 24 participating educators and administrators</p> <p>6% percentage of educators and administrators accessing professional development platform</p> |                |                | <p>Percentage of Teacher and Administrator Logins (May 2026)</p> <p>100%</p> <p>Percentage of teachers accessing the Global Professional Development Platform (2027-28): 75%</p> |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.



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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title  | Description   | Total Funds  | Contributing |
|----------|--|---|--------------|--------------|
| 3.1      | Universal Screeners and Diagnostic Assessments | Implementing universal screeners and diagnostics aligned with the science of reading is a key LCAP action. These tools measure oral reading fluency, literal comprehension, and foundational reading skills, helping quickly identify students at risk of reading difficulty, including those with characteristics of dyslexia. Regular administration, data analysis, targeted interventions, and professional development are integral parts of this action, aiming to improve reading outcomes for all students by providing timely support and aligning instructional practices with evidence-based approaches. | \$147,000.00 | Yes          |
| 3.2      | Professional Learning Communities              | This action bolsters districtwide Professional Learning Communities by offering systematic training for educators and administrators in Teacher Clarity. It integrates professional learning software to enhance the implementation of new learning within effective PLC processes at the site level. Additionally, it provides administrative support to utilize district and site-wide data systems effectively for making instructional decisions in collaboration with leadership teams that benefit all students and educators, with a primary focus on addressing the needs of unduplicated students.         | \$330,330.00 | Yes          |

| Action # | Title                                     | Description  | Total Funds    | Contributing |
|----------|---|--|----------------|--------------|
| 3.3      | Assessment Systems and MTSS Data Platform | This action provides educators and administrators with access to OTUS, an online data and assessment platform. This platform is intended to be utilized by Professional Learning Community (PLC) teams to develop common formative assessments, enabling them to make informed instructional decisions that provide direct services to students in learning essential grade-level standards. Additionally, OTUS will facilitate the monitoring of student growth through multiple measures, fostering collective teacher efficacy and ultimately improving student outcomes. This action is designed to benefit all students and educators, with a particular focus on addressing the demonstrated needs of unduplicated students. | \$100,000.00   | Yes          |
| 3.4      | MTSS District Leadership Team             | This action facilitates the districtwide involvement of the MTSS District Leadership Team in conducting a thorough needs analysis alongside members of their respective site leadership teams. The goal is to enhance coherence and reliability across schools. Additionally, this action ensures the regular convening of site leadership teams every month to analyze various measures of site data and strategize for enhancing service delivery.   | \$127,542.00   | Yes          |
| 3.5      | Open Gov                                  | This action leverages Open Gov as a tool to enhance transparency regarding budget-related expenditures across all educational partners. The primary focus is on analyzing and progress monitoring supports specifically tailored to benefit our unduplicated students. By utilizing Open Gov, stakeholders gain access to detailed information about budget allocations and expenditures, fostering transparency and accountability in how resources are utilized to support student needs.  | \$22,414.00    | Yes          |
| 3.6      | Districtwide Professional Learning        | The LCAP action involves implementing district-wide professional learning initiatives aimed at establishing coherence in implementing the intended curriculum and utilizing data systems to effectively address the needs of unduplicated students. This includes enhancing the reliability of schools and the effectiveness of Professional Learning Communities (PLCs). The goal is to ensure that educators across the district have the necessary skills and knowledge to implement curriculum standards consistently and utilize data effectively to tailor instruction to meet the needs of diverse  | \$1,908,934.00 | Yes          |

| Action #    | Title   | Description  | Total Funds    | Contributing |
|-------------|---|--|----------------|--------------|
|             |   | student populations. By promoting coherence and enhancing the reliability of schools, this action seeks to improve student outcomes and foster a supportive learning environment for all students, particularly those who are unduplicated.  |                |              |
| <b>3.7</b>  | Device, Network, and Digital Curriculum Support Staff                       | The Technology Coordinator, Network Engineer, Tech Support Analyst II, Technology Aides, and Student Information Systems Specialist collaborate to fully integrate technological resources into classrooms, facilitating instruction to address the unique educational requirements of unduplicated students by enhancing accessibility through heightened technology assistance.  | \$1,407,944.00 | Yes          |
| <b>3.8</b>  | Director of Curriculum and Instruction & Special Programs and Support Staff | This initiative maintains the role of Director of Curriculum and Instruction & Special Programs, supported by classified staff, to meet the educational and holistic needs of unduplicated students, ensuring compliance with federal program regulations. Responsibilities include facilitating access to programs, preparing reports, overseeing curriculum adoptions and implementation, supporting professional learning communities, leadership development, new teacher training, aligning SPSA and LCAP initiatives, and conducting timely data analysis. | \$277,715.00   | Yes          |
| <b>3.9</b>  | Intervention Specialists and Site Intervention Facilitators                 | Maintain District Intervention Specialists and Intervention Facilitators within a Multi-tiered System of Support framework to enhance student learning and academic, as well as behavioral intervention strategies at school sites. This initiative prioritizes supporting unduplicated and underperforming pupils, aiming to improve student outcomes, foster greater student engagement, and strengthen collective teacher efficacy.   | \$1,398,925.00 | Yes          |
| <b>3.10</b> | Instructional Content Leads   | This action facilitates cooperation among administrators and Instructional Content Leads across core content areas such as ELA/ELD/HSS, Math, and NGSS to improve the implementation of a guaranteed and viable curriculum centered on essential standards. Additionally, it entails crafting tiered supports to bolster student outcomes universally, with a special  | \$44,970.00    | Yes          |

| Action #    | Title   | Description  | Total Funds  | Contributing |
|-------------|---|--|--------------|--------------|
|             |   | emphasis on addressing the diverse needs of our unduplicated students. This approach relies on research-based practices such as collective teacher efficacy and a distributed leadership model.  |              |              |
| <b>3.11</b> | New Teacher Induction and Professional Learning Academy         | Sustain the provision of orientation sessions for certificated and classified staff, aiming to ensure alignment with the district's Multi-tiered System of Support (MTSS) and familiarize them with MUSD's structures, programs, and policies. These sessions encompass classroom management, and navigating the ELA/ELD, Math, NGSS, and HSS curriculum through afterschool training and participation in the New Teacher Induction Program.  | \$214,646.00 | Yes          |
| <b>3.12</b> | Curriculum and Instruction Warehouse and Accounting Technicians | This LCAP action aims to improve student achievement for unduplicated students by ensuring access to high-quality curricular materials. It involves maintaining Warehouse Technicians and an Accounting Technician to coordinate the effectiveness of school libraries, manage curriculum inventory and distribution, maintain financial records, prepare reports, and enhance opportunities for libraries to support student engagement. The goal is to streamline the management of educational resources, optimize their distribution to schools, and promote a supportive and engaging learning environment that fosters student success and narrows achievement gaps identified for our unduplicated student groups.  | \$299,646.00 | Yes          |
| <b>3.13</b> | Student Success Services Director and Support Staff             | This action focuses on enhancing outcomes for unduplicated students through a multi-tiered system of support, anchored by the role of a dedicated Student Success Services Director and supporting staff. The Student Success Services Director plays a central role in overseeing various aspects of student well-being, including academic, social-emotional, mental health, and college/career readiness services district-wide. By maintaining this position, the district ensures continuity and coherence in the delivery of these crucial supports, tailored to meet the diverse needs of unduplicated students. Additionally, supporting staff assist in implementing these services effectively, contributing to a comprehensive framework that promotes student success and addresses barriers to achievement. | \$339,552.00 | Yes          |

| Action #    | Title   | Description   | Total Funds  | Contributing |
|-------------|---|---|--------------|--------------|
|             |   |   |              |              |
| <b>3.14</b> | Director of Continuous Improvement and Accountability | This action establishes a Director of Continuous Improvement and Accountability to support unduplicated students by overseeing assessment activities, goal setting, and progress monitoring of student and family engagement and student achievement. The Director of Continuous Improvement and Accountability provides technical assistance to schools, designs training for educators and administrators, and coordinates program evaluation. By prioritizing student and family engagement and ensuring data-driven decision-making, the action aims to enhance student achievement among unduplicated student groups.  | \$241,928.00 | Yes          |
| <b>3.15</b> | Multi-Tiered System of Support Site Allocatons        | This LCAP action strengthens MTSS (Multi-Tiered System of Support) across all school sites in the Menifee Union School District through LCFF (Local Control Funding Formula) site allocations. It collaborates with the Single Plan for Student Achievement (SPSA) and involves the School Site Council process to address the diverse needs of unduplicated students comprehensively. By aligning with district-wide initiatives and engaging stakeholders at the school level, including parents, staff, and community members, the action aims to enhance student engagement, increase parental involvement, and reduce chronic absenteeism rates. Each school site will receive an allocation of funding to primarily focus on enhancing and expanding access to the rigor of core content standards, with a specific emphasis on meeting the demonstrated needs of unduplicated students. The initiative targets improvements in student outcomes, evidenced by performance on assessments such as CAASPP, CAST, ELPAC, and curricular-based measures, to ensure all students learn at grade level. Additionally, it seeks to increase reclassification rates for English Learners and Long-Term English Learners, further supporting the success of unduplicated students across all schools. | \$151,270.00 | Yes          |
| <b>3.16</b> | Instructional Specialists                             | The District Instructional Specialist for Mathematics/English Language Arts (ELA) plays a pivotal role in enhancing the ELA/Math curriculum and instructional practices across the school district. Working closely with educators, administrators, and stakeholders, this specialist provides guidance, professional development, and resources to ensure consistent   | \$696,434.00 | Yes          |

| Action # | Title | Description  | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
|          |       | <p>and high-quality instruction. Responsibilities include coaching, co-planning, model lessons, data analysis, curriculum development, and collaboration on best practices. As a member of the leadership team, the instructional specialist contributes to planning, implementing, and evaluating educational programs tailored to the needs of the student population.</p> |             |              |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

|   |  |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$\$23,647,543.00   | \$1,741,672  |

## 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 |
|---|-----------------------------|-------------------------|---|
| 18.629%   | 1.177%                      | \$1,444,818.13          | 19.806%   |

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
| 1.1               | <p><b>Action:</b><br/>Parent Communication Tools and School Safety Software</p> <p><b>Need:</b><br/>The feedback from families gathered through the Spring 2024 School Climate and Culture survey highlights the necessity to enhance and sustain our communication channels with families through diverse methods. Only 21% of parents expressed satisfaction with family</p> | <p>Implementing efficient parent communication platforms such as Parent Square, Raptor, Informed K-12, and the district website is crucial for enhancing communication with families of unduplicated students across the entire LEA. These platforms are focused on keeping parents informed about family engagement events and providing information about targeted interventions for students with identified needs. By fostering strong parent partnerships, this initiative aims to</p> | <p>The impact of this action will be measured by improved attendance at family events and interaction on the various communication platforms, tracked by site and district administrators. Additionally, the effectiveness will be evaluated through LCAP</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   | <p>engagement and interaction with their child's school. Furthermore, elevated and disproportionate rates of chronic absenteeism and suspension underscore the urgency of supporting all families through improved communication strategies. This action focuses on enhancing our effectiveness in meeting the needs of students and families who are experiencing disparities in attendance and positive behavior outcomes as evidenced in LCAP Metric 1.1 Chronic Absenteeism with an Overall Yellow Dashboard Performance Indicator 24.8% Chronic Absenteeism Rate and Red for Foster Youth: Chronic Absenteeism 35% and Pacific Islander Chronic Absenteeism: 42.4% and in LCAP Metric 1.3 Suspension with an overall Orange Dashboard Performance Indicator 2.3% Suspension Rate and Red Dashboard Performance Indicator for Foster Youth Suspension: 8.2% Pacific Islander Suspension: 6.1%.</p> <p>Inequitable suspension and chronic absenteeism outcomes are evident across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflections.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>support student success both at home and in school.</p> <p>The expected outcomes include increased student engagement, evidenced by reductions in chronic absenteeism and suspensions. Additionally, enhancing experiences for students, staff, and families in terms of school climate, engagement, positive feelings, and school safety is a priority. This action also involves the development of comprehensive school safety plans, which analyze and address the specific needs of all students, with a particular emphasis on disparities identified through progress monitoring metrics at the district, student group, and school levels, as outlined in the LCAP Plan Summary Reflections.</p> <p>By implementing these strategies district-wide, the LEA aims to create a supportive and inclusive environment that benefits all students, particularly unduplicated students, by addressing their unique needs and ensuring equitable access to resources and support services.</p> | <p>Metrics 1.1 Chronic Absenteeism, 1.3 Suspension rates, and 1.2 positive attendance rates. Parent Engagement and School Safety feedback from the school climate and culture survey LCAP Metrics 1.6-1.12 will also be utilized to assess the efficacy of this action in meeting the needs of unduplicated students.</p> |
| 1.2               | <b>Action:</b><br>Climate and Culture Survey   | The actions of MTSS Leadership Teams in leveraging insights from the School Climate and Culture survey to conduct a thorough needs   | Administrators and leadership teams will evaluate the effectiveness   |



| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|---|--|---|
|                   | <p><b>Need:</b><br/>In its quest to enhance student engagement and improve learning outcomes for all students, Menifee USD recognizes the crucial need to collect feedback from diverse perspectives, including students, staff, and families. This feedback is essential for identifying the next steps to improve attendance and reduce suspension rates among unduplicated students, aligning with triangulated feedback. The greatest areas of need are evidenced in attendance and positive behavior outcomes as evidenced in LCAP Metric 1.1 Chronic Absenteeism with an Overall Yellow Dashboard Performance Indicator 24.8% Chronic Absenteeism Rate and Red for Foster Youth: Chronic Absenteeism 35% and Pacific Islander Chronic Absenteeism: 42.4% and in LCAP Metric 1.3 Suspension with an overall Orange Dashboard Performance Indicator 2.3% Suspension Rate and Red Dashboard Performance Indicator for Foster Youth Suspension: 8.2% Pacific Islander Suspension: 6.1%.</p> <p>Inequitable suspension and chronic absenteeism outcomes are evident across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflections.</p> <p>Additionally, there is a need for a measure to effectively monitor the progress of initiatives aimed at boosting student and parent engagement for all students with an emphasis</p> | <p>analysis directly address the needs of unduplicated pupils in several ways. Firstly, by incorporating qualitative and quantitative feedback from students, staff, and families, they ensure a comprehensive understanding of the challenges and barriers faced by these students. This approach helps in identifying disparities and understanding the specific needs of student groups experiencing inequities, such as those reflected in Chronic Absenteeism and Suspension rate data outlined in the LCAP Plan Summary and Goal 1 Metrics.</p> <p>Providing these actions on an LEA-wide (Local Educational Agency) basis is crucial because it allows for a systematic and consistent approach to addressing these issues across all schools within the district. By aligning with the district's overarching goal of fostering a safe, supportive, and collaborative learning environment for all students, these actions ensure that no student group is left behind. This approach not only promotes equity in outcomes but also helps in tailoring interventions and support services to meet the specific needs identified through the needs analysis. Thus, by focusing on equity and using data-driven insights, the actions on an LEA-wide basis aim to create a more inclusive educational environment where all students can thrive.</p> | <p>of this measure by monitoring increased survey participation rates and gathering feedback from surveys administered by the MTSS District Leadership team. Additionally, they will aim to establish a connection between these efforts and improvements in student attendance records LCAP Metric 1.2, as well as reductions in chronic absenteeism LCAP Metric 1.1 and suspension rates LCAP Metric 1.3 among our unduplicated students with an emphasis on improving outcomes for Foster Youth and Pacific Islanders.</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
|                   | <p>on decreasing chronic absenteeism and suspension rate disparities among our student groups, while fostering a safe, supportive, and collaborative learning environment.</p> <p><b>Scope:</b><br/>LEA-wide</p>  |  |  |
| <p><b>1.3</b></p> | <p><b>Action:</b><br/>Attendance Intervention and Support</p> <p><b>Need:</b><br/>The data from Fall 2023 indicates alarming levels of chronic absenteeism across various student demographics, with overall rates categorized as "Very High" and Dashboard Performance marked as "Yellow." Specifically, subgroups such as African American, Hispanic, English Learners, and Socio-economically Disadvantaged students exhibit similarly concerning rates of chronic absenteeism.</p> <p>Suspension rates are also a matter of concern, with overall suspension rates categorized as "Orange" on the dashboard. Among specific subgroups, such as African American, Hispanic, English Learners, and Socio-economically Disadvantaged students, suspension rates are notably higher than the district average.</p> <p>However, a more urgent concern arises with Foster Youth and Pacific Islander students, who demonstrate even higher rates of chronic</p> | <p>The actions taken by these teams to support families and address chronic absenteeism directly meet the needs of unduplicated pupils by providing targeted assistance to overcome barriers that hinder regular school attendance. By connecting families with community resources, offering transportation assistance, and providing academic support services, these actions address the specific challenges faced by underserved student groups.</p> <p>Providing these support services on an LEA-wide basis ensures consistency and equity across all school sites within the district. This approach helps in creating coherence and alignment in efforts to reduce chronic absenteeism, thereby improving overall student engagement and achievement. By centralizing administrative guidance and support for the most impacted student groups and sites, the district can effectively allocate resources and prioritize direct services where they are most needed, as outlined in the LCAP Plan Summary. This districtwide strategy not only promotes inclusivity and access but also fosters a collaborative environment where school personnel work together to enhance school connectivity and support for all students and families.</p> | <p>By actively monitoring attendance patterns and proactively engaging with families, administration, and attendance team members aim to increase student engagement and eliminate barriers that lead to chronic absenteeism. This proactive approach not only supports students in overcoming obstacles to attendance but also fosters a culture of collaboration and support between schools and families.</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|-------------------|---|---|--|
|                   | <p>absenteeism and suspension, both categorized as "Very High" with Dashboard Performance marked as "Red" and make Menifee Union School District eligible for Differentiated Assistance.</p> <p>Inequitable chronic absenteeism outcomes are evident across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflections.</p> <p>In response to these findings, the district has developed a targeted action primarily aimed at improving attendance and reducing suspension rates for our unduplicated students.</p> <p><b>Scope:</b><br/>LEA-wide</p> |   |  |
| 1.4               | <p><b>Action:</b><br/>Parent Involvement/Education</p> <p><b>Need:</b><br/>A thorough needs analysis, guided by California dashboard data on chronic absenteeism and suspension rates, has prompted the development of targeted actions focused on improving attendance and reducing suspensions. The data from Fall 2023 reveals significant disparities across various student demographics, highlighting areas of concern:</p>   | <p>The action of prioritizing initiatives that emphasize parent education and involvement opportunities on an LEA-wide basis directly addresses the needs of unduplicated pupils in several key ways. By focusing on parent education and involvement, the LEA aims to increase parental engagement, which is crucial for supporting the academic and social-emotional development of students. This approach acknowledges that family involvement is often a significant factor in student success and aims to empower families to actively support their children's education.</p> <p>Providing these initiatives across the entire LEA ensures consistency and equity in access to</p> | <p>Administrators will assess the effectiveness of this measure by analyzing parent surveys, tracking participation rates of unduplicated parents, and observing reductions in chronic absenteeism and suspension rates, particularly among the unduplicated students most affected.</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
|                   | <p>Chronic absenteeism rates range from 21.2% to 42.4%, with particularly high rates among Pacific Islander and Foster Youth students. Suspension rates vary from 1.8% to 8.2%, with Foster Youth and Pacific Islander students experiencing higher suspension rates.</p> <p>Inequitable suspension and chronic absenteeism outcomes are evident across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflections.</p> <p>In response, our efforts aim to address these disparities and promote equity and inclusivity within the learning environment, working collaboratively with families.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>support systems and resources for all students, regardless of their background or school site. This districtwide approach also helps in implementing effective behavioral interventions that can reduce suspension rates and create a positive learning environment for all students.</p> <p>By fostering greater engagement among families and implementing supportive strategies, the LEA seeks to improve both academic and social-emotional outcomes for unduplicated students. This comprehensive approach aims to create a collaborative environment where all stakeholders—students, families, and school personnel—are aligned in supporting student success. Thus, providing these initiatives on an LEA-wide basis ensures that every student has access to the necessary support systems and opportunities to thrive academically and emotionally.</p> |  |
| 1.5               | <p><b>Action:</b><br/>Community Liaisons</p> <p><b>Need:</b><br/>The identified need for community liaisons stems from a comprehensive analysis of chronic absenteeism and suspension rates, revealing disparities among various student demographics. With chronic absenteeism rates ranging from 24.8% to 42.4% and suspension rates ranging from 2.3% to 8.2%, targeted actions are required to address these discrepancies and foster a more equitable and inclusive learning environment.</p>  | <p>Community liaisons are integral to addressing chronic absenteeism and suspension rates among students, particularly those in high-need groups such as Foster Youth, Homeless students, Two or More Races, and Pacific Islanders. Their role involves facilitating engagement, connecting families with essential resources, and promoting positive attendance behaviors. By collaborating closely with site attendance teams, community liaisons contribute to creating a more inclusive and supportive school environment for all students.</p> <p>The decision to provide community liaisons on an LEA-wide basis is driven by the need to increase</p>   | <p>Community Liaisons and administrators will evaluate the effectiveness of this measure by monitoring the resources allocated and establishing a direct correlation between any improvements in attendance as evidenced in LCAP Metric 1.1 and 1.2. In addition, data from LCAP Metrics 1.9 and 1.10 may be utilized to measure</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   | <p>The greatest areas of need are evidenced in attendance and positive behavior outcomes as evidenced in LCAP Metric 1.1 Chronic Absenteeism with an Overall Yellow Dashboard Performance Indicator 24.8% Chronic Absenteeism Rate and Red for Foster Youth: Chronic Absenteeism 35% and Pacific Islander Chronic Absenteeism: 42.4% and in LCAP Metric 1.3 Suspension with an overall Orange Dashboard Performance Indicator 2.3% Suspension Rate and Red Dashboard Performance Indicator for Foster Youth Suspension: 8.2%, Pacific Islander Suspension: 6.1%.</p> <p>Inequitable suspension and chronic absenteeism outcomes are evident across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflections.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>and improve student and family engagement across all schools. Their presence ensures consistent support and outreach to families facing challenges related to attendance and suspension, aligning with the district's goal of fostering a positive and inclusive school climate. By focusing on these efforts district-wide, the LEA aims to enhance overall student well-being, reduce disparities in attendance and suspension rates, and ultimately improve academic outcomes for unduplicated student groups.</p> | <p>the effectiveness of parent engagement and perception of school safety.</p>  |
| <p><b>1.6</b></p> | <p><b>Action:</b><br/>Teacher Staffing for Effective Learning Environments to Reduce Combo Classes</p> <p><b>Need:</b><br/>The identified need for reducing chronic absenteeism, and suspension rates, and fostering a positive school culture is underscored by data revealing disparities among student demographics. With chronic</p>   | <p>The action of maintaining effective teacher-staff-to-student ratios, limiting combination grade classes, and reducing class sizes through the hiring of additional elementary school teachers directly addresses the identified needs related to chronic absenteeism, suspension rates, and fostering a positive school culture. These needs are underscored by disparities observed among student demographics, with varying rates of</p>  | <p>The effectiveness of maintaining effective teacher-staff-to-student ratios and reducing class sizes can be monitored through metrics such as student-teacher ratios, classroom observations, feedback from teachers and students, attendance</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|---|---|---|
|                   | <p>absenteeism rates ranging from 24.8% to 42.4% and suspension rates ranging from 2.3% to 8.2%, targeted actions are necessary to address these discrepancies and promote equity for Foster Youth, English Learners, and socio-economically disadvantaged as evidenced in the LCAP Plan Summary Reflections.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>chronic absenteeism (24.8% to 42.4%) and suspension (2.3% to 8.2%).</p> <p>By focusing on these actions, the district aims to implement targeted interventions that promote equity across student groups. Maintaining effective student-teacher ratios is crucial in creating a supportive and responsive learning environment. This environment not only enhances attendance and increases student engagement but also fosters positive feelings among all students. Reducing class sizes further supports personalized attention and instructional effectiveness, contributing to a positive school culture.</p> <p>Providing these resources and interventions on an LEA-wide basis is essential to ensuring consistency and equity across all schools. The initiative particularly targets the needs of vulnerable student populations such as Foster Youth, Pacific Islanders, English Learners, and Socio-Economically Disadvantaged students. By addressing these needs comprehensively, the district aims to improve outcomes for all students, reduce disparities in absenteeism and suspensions, and ultimately create a more supportive and inclusive educational environment conducive to student success.</p> | <p>rates LCAP Metrics 1.1 and 1.2, suspension LCAP Metric 1.3 and disciplinary data, academic performance, and parent/community feedback. These metrics provide insights into the impact of smaller class sizes on student engagement, behavior, and academic success, helping educators assess the effectiveness of this action in achieving its goals. School Climate and Culture feedback from students, staff, and families located in LCAP Metrics 1.6-1.12 will also be utilized to assess the efficacy of this action in meeting the attendance and engagement needs identified for English Learners, Foster Youth, and Socio-economically disadvantaged student groups.</p> |
| 1.7               | <p><b>Action:</b><br/>TK-3 Ratios</p> <p><b>Need:</b><br/>The imperative to address chronic absenteeism and suspension rates, while</p>   | <p>The action of maintaining lower teacher-to-student ratios in grades TK - 3 directly addresses the identified needs related to chronic absenteeism, suspension rates, and the fostering of a positive school culture, particularly among unduplicated students. This initiative is grounded in data</p>   | <p>The effectiveness of maintaining lower teacher-to-student ratios in grades TK - 3 can be monitored through metrics such as student-teacher ratios,</p>   |



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|                   | <p>fostering a positive school culture, is evident from data highlighting disparities among student demographics. With chronic absenteeism ranging from 24.8% to 42.4% and suspension rates from 2.3% to 8.2%, targeted interventions are vital to promote equity. Inequitable suspension and chronic absenteeism outcomes are evident across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflections. By maintaining optimal student-teacher ratios in grades TK-3, our goal is to establish a nurturing early learning environment that improves attendance, decreases suspensions, and fosters a positive school culture for every student.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>highlighting disparities and emphasizes targeted interventions to promote equity across student populations.</p> <p>By ensuring optimal student-teacher ratios in these critical early years of education, the district aims to create a more personalized learning environment. This environment enhances student engagement and reduces suspension and absenteeism rates, as indicated in the LCAP Plan Summary and Goal 1 Metrics. Lower ratios enable increased individualized attention and support, fostering stronger teacher-student relationships and a greater sense of belonging within the classroom, specifically targeting the needs of unduplicated students.</p> <p>Providing this support on an LEA-wide basis ensures consistency and equity across all schools. It acknowledges the importance of early intervention and support in shaping positive behavior and encouraging regular attendance. Ultimately, this approach contributes to a more inclusive and nurturing school culture that supports academic success for all students, aligning with district-wide goals to improve outcomes and create supportive learning environments.</p> | <p>classroom observations, feedback from teachers and students, attendance rates LCAP Metrics 1.1 and 1.2, suspension LCAP Metric 1.3 and disciplinary data, academic performance, and parent/community feedback. These metrics provide insights into the impact of smaller class sizes on student engagement, behavior, and academic success, helping educators assess the effectiveness of this action in achieving its goals. School Climate and Culture feedback from students, staff, and families located in LCAP Metrics 1.6-1.12 will also be utilized to assess the efficacy of this action in meeting the attendance and engagement needs identified for English Learners, Foster Youth, and Socio-economically disadvantaged student groups.</p> |
| 1.8               | <p><b>Action:</b><br/>Social Emotional and Behavioral Learning</p> <p><b>Need:</b></p>  | <p>The action to implement Tier I social-emotional learning initiatives directly targets the needs of unduplicated pupils, particularly vulnerable groups like Foster Youth and Pacific Islanders, aiming to</p>   | <p>The effectiveness of using social-emotional learning (SEL) curricula is monitored through various</p>  |

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|                   | <p>The identified need for decreasing suspension rates and increasing student engagement and positive feelings is evident from the data highlighting disparities among student demographics and their social-emotional well-being. With suspension rates ranging from 1.8% to 8.2%, particularly notable among vulnerable student groups such as Foster Youth and Pacific Islanders, targeted interventions are necessary to address these discrepancies and promote equity.</p> <p>Inequitable suspension and chronic absenteeism outcomes are evident across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflection.</p> <p>Additionally, the data from the 2023-2024 Climate and Culture survey underscores the importance of enhancing student engagement and positive emotions, as indicated by varying percentages of agreement among 3rd-5th and 6th-8th grade students. By focusing on social-emotional learning initiatives, we aim to create a supportive environment that fosters positive relationships, reduces suspensions, and enhances overall well-being for all students.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>reduce suspension rates and enhance student engagement and positive emotions as outlined in the LCAP Plan Summary Reflections. This approach is crucial for addressing disparities identified in student demographics and their social-emotional well-being.</p> <p>Based on the 2023-2024 Climate and Culture survey data, improving student engagement and emotional well-being is paramount. By integrating social-emotional learning into the curriculum, the initiative seeks to create a supportive environment that fosters positive relationships, enhances self-regulation, and improves executive functioning skills among all students. These efforts are designed to decrease suspensions and promote overall well-being, aligning with the district's goal of equity and inclusivity.</p> <p>Providing these initiatives on an LEA-wide basis ensures that all schools adopt consistent practices to support student socio-emotional development. This comprehensive approach acknowledges the diverse needs of students and aims to create a nurturing educational environment where every student can thrive academically and socially.</p> | <p>metrics including suspension rates, attendance rates, student surveys, teacher observations, academic performance, behavioral incidents, and feedback from parents and teachers. These metrics help assess the impact of SEL instruction on student behavior, social-emotional development, and overall well-being, guiding decisions about the continuation or modification of SEL programs.</p> |
| 1.9               | <b>Action:</b><br>Instructional Minutes Increase   | The action to increase instructional minutes to prioritize social-emotional learning directly responds to the identified need to address  | Effective monitoring includes administrators and PBIS team members   |



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|                   | <p><b>Need:</b><br/>The identified need for increasing instructional minutes to allow for social-emotional learning stems from data indicating significant disparities in chronic absenteeism and suspension rates among student demographics. With chronic absenteeism rates ranging from 24.8% to 42.4% and suspension rates from 2.3% to 8.2%, targeted actions are necessary to address these discrepancies and promote equity. Therefore, the allocation of additional instructional time aims to enhance social-emotional learning, mitigate suspension and chronic absenteeism rates, and foster a more inclusive and supportive learning environment for all students with a focus on meeting the engagement and social-emotional and behavioral needs of Foster Youth, Pacific Islanders as evidenced in the Plan Summary and increasing and improving outcomes for English Learners, and Socio-economically disadvantaged.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>significant disparities in chronic absenteeism and suspension rates among student demographics districtwide and at specific school sites as outlined in the LCAP Plan Summary Reflections. By extending instructional time by 10 minutes specifically for social-emotional and behavioral learning, the goal is to reduce suspension and chronic absenteeism rates while enhancing positive school culture and student engagement.</p> <p>This adjustment is particularly targeted at improving outcomes for unduplicated students, aiming to promote equity across the student body. By prioritizing social-emotional learning, the initiative seeks to foster a more inclusive and supportive learning environment for all students. Providing this enhancement on an LEA-wide basis ensures consistency and equitable access to resources that support student well-being and academic success across all schools within the district.</p> | <p>tracking absenteeism and suspensions for unduplicated students evidenced in LCAP Metrics 1.2-1.3, evaluating student engagement and school culture in the school climate and culture surveys for school climate, safety, and positive feelings evidenced in LCAP Metrics 1.7, 1.8, 1.10, 1.11,1.12, and analyzing the implementation rates of the SEL curriculum for all students across all schools monitored by the Director of Student Success Services, Site Administrators, and School Counselors.</p> |
| 1.10              | <p><b>Action:</b><br/>School Counseling</p> <p><b>Need:</b><br/>The identified need to reduce suspension and chronic absenteeism, and increase positive school culture and meaningful student engagement is highlighted by disparities in suspension rates among various student</p>   | <p>The implementation of school counseling at multiple tiers addresses critical needs by providing tailored support and interventions for students' social-emotional well-being. This approach aims to reduce suspension and chronic absenteeism rates while fostering a more positive school culture and increasing meaningful student engagement.</p>  | <p>The effectiveness of school counseling interventions can be monitored through metrics including suspension rates LCAP Metric 1.3, chronic absenteeism rates LCAP Metric 1.1, attendance LCAP Metric 1.2</p>   |

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|                    | <p>demographics. For instance, while the suspension rate for all students is at 2.3%, it rises significantly for certain groups such as Foster Youth (8.2%) and Pacific Islanders (6.1%). Additionally, chronic absenteeism rates are alarmingly high across the board, ranging from 24.8% to 42.4%, with vulnerable groups like Pacific Islanders facing the highest rates.</p> <p>Inequitable suspension and chronic absenteeism outcomes are evident across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflection.</p> <p>Data from the 2023-2024 Climate and Culture survey further emphasizes the importance of addressing these issues, as student engagement and positive feelings are notably lower among 6th-8th grade students compared to their peers in 3rd-5th grade.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>By offering these services LEA-wide, the district ensures that all students, particularly those identified as Foster Youth, Pacific Islanders, English Learners, and socio-economically disadvantaged, receive the necessary support. This proactive measure not only aims to meet immediate needs but also seeks to promote equity and create an inclusive educational environment where every student can thrive academically and socially. Providing school counseling across all schools within the district supports consistency and ensures that resources are accessible to all students who may benefit from additional support.</p> | <p>engagement data, student feedback, parent and teacher feedback LCAP Metrics 1.6-1.12, and academic performance. These metrics provide insight into the impact of counseling services on reducing behavioral issues, improving attendance and engagement, and enhancing overall student well-being and academic success for all students with a targeted focus on meeting the identified needs of Foster Youth, Pacific Islanders, English Learners, and socio-economically disadvantaged.</p> |
| <p><b>1.11</b></p> | <p><b>Action:</b><br/>Administrative Support</p> <p><b>Need:</b><br/>The identified need for administrative support arises from data indicating significant disparities in suspension and chronic absenteeism rates among various student demographics. With suspension rates ranging</p>  | <p>This action addresses the identified needs by deploying administrative support directly to school sites, utilizing assistant principals and learning opportunity administrators. These personnel are crucial in implementing targeted strategies to tackle various challenges such as improving academic achievement, promoting social-emotional learning, enhancing parent</p>  | <p>Chronic Absenteeism, Positive Attendance rates, Suspension Data, Behavior Incidence Data, School Climate and Culture surveys, and parent participation rates may be used to monitor</p>   |

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|                    | <p>from 1.8% to 8.2%, particularly notable among vulnerable groups such as Foster Youth and Pacific Islanders, targeted interventions are essential. Additionally, chronic absenteeism rates range from 24.8% to 42.4%, suggesting a need for comprehensive strategies to address attendance issues. Inequitable suspension and chronic absenteeism outcomes are evident across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflection.</p> <p>Additionally, the data from the 2023-2024 Climate and Culture survey underscores the importance of enhancing student engagement and positive emotions, as indicated by varying percentages of agreement among 3rd-5th and 6th-8th grade students.</p> <p>By providing administrative support, schools can implement effective policies and initiatives to address these challenges, promote equity, and create a more inclusive and supportive learning environment for all students with a targeted focus on meeting the identified needs of Foster Youth, Pacific Islanders, English Learners, and socio-economically disadvantaged.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>engagement, and fostering safe and engaging school environments.</p> <p>By focusing on these critical areas, the initiative aims to enhance student engagement, cultivate a positive school culture, and decrease suspension and absenteeism rates across the district. This approach is essential for meeting the specific needs of unduplicated students, ensuring that resources and support are distributed equitably to where they are most needed.</p> <p>Through effective deployment of resources and personnel, the action aims to create an environment that supports student success and overall well-being, providing consistent support and fostering a conducive learning environment across all schools within the district.</p> | <p>the effectiveness of this action.</p>                                     |
| <p><b>1.13</b></p> | <p><b>Action:</b><br/>Positive Behavior Intervention Professional Learning and Support</p>   | <p>This action directly addresses the issue of high suspension rates among Foster Youth, Homeless students, and Pacific Islanders by implementing</p>  | <p>The efficacy of this initiative will be assessed through professional</p> |

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|                   | <p><b>Need:</b><br/>The Menifee Union School District is eligible for Differentiated Assistance (DA) due to concerning suspension rates among Foster Youth 8.2% and Pacific Islanders 6.1%, as indicated by the 2023-2024 California Dashboard data on Suspension Indicator.</p> <p>The data underscores the imperative to address suspension rates specifically among Foster Youth and Pacific Islanders to foster a more supportive and inclusive learning environment.</p> <p>Inequitable suspension and chronic absenteeism outcomes are evident across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflection.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>targeted interventions and support mechanisms. By providing district-wide training on Positive Behavior Interventions and Supports (PBIS), the aim is to establish a tiered response system that effectively addresses student behavior and social-emotional needs.</p> <p>Through this initiative, educators across the LEA will gain the tools and knowledge needed to implement PBIS strategies consistently. This approach is intended to create a more inclusive and supportive school environment for all students. By fostering positive relationships and addressing underlying behavioral issues proactively, the goal is to reduce suspension rates among vulnerable student groups identified in the LCAP Plan Summary and Goal 1 Metrics.</p> <p>Furthermore, sites with disproportionately high suspension rates will receive additional guidance and support through collaboration with PBIS trainers and the Director of Student Success Services. This ensures that resources are targeted where they are most needed, promoting a safer and more conducive learning environment district-wide.</p> | <p>learning surveys, PBIS team meeting notes, behavior referrals, and suspension rates tracked by PBIS team members and administrators.</p>   |
| 1.14              | <p><b>Action:</b><br/>LCFF Site Allocation Safe and Supportive School Culture</p> <p><b>Need:</b><br/>The identified need to reduce suspension and chronic absenteeism, and increase positive school culture and meaningful student engagement is highlighted by disparities in</p>  | <p>This action aims to address identified needs by strengthening the Single Plan for Student Achievement (SPSA) and School Site Council (SSC) processes through targeted interventions. These include organizing family engagement events to strengthen school-family connections, establishing attendance teams to address attendance challenges actively, forming Positive Behavior Interventions and Supports (PBIS) teams</p>  | <p>Administrators, working in conjunction with the School Site Council (SSC), will annually evaluate the effectiveness of this initiative through the SPSA process, with particular attention to key metrics outlined in LCAP Goal 1.</p> |

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|                   | <p>suspension rates among various student demographics. For instance, while the suspension rate for all students is at 2.3%, it rises significantly for certain groups such as Foster Youth (8.2%) and Pacific Islanders (6.1%). Additionally, chronic absenteeism rates are alarmingly high across the board, ranging from 24.8% to 42.4%, with vulnerable groups like Pacific Islanders facing the highest rates.</p> <p>Inequitable suspension and chronic absenteeism outcomes are evident across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflection.</p> <p>Data from the 2023-2024 Climate and Culture survey further emphasizes the importance of addressing these issues, as student engagement and positive feelings are notably lower among 6th-8th grade students compared to their peers in 3rd-5th grade.</p> <p>To achieve this goal, LCFF site allocations will be utilized in alignment with the Single Plan for Student Achievement (SPSA) and the School Site Council (SSC) process. By leveraging these resources and processes, schools can implement tailored interventions aimed at reducing chronic absenteeism and suspension rates, while fostering a positive school culture for all students with a focus on meeting the needs of Foster Youth, Pacific Islanders, English Learners, and socio-economically disadvantaged students as indicated</p> | <p>to promote positive behavior and reduce suspensions, and providing specialized support for English Learners to enhance their academic achievement and engagement.</p> <p>These strategies are prioritized to enhance student engagement, foster a sense of belonging, and cultivate a positive school culture that benefits all students. The focus is particularly on meeting the needs of unduplicated students, as evidenced by data on chronic absenteeism and suspension rates, positive school culture survey results, and improvements in attendance.</p> <p>Providing these interventions on an LEA-wide basis ensures consistency and equity across all schools within the district. By embedding these practices within the SPSA and SSC frameworks, the district aims to create an inclusive and supportive educational environment where all students, especially those from unduplicated backgrounds, can thrive academically and socially.</p> | <p>These metrics include assessing attendance and chronic absenteeism rates to understand the impact of interventions by attendance teams, analyzing suspension rates to measure the effectiveness of PBIS teams in promoting positive behavior, observing participation levels in family engagement events to gauge improved connections between families and schools, noting changes in student engagement levels as indicators of successful initiatives fostering a sense of belonging, monitoring progress among English Learners to evaluate the effectiveness of tailored support, and utilizing surveys to measure shifts in perceptions of school culture, encompassing feelings of safety and support. These evaluations will help determine the initiative's success in meeting identified needs,</p> |

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|                    | <p>respectively in the LCAP Plan Summary Reflections.</p> <p><b>Scope:</b><br/>LEA-wide</p>   |   | <p>particularly for unduplicated students, and in fostering a positive learning environment.</p>  |
| <p><b>1.15</b></p> | <p><b>Action:</b><br/>Visual and Performing Arts</p> <p><b>Need:</b><br/>As observed on the California Dashboard, during the 2022-2023 academic year, 24% of MUSD students were persistently absent, earning the district a Yellow status. Notably, chronic absenteeism among Foster Youth rose by 2.6%, reaching a 35% absenteeism rate, while Pacific Islander students maintained a high rate of 42.4% absenteeism. This has led to MUSD qualifying for Differentiated Assistance. Inequitable suspension and chronic absenteeism outcomes are evident across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflection.</p> <p>The results of the spring 2024 school climate and culture survey further underscore the necessity of fostering supportive relationships to bolster student engagement and cultivate a positive school atmosphere.</p> <p><b>Scope:</b></p> | <p>This action addresses the needs of unduplicated pupils by expanding visual and performing arts instruction and program supplies through the Art and Music Grant, thereby increasing access to standards in visual and performing arts across grade levels. By enhancing these offerings, students' creativity is nurtured, and their connection to school is strengthened.</p> <p>The inclusion of Visual and Performing Arts (VAPA) instructors in the School Attendance Team Data Review process and collaboration with school counselors are key strategies to increase student engagement and foster positive feelings among all students. This collaborative effort particularly focuses on meeting the needs and interests of Foster Youth, Pacific Islanders, Filipino students, and students of Two or More Races.</p> <p>Providing these resources and supports on an LEA-wide basis ensures equitable access to arts education and supports the diverse needs of students across the district. By integrating VAPA into attendance review processes and counseling efforts, the district aims to enhance student engagement, improve school climate, and promote a sense of belonging among all students, with</p> | <p>VAPA teachers and administrators will oversee the implementation and efficacy of this action through the monitoring of student engagement, parental involvement, and surveys assessing positive school culture. These metrics will serve as indicators of progress specifically tailored to our unduplicated student population.</p> |



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|                   | LEA-wide   | specific attention to those from unduplicated backgrounds.   |  |
| 1.16              | <p><b>Action:</b><br/>Equity Committee</p> <p><b>Need:</b><br/>The identified need for the Equity Committee's action arises from significant disparities in chronic absenteeism and suspension rates among various student demographics within the Menifee Union School District. Chronic absenteeism rates range from 21.2% to 42.4% across different demographic groups, indicating a pressing need to address attendance issues. Additionally, suspension rates, ranging from 1.8% to 8.2% among different student populations, highlight disparities in disciplinary actions, particularly among vulnerable groups such as Foster Youth and Pacific Islanders. Inequitable suspension and chronic absenteeism outcomes are evident across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflection.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>The action of maintaining an Equity Committee aims to address the needs of unduplicated pupils by fostering an inclusive educational environment across the district. This committee focuses on implementing workshops and adopting Culturally Responsive Learning practices, which benefit all students by promoting inclusivity and understanding of diverse backgrounds.</p> <p>Providing these initiatives on an LEA-wide basis ensures that all students, including those from unduplicated backgrounds, benefit from enhanced engagement, a positive school culture, increased parent involvement, and reduced suspension and chronic absenteeism rates. Continuous needs analysis and evaluation of impact allow the Equity Committee to tailor strategies effectively, aiming to improve outcomes for unduplicated students through targeted interventions and inclusive educational practices.</p> | <p>To gauge the effectiveness of the LCAP action led by the Equity Committee, various metrics will be utilized. These include chronic absenteeism and suspension rates among different student demographics, such as unduplicated students, Foster Youth, and Pacific Islanders. Additionally, changes in student engagement levels, parental involvement, and perceptions of school culture will be monitored. Academic progress among unduplicated students will also be assessed. Regular tracking of these metrics will help evaluate the impact of the initiatives, identify areas for improvement, and ensure equitable support for all students within the Menifee Union School District.</p> |
| 1.17              | <p><b>Action:</b><br/>Social Workers</p>   | <p>The action of maintaining social workers within the LEA directly addresses the critical need to support unduplicated students' social-emotional and</p>   | <p>To effectively monitor the impact of maintaining district social workers in</p>   |

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|                   | <p><b>Need:</b><br/>The identified need for maintaining the role of district social workers in supporting Tier II and III social-emotional and mental health needs of students arises from concerning data points regarding chronic absenteeism and suspension rates among various student demographics within the district. Chronic absenteeism rates, categorized as "Very High Status," range from 21.2% to 42.4% across different demographic groups, including All Students, African American, Hispanic, English Learners, socioeconomically disadvantaged, Foster Youth, Pacific Islander, and Students with Disabilities. Additionally, suspension rates vary among these groups, with percentages ranging from 1.8% to 8.2%. Inequitable suspension and chronic absenteeism outcomes are evident across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflection.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>mental health concerns. By providing these services across the district, the aim is to enhance student engagement, foster a positive school culture, increase parental involvement, and reduce suspension and chronic absenteeism rates.</p> <p>Unduplicated students, who often face additional socio-economic and cultural challenges, benefit significantly from the support of social workers. These professionals help address underlying issues that may hinder academic success and overall well-being. By focusing on the needs identified in the LCAP Plan Summary and Goal 1 Metrics, social workers ensure that interventions are tailored to meet the specific challenges faced by different student groups and sites within the district.</p> <p>Providing social workers on an LEA-wide basis ensures equitable access to support services, promoting a more inclusive and supportive educational environment for all students. This approach aligns with the district's commitment to addressing disparities and enhancing outcomes for unduplicated pupils through targeted social-emotional and mental health interventions.</p> | <p>supporting students' social-emotional and mental health needs, various metrics are used. These include chronic absenteeism and suspension rates among different student demographics, student engagement levels, perceptions of school culture, parental involvement, and the number and types of referrals made to social workers. Regular monitoring of these metrics ensures that interventions are targeted and effective, contributing to positive outcomes for all students within the district.</p> |
| 1.18              | <p><b>Action:</b><br/>Mental Health Services and Support</p> <p><b>Need:</b><br/>The identified need for the LCAP action on Mental Health Support stems from concerns about suspension data, particularly among vulnerable student populations. With suspension rates varying across different</p>   | <p>By providing access to mental health services through platforms like Care Solace, Victor Community Services, and CareSpace, the district aims to meet the diverse needs of all students, staff, and families. These services, facilitated by counselors, community liaisons, social workers, and site administrators, are crucial for improving student engagement, fostering a positive school culture, increasing parental involvement, and</p>   | <p>The effectiveness of the Mental Health Support action can be measured through by monitoring suspension rates among different student demographics, assessing changes in student engagement levels,</p>   |



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|                    | <p>demographics, including African American, Hispanic, English Learners, Socio-economically Disadvantaged, Foster Youth, Pacific Islanders, and Students with Disabilities, there is an urgent need to address underlying mental health issues contributing to disciplinary actions.</p> <p>Inequitable suspension and chronic absenteeism outcomes are evident across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflection.</p> <p><b>Scope:</b><br/>LEA-wide</p>   | <p>reducing suspension and chronic absenteeism rates.</p> <p>Unduplicated students, who may face additional socio-economic and cultural challenges, benefit significantly from these accessible mental health resources. By ensuring access across the LEA, the district addresses disparities and supports equitable outcomes for all students. This approach not only enhances individual student well-being but also contributes to a supportive and inclusive educational environment where every student has the opportunity to thrive academically and socially.</p>  | <p>gauging perceptions of school culture, tracking levels of parental involvement, and monitoring referrals and service utilization. These metrics provide insight into the impact of mental health services on student outcomes, school environment, and disciplinary actions.</p>   |
| <p><b>1.19</b></p> | <p><b>Action:</b><br/>Technology Professional Learning</p> <p><b>Need:</b><br/>The identified need for this action is evident from the Fall 2023 data, which reveals high chronic absenteeism rates ranging from 21.2% to 42.4% across all student demographics, signaling significant disengagement from school. Although suspension rates are comparatively lower, disparities exist among different student groups, with rates as high as 8.2% among Foster Youth and 6.1% among Pacific Islanders.</p> <p>Inequitable suspension and chronic absenteeism outcomes are evident across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflection.</p> | <p>This action of providing professional development opportunities for educators and school leaders directly addresses the diverse needs of students, particularly those in underserved groups, within the LEA. By focusing on effective classroom management, technology integration, and creating supportive learning environments, the initiative aims to enhance student engagement, increase parent involvement, foster positive school cultures, and reduce chronic absenteeism and suspensions.</p> <p>Educators and school leaders will benefit from targeted training that equips them with the skills and strategies necessary to meet the academic and social-emotional needs of all students, including unduplicated students. By improving instructional practices and fostering inclusive classroom environments, the initiative supports</p> | <p>The effectiveness of this LCAP action is monitored through various metrics, including student engagement, parent involvement, school climate and culture, chronic absenteeism, and suspension rates. Regularly analyzing these metrics helps assess the impact of the action on enhancing student engagement, parent involvement, school climate, and reducing chronic absenteeism and suspensions for our unduplicated students and</p> |

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|                   | <p>The 2023-2024 school climate and culture survey data indicates areas of concern regarding student engagement and positive feelings within the school community. While student engagement scores are moderate, positive feelings among 6th-8th grade students are notably lower, indicating a need for improvement in the overall school climate. Additionally, parent engagement data reflects a lack of strong agreement among parents, suggesting a need to enhance parental involvement.</p> <p><b>Scope:</b><br/>LEA-wide</p>   | <p>equitable outcomes across student groups as outlined in the LCAP Plan Summary.</p> <p>Providing these professional development opportunities on an LEA-wide basis ensures consistency in approach and effectiveness across schools, promoting a cohesive educational experience that benefits all students. The intentional focus on improving outcomes for specific student groups underscores the district's commitment to addressing disparities and promoting a supportive learning environment where every student can succeed.</p>   | <p>allows the team to make adjustments throughout the school year.</p>   |
| <p><b>2.1</b></p> | <p><b>Action:</b><br/>Math Professional Learning</p> <p><b>Need:</b><br/>As indicated on the California Dashboard, the average student performance in mathematics falls below the standard by 37.7 points resulting in a Yellow status. Despite a marginal improvement of 5.7 points in the 2022-2023 academic year, attributed to a concerted effort in professional development and the monitoring of instructional practices enhancing student discourse and number sense, persistent achievement disparities persist among various student demographics.</p> <p>Here are the Dashboard statuses for specific student groups across the district:</p> | <p>The implementation of professional development in mathematics aims to equip educators and paraeducators with the necessary skills to effectively deliver the curriculum at Tier 1. This initiative is essential to meet the specific needs of our unduplicated students, ensuring they receive culturally responsive instruction and universally designed access to grade-level standards. Additionally, it encompasses training in the implementation of tiered interventions aimed at bolstering understanding of foundational skills and standards, thereby facilitating achievement at grade level for our unduplicated students. This approach is crucial for providing equitable educational opportunities to all students within our LEA.</p> | <p>To gauge the effectiveness of this action, surveys will be distributed to educators and administrators following professional development sessions and job-embedded coaching. Additionally, summative assessments of the curriculum and Math CAASPP scores will serve as key indicators of progress. These metrics will provide valuable insights into the impact of our efforts on student</p> |

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|                   | <p>African American: 71.1 points below standard<br/> Hispanic: 50.8 points below standard<br/> English Learners: 79.1 points below standard<br/> Socio-economically Disadvantaged (SED): 51.2 points below standard<br/> Foster Youth: 82.3 points below standard<br/> Students with Disabilities (SWD): 102.7 points below standard</p> <p>Inequitable outcomes in mathematics are also evidenced at the specific sites and student groups as indicated in LCAP Plan summary reflections.</p> <p>These figures underscore the pressing need to tailor interventions to address the unique challenges faced by these underserved student populations.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>By providing professional development on an LEA-wide or schoolwide basis, we ensure that all educators are prepared to address the diverse needs of our unduplicated pupils. This collective approach fosters a consistent and comprehensive implementation of effective instructional strategies and interventions, creating a cohesive learning environment where every student has the opportunity to succeed. This broad-based professional development is necessary not only to elevate the quality of mathematics instruction across the board but also to systematically address the specific educational challenges faced by our unduplicated students, promoting equity and excellence throughout our educational system.</p> | <p>learning outcomes and instructional practices.</p>  |
| <p><b>2.2</b></p> | <p><b>Action:</b><br/>Math Personalized Learning Software</p> <p><b>Need:</b><br/>As indicated on the California Dashboard, the average student performance in mathematics falls below the standard by 37.7 points resulting in a Yellow status. Despite a marginal improvement of 5.7 points in the 2022-2023 academic year, attributed to a concerted effort in professional development and the monitoring of instructional practices enhancing</p>  | <p>Introducing a personalized math learning platform, synchronized with curriculum-embedded assessments, directly targets the needs of our unduplicated students who require tier 2 and tier 3 interventions and integrated English Language Development (ELD) to meet grade-level standards. This action specifically addresses the unique needs of unduplicated pupils by offering tailored support that helps bridge learning gaps and promotes academic achievement.</p>  | <p>Educators, administrators, and paraeducators will oversee the implementation and achievement data on the personalized math learning platform. Additionally, they will analyze both curriculum formative and summative assessments, along with CAASPP Math</p> |

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|                   | <p>student discourse and number sense, persistent achievement disparities persist among various student demographics.</p> <p>Here are the Dashboard statuses for specific student groups across the district:</p> <p>African American: 71.1 points below standard<br/> Hispanic: 50.8 points below standard<br/> English Learners: 79.1 points below standard<br/> Socio-economically Disadvantaged (SED): 51.2 points below standard<br/> Foster Youth: 82.3 points below standard<br/> Students with Disabilities (SWD): 102.7 points below standard</p> <p>Inequitable outcomes in mathematics are also evidenced at the specific sites and student groups as indicated in LCAP Plan summary reflections.</p> <p>These figures underscore the pressing need to tailor interventions to address the unique challenges faced by these underserved student populations.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>By providing this platform and associated training on an LEA-wide basis, we empower educators and administrators to analyze student progress effectively. This broad implementation ensures that all staff members are equipped with the tools and knowledge needed to make informed adjustments in tiered instruction, fostering continuous improvement for our unduplicated students across the district or school community. This comprehensive approach not only enhances the learning experience for unduplicated students but also ensures equitable access to high-quality education, enabling every student to reach their full potential.</p> | <p>Achievement data, to evaluate the effectiveness of the training and the personalized learning platform.</p>                                     |
| <p><b>2.3</b></p> | <p><b>Action:</b><br/>Next Generation Science Standards Teacher Training</p> <p><b>Need:</b></p>  | <p>This professional learning initiative fosters collective teacher efficacy in implementing the Next Generation Science Standards (NGSS), emphasizing the importance of monitoring students' utilization of Science and Engineering Practices to effectively articulate their</p>  | <p>Science educators and administrators will contribute feedback on the effectiveness of the professional learning via surveys. They will also</p> |

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|                   | <p>According to data from the CAASPP Educational Testing Services Website, only 30.06% of 5th and 8th-grade students in MenifeeUSD met or exceeded the Next Generation science standards as measured by the 2022-2023 California Science Assessment. This highlights significant achievement disparities among various student demographics that necessitate intervention through teacher training and exploration of a new science curriculum to ensure implementation of the intended curriculum across all grades K-8.</p> <p>Breakdown by Student Groups:</p> <p>African American: 15.17% met or exceeded<br/> Hispanic: 24.47% met or exceeded<br/> English Learners: 1.85% met or exceeded<br/> Socio-economically Disadvantaged (SED): 26.34% met or exceeded<br/> Foster Youth: 9.09% met or exceeded<br/> Students with Disabilities (SWD): 7.86% met or exceeded</p> <p><b>Scope:</b><br/> LEA-wide</p> | <p>comprehension. By addressing evident achievement disparities, this initiative is crucial for scaffolding tier 1 instruction with culturally responsive and inclusive practices.</p> <p>Integrated English Language Development (ELD) strategies are a key component, tailored to meet the specific needs of our unduplicated students. This ensures that all students, regardless of background, receive instruction that is both accessible and challenging, helping them to engage deeply with the curriculum and demonstrate their understanding effectively.</p> <p>Providing this professional learning on an LEA-wide basis ensures a unified approach across the district. It equips all educators with the skills and strategies necessary to support unduplicated students consistently, fostering an equitable learning environment. This systemic implementation promotes high-quality, inclusive science education for all students, addressing the diverse needs of unduplicated pupils and working towards closing achievement gaps.</p> | <p>utilize formative assessment data from CAASPP interim assessments and common formative assessments developed by NGSS Lead Teachers to monitor the effectiveness of this action.</p> |
| 2.4               | <p><b>Action:</b><br/> Science Supplemental Software</p> <p><b>Need:</b><br/> According to data from the CAASPP Educational Testing Services Website, only</p>  | <p>This initiative addresses the necessity for our unduplicated students to access online simulations similar to those encountered in the California Science Test (CAST) formatively. By providing these simulations, we aim to build familiarity and independence in using online tools, which is</p>  | <p>Science educators and administrators will evaluate the effectiveness of this initiative by assessing the implementation of the</p>  |

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|                   | <p>30.06% of 5th and 8th-grade students in MenifeeUSD met or exceeded the Next Generation science standards as measured by the 2022-2023 California Science Assessment. This highlights significant achievement disparities among various student demographics that necessitate access to the supplemental online support that develops student and educator familiarity with online simulations administered on the California Science Test.</p> <p>Breakdown by Student Groups:</p> <p>African American: 15.17% met or exceeded<br/> Hispanic: 24.47% met or exceeded<br/> English Learners: 1.85% met or exceeded<br/> Socio-economically Disadvantaged (SED): 26.34% met or exceeded<br/> Foster Youth: 9.09% met or exceeded<br/> Students with Disabilities (SWD): 7.86% met or exceeded</p> <p>NGSS lead teachers also need time to learn more about this online platform during the NGSS Lead Teacher meetings, grade level professional learning and coaching sessions.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>essential for effectively demonstrating their understanding.</p> <p>The initiative emphasizes teacher and peer collaboration, ensuring that educators work together to support students in navigating these digital platforms. This collaborative approach not only enhances the students' technical skills but also promotes a deeper engagement with the content, enabling them to perform better in assessments.</p> <p>Providing this initiative on an LEA-wide basis ensures that all unduplicated students across the district have equal access to these critical resources. It creates a consistent and equitable learning environment where every student can develop the necessary skills to succeed in the CAST and beyond. This comprehensive approach ensures that no student is left behind, addressing the unique needs of our unduplicated pupils and promoting educational equity throughout the district.</p> | <p>software and achievement on the CAST summative assessment among our unduplicated students in 5th and 8th grade. Additionally, teachers from grades 3-8 may gauge effectiveness by analyzing student understanding demonstrated on CAST Interim Assessments.</p> |
| 2.5               | <p><b>Action:</b><br/>Makerspaces</p> <p><b>Need:</b></p>  | <p>This initiative of collaboratively developing makerspaces aims to assist unduplicated students in establishing personalized connections with science and engineering practices. By</p>  | <p>Administrators, educators and library media technicians will monitor the effectiveness of this action</p>   |



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|                   | <p>According to data from the CAASPP Educational Testing Services Website, only 30.06% of 5th and 8th-grade students in MenifeeUSD met or exceeded the Next Generation science standards as measured by the 2022-2023 California Science Assessment. This highlights significant achievement disparities among various student demographics that necessitate access to the supplemental online support that develops student and educator familiarity with online simulations administered on the California Science Test.</p> <p>Breakdown by Student Groups:</p> <p>African American: 15.17% met or exceeded<br/> Hispanic: 24.47% met or exceeded<br/> English Learners: 1.85% met or exceeded<br/> Socio-economically Disadvantaged (SED): 26.34% met or exceeded<br/> Foster Youth: 9.09% met or exceeded<br/> Students with Disabilities (SWD): 7.86% met or exceeded</p> <p>As indicated on the California Dashboard, the average student performance in mathematics falls below the standard by 37.7 points resulting in a Yellow status. There are significant disparities in math achievement among various student demographics.</p> <p>Here are the Dashboard statuses for specific student groups across the district:</p> <p>African American: 71.1 points below standard</p> | <p>encouraging students to apply real-world mathematics in their projects, this initiative helps to contextualize their learning, making it more relevant and engaging.</p> <p>Furthermore, this effort involves collaboration among administrators, educators, and library media technicians to assess the incorporation of visual and performing arts standards. This multidisciplinary approach ensures that the learning experiences are rich and varied, catering to diverse interests and learning styles.</p> <p>Providing this initiative on an LEA-wide basis ensures that all students, particularly unduplicated students, have equitable access to these innovative learning environments. This broad implementation promotes consistency in the quality of education across the district, ensuring that every student can benefit from these enhanced learning opportunities.</p> <p>The primary goal is to enhance access for all students, with a specific emphasis on meaningfully engaging unduplicated students to foster academic achievement in NGSS and mathematics. By creating an inclusive and supportive environment through makerspaces, we can better address the unique needs of unduplicated pupils, promoting their academic success and overall engagement in learning.</p> | <p>through analysis of implementation, student surveys, and student outcomes in NGSS and math standards as evidenced in CAST and CAASPP scores of our unduplicated student groups.</p> |

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|                   | <p>Hispanic: 50.8 points below standard<br/> English Learners: 79.1 points below standard<br/> Socio-economically Disadvantaged (SED): 51.2 points below standard<br/> Foster Youth: 82.3 points below standard<br/> Students with Disabilities (SWD): 102.7 points below standard</p> <p>Inequitable outcomes in mathematics are also evidenced at the specific sites as indicated in LCAP Plan Summary Reflections.</p> <p><b>Scope:</b><br/> LEA-wide</p>   |   |   |
| 2.6               | <p><b>Action:</b><br/> ELA/ELD Professional Learning</p> <p><b>Need:</b><br/> The identified need pertains to the English Language Arts (ELA) achievement of unduplicated student groups within MenifeeUSD, as revealed by data from the California Dashboard with an orange status. On average, CAASPP ELA student scores across all students fall 12.5 points below the standard. Notably, disparities in ELA achievement exist among various student demographics, as indicated by their average scores:</p> <ul style="list-style-type: none"> <li>• African American: 35.8 points below standard</li> <li>• Hispanic: 24.9 points below standard</li> </ul> | <p>The focus of these professional learning initiatives, rooted in research-based practices for English Language Arts/English Language Development (ELA/ELD), is primarily on supporting continuous improvement in addressing achievement gaps among our unduplicated students. By adopting a distributed leadership model, we aim to invest in research-based strategies that promote teacher clarity and enhance collective teacher efficacy, ultimately driving positive outcomes for all students.</p> <p>This action addresses the needs of unduplicated pupils by equipping educators with effective strategies to close achievement gaps. Research-based ELA/ELD practices ensure that instruction is aligned with the specific needs of unduplicated students which includes English Learners and Long Term English Learners, providing them with</p> | <p>Administrators, educators, and paraeducators will actively track the effectiveness of this initiative through a multifaceted approach. This includes administering educator surveys during professional learning opportunities to gather feedback on the relevance and impact of the training sessions. Additionally, monitoring of Professional Learning Community (PLC) minutes will provide insights into how collaboration and</p> |



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|                   | <ul style="list-style-type: none"> <li>• English Learners: 62.9 points below standard</li> <li>• Socio-economically Disadvantaged (SED): 25.9 points below standard</li> <li>• Foster Youth: 62 points below the standard</li> <li>• Students with Disabilities (SWD): 83.8 points below standard</li> </ul> <p>As indicated by an orange status on the California Dashboard, MenifeeUSD has identified a significant need to prioritize support for English Learners, particularly in achieving increased proficiency in English and facilitating successful reclassification. According to the Fall 2023 English Language Proficiency Indicator (ELPI), only 42.6% of students are making progress toward English language proficiency.</p> <p>Inequitable outcomes in ELA are evident across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflections.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>targeted support to improve their literacy and language skills. Enhanced teacher clarity helps educators deliver more precise and comprehensible instruction, which is particularly beneficial for students who require additional support.</p> <p>Providing this initiative on an LEA-wide basis creates a consistent and equitable educational environment where unduplicated students receive the same level of support regardless of their school. The distributed leadership model ensures that these strategies are effectively implemented and sustained, fostering a culture of continuous improvement and collaboration.</p> <p>By investing in these research-based practices and promoting collective teacher efficacy, we aim to create a positive and inclusive learning environment that drives academic success for all students, with a particular focus on supporting unduplicated pupils.</p> | <p>implementation strategies are evolving.</p> <p>Furthermore, the success of this action will be evaluated through tangible improvements in student outcomes in English Language Arts/English Language Development (ELA/ELD) CAASPP and ELPAC metrics. Specifically, there will be a dedicated focus on meeting the targeted needs of our unduplicated students. By analyzing student performance data, educators can gauge the efficacy of the implemented strategies and interventions, ensuring that they are effectively addressing the identified areas of need.</p> |
| 2.7               | <p><b>Action:</b><br/>Tiered Reading Supports and Supplemental ELA software</p> <p><b>Need:</b></p>   | <p>The provision of Tier III ELA/ELD training and instructional materials directly addresses the demonstrated need for improved reading proficiency among unduplicated students. SPIRE, an ESSA-approved supplemental intervention program rooted in the Science of Reading, offers</p>  | <p>Administrators, educators, specialists, and facilitators will actively assess the effectiveness of these initiatives through various means. This includes</p>   |

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|                   | <p>The identified need pertains to the English Language Arts (ELA) achievement of unduplicated student groups within MenifeeUSD, as revealed by data from the California Dashboard with an orange status. On average, CAASPP ELA student scores across all students fall 12.5 points below the standard. Notably, disparities in ELA achievement exist among various student demographics, as indicated by their average scores:</p> <ul style="list-style-type: none"> <li>• African American: 35.8 points below standard</li> <li>• Hispanic: 24.9 points below standard</li> <li>• English Learners: 62.9 points below standard</li> <li>• Socio-economically Disadvantaged (SED): 25.9 points below standard</li> <li>• Foster Youth: 62 points below the standard</li> <li>• Students with Disabilities (SWD): 83.8 points below standard</li> </ul> <p>As indicated by an orange status on the California Dashboard, MenifeeUSD has identified a significant need to prioritize support for English Learners, particularly in achieving increased proficiency in English and facilitating successful reclassification. According to the Fall 2023 English Language Proficiency Indicator (ELPI), only 42.6% of students are making progress toward English language proficiency.</p> <p>Inequitable outcomes in ELA are evident</p> | <p>multisensory activities tailored to various learning styles, ensuring engagement for all students. Its structured ten-step lesson plan delivers explicit, teacher-led instruction driven by data, effectively strengthening decoding and language comprehension skills for struggling readers.</p> <p>Learning A-Z complements this effort by providing personalized reading fluency and comprehension practice tailored to the instructional levels of all students in grades K-5. This initiative is particularly directed at narrowing the achievement gap in reading proficiency for unduplicated students.</p> <p>Similarly, the initiative to offer universally designed software, such as Texthelp and Screencastify, prioritizes inclusion and access to grade-level standards for all students. By accommodating multiple means of action and expression, this action enables students to effectively demonstrate their understanding. Educators can provide multiple means of representation to ensure that all students access the intended rigor of academic standards.</p> <p>Providing these interventions and resources on an LEA-wide basis ensures equitable access to high-quality educational support across all schools within the district. This comprehensive approach not only addresses the specific needs of unduplicated pupils but also fosters a learning environment where all students can thrive academically. By scaffolding learning and promoting inclusive practices, educators support students in developing essential executive</p> | <p>analyzing implementation data to track the progress and fidelity of the actions. Additionally, surveys will be conducted to gather feedback from stakeholders on the perceived impact and areas for improvement.</p> <p>A key indicator of success will be an increase in student outcomes, particularly among unduplicated students, in assessments such as the CAASPP ELA and the English Language Proficiency Indicator for English Learners. By closely monitoring these measures, stakeholders can gauge the effectiveness of the implemented actions in addressing the identified needs and facilitating academic growth for all students.</p> |

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|                    | <p>across specific sites and student groups, as highlighted in the LCAP Plan Summary Reflections.</p> <p><b>Scope:</b><br/>LEA-wide</p>   | <p>functioning skills, ultimately enhancing their ability to succeed in rigorous academic settings.</p>   |   |
| <p><b>2.10</b></p> | <p><b>Action:</b><br/>College and Career Readiness</p> <p><b>Need:</b><br/>The 5-year strategic plan for Menifee Union School District includes a goal of ensuring every middle school develops a pathway for Career Technical Education CTE. This will require a comprehensive needs analysis and collaboration among specializations to ensure CTE courses are effectively developed and supported for full implementation and inclusive participation. MUSD currently has one out of five middle schools establishing a CTE pathway. There is a need to analyze the impact of Career Technical Education on increasing and improving outcomes for our unduplicated students.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>This collaborative planning action will ensure we have considered the need to successfully establish Career and Technical Education (CTE) pathways that respond to student interests, vertically align curriculum, and maximize community support. The successful provision of CTE pathways directly addresses the needs of unduplicated students by providing them with opportunities to engage in meaningful and relevant applications of ELA, math, and science standards, thereby increasing student achievement.</p> <p>By offering these CTE pathways on an LEA-wide basis, we ensure equitable access to high-quality educational opportunities for all students across the district. This approach fosters consistency in curriculum delivery and ensures that unduplicated students have access to the same rigorous standards and supportive resources as their peers. It also leverages community partnerships to enhance learning experiences and provide students with real-world connections that enrich their education and prepare them for future success.</p> <p>Incorporating CTE pathways into our educational framework not only supports academic achievement but also promotes career readiness</p> | <p>Administrators will monitor the effectiveness of this action through the successful development of a CTE pathway that generates student interest, vertical collaboration with high schools and community members, and educator feedback confirming the courses and activities are in alignment with CTE model standards as evidenced in LCAP Metric 2.8.</p> |

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|                   |   | and lifelong learning skills among unduplicated students. By aligning these pathways with student interests and community needs, we create a cohesive educational environment that empowers all students to achieve their full potential and contribute positively to society.   |  |
| 2.11              | <p><b>Action:</b><br/>Technological Devices and Network Connectivity</p> <p><b>Need:</b><br/>The identified need pertains to the English Language Arts (ELA) achievement of unduplicated student groups within MenifeeUSD, as revealed by data from the California Dashboard with an orange status. On average, CAASPP ELA student scores across all students fall 12.5 points below the standard. Notably, disparities in ELA achievement exist among various student demographics.</p> <p>MenifeeUSD has identified a significant need to prioritize support for English Learners, particularly in achieving increased proficiency in English and facilitating successful reclassification. According to the Fall 2023 English Language Proficiency Indicator (ELPI), only 42.6% of students are making progress toward English language proficiency.</p> <p>The average student performance in mathematics falls below the standard by 37.7 points resulting in a Yellow status. Despite a marginal improvement of 5.7 points in the</p> | <p>The integration of technology plays a crucial role in supporting after-school programs, holiday intercessions, and various enrichment activities, thereby providing foster youth, English Learners, and unduplicated students with access to curriculum, embedded support, and additional learning resources. Specifically, Chromebooks are provided to foster youth and English Learners for home use, aiming to ensure equitable access to learning resources tailored to each student's instructional level and to support access to grade-level standards necessary to address achievement gaps identified in the student population.</p> <p>By implementing these technological resources on an LEA-wide basis, we ensure that all students, including unduplicated pupils, have equal opportunity to utilize these tools effectively. This approach fosters a consistent learning experience across the district, where technology serves as a bridge to enhance educational access and support for students facing diverse learning challenges.</p> <p>Furthermore, by providing Chromebooks specifically to foster youth and English Learners, we address the unique needs of these student groups, promoting equity in educational opportunities. This initiative not only supports academic achievement but also empowers</p> | <p>The anticipated outcome of this initiative is a strengthened connection to school and tailored support to enhance academic achievement, thereby minimizing the achievement gap. This will be measured through indicators such as feedback from student engagement surveys (Panorama), and improved academic performance on CAASPP and ELPAC assessments among unduplicated pupils.</p> <p>Given the increasing reliance on online learning and the growing demand for teacher proficiency in this domain, the continuation of this action is essential for student success. Feedback from teachers and educational partners strongly advocates for sustaining</p> |

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|                    | <p>2022-2023 academic year achievement disparities persist among various student demographics.</p> <p>Inequitable outcomes in ELA and mathematics are also evidenced at the specific sites as indicated in LCAP Plan Summary Reflections.</p> <p>The rationale for maintaining district-wide funding for the Chromebook refresh cycle stems from the necessity of implementing services on a district-wide scale to address a critical gap in student achievement. We've recognized that providing unduplicated students with access to technology is indispensable for facilitating universally designed school-based educational resources fostering engagement and improving student outcomes.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>students to engage actively in their learning, fostering independence and proficiency in accessing and utilizing digital resources. Ultimately, integrating technology in this comprehensive manner supports the overall goal of closing achievement gaps and promoting success for all students within our educational community.</p>   | <p>one-to-one access to online learning tools and devices to support tiered intervention and teachers' capacity to provide engaging universally designed and culturally responsive instruction. This action is primarily aimed at supporting English learners, students from low socio-economic backgrounds, homeless youth, and foster youth.</p> |
| <p><b>2.12</b></p> | <p><b>Action:</b><br/>Academic Achievement Site Allocations</p> <p><b>Need:</b><br/>Dashboard with an orange status. On average, CAASPP ELA student scores across all students fall 12.5 points below the standard. Notably, disparities in ELA achievement exist among various student demographics, as indicated by their aforementioned average scores</p>   | <p>This particular LCAP action is aimed at enhancing student achievement for unduplicated students through the strategic allocation of resources based on the population of unduplicated pupils at each school site. The rationale behind this allocation is grounded in data from the CA Accountability Dashboard, which highlights the significant need for enhanced and expanded services to address the achievement gap experienced by unduplicated students.</p> | <p>The effectiveness of this action is gauged through the Comprehensive Needs Assessment and the subsequent Annual Program Evaluation, facilitated by the School Site Councils in crafting the annual School Plan for Student Achievement. This evaluation encompasses an assessment of</p>  |

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|                   | <p>As indicated by an orange status on the California Dashboard, MenifeeUSD has identified a significant need to prioritize support for English Learners, particularly in achieving increased proficiency in English and facilitating successful reclassification. According to the Fall 2023 English Language Proficiency Indicator (ELPI), only 42.6% of students are making progress toward English language proficiency.</p> <p>As indicated on the California Dashboard, the average student performance in mathematics falls below the standard by 37.7 points resulting in a Yellow status. Despite a marginal improvement of 5.7 points in the 2022-2023 academic year, attributed to a concerted effort in professional development and the monitoring of instructional practices enhancing student discourse and number sense, persistent achievement disparities persist among various student demographics.</p> <p>Inequitable outcomes in ELA and mathematics are also evidenced at the specific sites as indicated in LCAP Plan Summary Reflections.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>School Site Councils play a pivotal role in this process by approving and directing the utilization of funds, in collaboration with a school-based Comprehensive Needs Assessment that rigorously examines the disparities in achievement between all students and unduplicated pupils. This collaborative effort ensures that funding aligns closely with the specific goals for student learning, encompassing both social-emotional well-being and academic attainment.</p> <p>The School Site Councils' oversight extends to the review and endorsement of the Single Plan for Student Achievement (SPSA), which outlines actionable strategies to support unduplicated students. This plan is subsequently approved by the School Board, ensuring accountability and alignment with district-wide goals.</p> <p>Each school is responsible for reporting on the impact of allocated funding through the Annual Program Evaluation, providing transparency and accountability regarding the effectiveness of interventions and supports aimed at addressing the identified needs of students, particularly unduplicated pupils.</p> <p>Providing these resources and oversight on an LEA-wide basis ensures that all schools within the district are equipped to effectively support unduplicated students, fostering equitable access to opportunities and promoting student success across diverse student populations.</p> | <p>outcomes for all students while prioritizing interventions aimed at addressing the needs of underperforming students, who are primarily represented by our unduplicated students.</p> |
| 3.1               | <b>Action:</b>   | Implementing universal screeners and diagnostics aligned with the science of reading is a vital LCAP   | Implementing universal screeners aligned with the  |



| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
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|                   | <p>Universal Screeners and Diagnostic Assessments</p> <p><b>Need:</b><br/>The Fall 2023 CAASPP ELA data reveals concerning performance levels across student demographics, with many groups showing scores below the standard and maintaining Orange performance status. Particularly, African American, Hispanic, English Learners, Socio-economically Disadvantaged, and Students with Disabilities exhibit significant gaps from the standard. Despite some improvement, Foster Youth and Students with Disabilities still lag behind. The identified need is to address these achievement gaps and low proficiency rates through targeted interventions to ensure equitable opportunities for all students to reach proficiency levels aligned with state standards and ensure we identify students who may need differentiated supports and targeted intervention sooner with results from a screener and diagnostic tool.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>action to address the literacy needs of unduplicated pupils and all students. These tools play a crucial role in identifying students at risk of reading difficulty, including those with dyslexia characteristics, by assessing oral reading fluency, comprehension, and foundational skills.</p> <p>This action is provided on an LEA-wide basis to ensure equitable access to early identification and support for all students across the district. By regularly administering these screeners and conducting thorough data analysis, educators can pinpoint specific areas where students may need additional assistance. This enables timely implementation of targeted interventions tailored to individual student needs.</p> <p>In addition to student support, professional development for educators is a key component of this initiative. It equips teachers with evidence-based instructional practices aligned with literacy needs, enhancing their ability to effectively teach and support students who require intervention.</p> <p>The overarching goal of this LCAP action is to improve reading outcomes for all students, with a particular focus on closing achievement gaps for unduplicated pupils. By embedding these practices into district-wide policies and procedures, we ensure that every student receives the necessary support to achieve literacy proficiency and academic success.</p> | <p>science of reading effectiveness can be assessed through various metrics, including screening results, progress monitoring, intervention effectiveness, student achievement, and educator training and implementation. Regular analysis of these metrics allows educators and administrators to monitor the impact of the action on improving reading outcomes and make adjustments to interventions and instructional practices as needed.</p> |
| 3.2               | <p><b>Action:</b><br/>Professional Learning Communities</p>   | <p>Improving Professional Learning Community (PLC) processes using student achievement data is crucial, particularly in response to the significant</p>  | <p>Accountability metrics used to monitor the effectiveness of improving</p>   |

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|                   | <p><b>Need:</b><br/>The identified need for improving Professional Learning Community (PLC) processes using student achievement data is evident from the Fall 2023 ELA and Math CAASPP data, which reveal concerning trends across various student demographics.</p> <p>In ELA, the dashboard statuses for all demographic groups, including African American, Hispanic, English Learners, Socio-economically Disadvantaged, Foster Youth, and Students with Disabilities, indicate significant disparities below the standard level.</p> <p>In Math, dashboard statuses also reveal disparities, with all students collectively 37.7 points below standard. African American students are particularly impacted, with a status of 71.1 points below standard, while English Learners are 79.1 points below standard. These statistics underscore the urgency of addressing achievement gaps in mathematical proficiency.</p> <p>The CAASPP California Science Test data shows low percentages of students meeting or exceeding standards across all demographics. For instance, English Learners have only 1.85% meeting or exceeding the standard, highlighting significant challenges in science proficiency among this group.</p> <p>English Learner progress toward proficiency and reclassification rates remain areas of concern. Despite efforts, only 10% of English</p> | <p>achievement disparities among student demographics revealed by Fall 2023 ELA and Math CAASPP data. Enhanced PLC processes empower educators to collaboratively analyze data, tailor instruction, share best practices, and set collective goals aimed at addressing these disparities.</p> <p>Providing this initiative on an LEA-wide basis ensures that all educators across the district benefit from strengthened PLC processes. This approach fosters a culture of continuous improvement, accountability, and responsive teaching practices. By leveraging student achievement data, educators can identify specific areas where unduplicated pupils may need additional support and adjust instructional strategies accordingly.</p> <p>The collaborative nature of PLCs promotes the sharing of effective teaching practices and facilitates the development of targeted interventions to meet the diverse needs of students. This comprehensive approach not only supports improved student outcomes but also contributes to narrowing achievement disparities by equipping educators with the tools and strategies needed to address the specific challenges faced by unduplicated pupils as outlined in the LCAP Plan Summary and metrics.</p> <p>Ultimately, enhancing PLC processes district-wide aligns with our commitment to equity and excellence in education. It ensures that all students, regardless of background, receive high-quality instruction tailored to their individual needs,</p> | <p>Professional Learning Community (PLC) processes include not only student achievement data in ELA, ELD, Math, and Science but also the implementation of PLC processes themselves. This involves assessing the extent to which PLCs are being utilized effectively, such as regular meetings, data-driven discussions, and collaborative planning sessions. Additionally, feedback from educators and administrators regarding the efficacy of PLC processes is gathered. This feedback provides insights into the perceived impact of PLCs on teaching practices, student engagement, and overall school culture. By incorporating these metrics, schools can ensure that PLCs are not only implemented but are also making meaningful contributions to educator collaboration, instructional improvement, and ultimately, student achievement.</p> |



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|                   | <p>Learners have been reclassified, indicating the need for targeted interventions to support their language acquisition and academic progress.</p> <p>These data points collectively underscore the pressing need to improve PLC processes using student achievement data. By analyzing and leveraging this data within PLCs, educators can identify areas for improvement, develop targeted interventions, and implement evidence-based practices to address achievement gaps and improve outcomes for all student demographics.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>thereby promoting academic success and closing achievement gaps across the district.</p>   |   |
| <p><b>3.3</b></p> | <p><b>Action:</b><br/>Assessment Systems and MTSS Data Platform</p> <p><b>Need:</b><br/>The identified need for this action is evident from the Fall 2023 student achievement data across various subjects. In ELA, significant portions of students, particularly those from underrepresented groups such as African American, Hispanic, English Learners, and students with disabilities, are below the standard. This is reflected in their dashboard status and performance, indicating challenges in achieving proficiency in English language arts.</p>            | <p>The action addresses the identified need by providing educators and administrators with access to an online data and assessment platform. This platform enables Professional Learning Community (PLC) teams to create common formative assessments, monitor student growth through multiple measures, and make instructional decisions aligned with essential standards in core content areas.</p> <p>Implementing this tool on an LEA-wide basis ensures equitable access to resources that support the needs of unduplicated pupils and all students across the district. Educators can use the platform to identify students at risk of reading difficulty, including those with characteristics of dyslexia, and implement targeted interventions to support their literacy development effectively.</p> | <p>The effectiveness of this action is monitored through student achievement metrics, focusing on changes in proficiency levels across different demographic groups. Additionally, data platform usage metrics track the frequency and depth of engagement with the OTUS platform by educators and administrators. These metrics help evaluate the impact of the action on student outcomes and the extent to which the</p> |

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|                   | <p>Similarly, in the California Science Test, a considerable percentage of students, especially English Learners and students with disabilities, are not meeting the standard, highlighting deficiencies in science proficiency.</p> <p>In mathematics, students across all demographics are also struggling to meet the standard, with a notable performance gap for African American, Hispanic, and English Learner students.</p> <p>Overall, the data underscores the urgent need to address achievement gaps and improve proficiency levels, particularly among unduplicated student groups.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>Moreover, the platform promotes collective teacher efficacy by fostering collaboration among educators and facilitating data-driven decision-making. This collaborative approach enables educators to share best practices, analyze student data comprehensively, and adjust instructional strategies based on real-time insights. As a result, the initiative contributes to improved student outcomes by ensuring that instructional decisions are informed, responsive, and tailored to meet the diverse needs of students within the district.</p> <p>By embedding this online data and assessment platform into district-wide practices, we enhance the overall quality of education and support provided to unduplicated pupils, promoting equity and academic success for all students.</p> | <p>platform is utilized to inform instructional decisions.</p>  |
| <p><b>3.4</b></p> | <p><b>Action:</b><br/>MTSS District Leadership Team</p> <p><b>Need:</b><br/>The identified need for the practice of Multi-Tiered System of Supports (MTSS) district and site leadership teams is evident in the diverse array of student achievement data across multiple subjects, including ELA, ELD, Math, and Science, coupled with concerning metrics related to Chronic Absenteeism, Suspension, and School Climate and Culture.</p> <p>In ELA/ELD, Math, and Science, student achievement data from Fall 2023 reveals</p>   | <p>This action aims to address the needs of unduplicated pupils by fostering districtwide collaboration through the engagement of the MTSS District Leadership Team in a comprehensive needs analysis alongside site leadership teams. The objective is to promote consistency and reliability across schools within the district.</p> <p>By providing this initiative on an LEA-wide basis, we ensure that all schools benefit from enhanced coherence and reliability in service delivery. Monthly meetings for site leadership teams to review site data comprehensively and devise improvement strategies are crucial in addressing</p>   | <p>The effectiveness of this action can be gauged by monitoring participation rates at MTSS meetings and assessing the inventories of high reliability schools. These metrics will help evaluate the action's impact on enhancing coherence and reliability across schools and improving service delivery to meet the identified needs.</p> |

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|                   | <p>varying degrees of performance below standards across student demographics, indicating disparities in academic proficiency and growth. Additionally, high rates of Chronic Absenteeism and Suspension further exacerbate these disparities, particularly among vulnerable student populations such as Foster Youth and Pacific Islanders.</p> <p>School Climate and Culture data highlight areas of concern regarding student engagement, feelings of safety and support, and parental involvement, indicating challenges in fostering a positive learning environment conducive to academic success.</p> <p>Given these multifaceted challenges, the need for MTSS district and site leadership teams to collaboratively analyze and respond to student achievement data in ELA, ELD, Math, and Science, alongside Chronic Absenteeism, Suspension, and School Climate and Culture data, is crucial. By leveraging this data-driven approach, these teams can identify areas for improvement, implement targeted interventions, and establish a supportive framework to address the diverse academic and socio-emotional needs of all students effectively.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>the identified need for consistent educational outcomes and effective support systems.</p> <p>This collaborative approach facilitates the alignment of resources and interventions to meet the specific needs of unduplicated students across diverse school settings. It promotes a unified effort toward improving student achievement and closing achievement gaps by leveraging collective expertise and data-driven decision-making.</p> <p>Ultimately, providing this districtwide collaboration and support structure ensures equitable access to high-quality education for all students, including unduplicated pupils. It establishes a framework where best practices are shared, resources are effectively allocated, and strategies are continuously refined to meet the evolving needs of students throughout the district..</p> |   |
| 3.5               | <b>Action:</b><br>Open Gov  | The need to enhance transparency and accountability in budget allocation becomes crucial  | The effectiveness of this action is monitored |

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|                   | <p><b>Need:</b><br/>The identified need for this action is rooted in the desire to address disparities in student achievement, attendance, and suspension rates among unduplicated students. By leveraging Open Gov as a resource to increase transparency in budget-related expenditures, the aim is to allocate resources more effectively to support the needs of these students. Analyzing student achievement data reveals performance gaps, while attendance and suspension rates highlight challenges in engagement and behavior for Foster Youth, Pacific Islanders, English Learners, and the socioeconomically disadvantaged.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>to ensure that resources are targeted toward interventions and support services that can address these disparities and improve outcomes for unduplicated students as evidenced in the LCAP Plan Reflections and to meet the needs of Engaging Educational Partners for all students. Providing this initiative on an LEA-wide basis is crucial to ensure equity and fairness across all schools within the district. It establishes clear guidelines and processes for allocating resources, which promotes consistency in the delivery of services aimed at meeting the diverse needs of unduplicated students.</p>  | <p>through various means. Budget transparency is assessed by tracking the extent to which expenditures are made visible using Open Gov. Resource allocation to ensure that funds are effectively directed toward supporting unduplicated students. Changes in student achievement, attendance, and suspension rates are monitored to assess the impact of budget allocations on academic outcomes and student engagement.</p> |
| 3.6               | <p><b>Action:</b><br/>Districtwide Professional Learning</p> <p><b>Need:</b><br/>The need for district-wide professional learning action is evident from multiple data points reflecting student achievement, attendance, and behavioral trends. Analysis of Fall 2023 ELA CAASPP data reveals that various student groups, including African American, Hispanic, English Learners, Socio-economically Disadvantaged, Foster Youth, and Students with Disabilities, are significantly below standard in ELA performance. Additionally, the CAASPP California Science Test results show disparities in science</p>   | <p>The action enhances a multi-tiered support system for all students, with a specific emphasis on meeting the needs of unduplicated student groups through systematic professional development. This professional development is centered on the successful implementation of curriculum, particularly focusing on integrated and designated English Language Development (ELD) to improve outcomes for English Learners. Additionally, professional learning initiatives are designed to guarantee the effective implementation of screeners, diagnostics, and personalized learning platforms, aiming to enhance academic achievement for all students, with a particular focus on addressing the needs identified for our unduplicated students. Providing this professional</p> | <p>The effectiveness of this action is monitored through metrics such as implementation rates of screeners, diagnostics, and data platforms, as well as student achievement in essential standards and on CAASPP, CAST, and ELPAC summative assessments.</p>  |

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|                   | <p>proficiency among different student demographics. High chronic absenteeism rates among certain groups, such as English Learners and Foster Youth, further emphasize the need for targeted support to improve student engagement and attendance. Moreover, suspension rates remain high among specific student populations, indicating challenges in maintaining a positive school climate and addressing behavioral issues effectively. These data underscore the necessity of establishing coherence in curriculum implementation and better utilization of data systems to support the needs of unduplicated students.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>development on an LEA-wide basis ensures equitable access to training that supports the diverse needs of all students across the district. It aims to enhance educators' capacity to deliver effective instruction that is responsive to the specific needs of unduplicated pupils, thereby promoting academic success and closing achievement gaps.</p>  |   |
| <p><b>3.7</b></p> | <p><b>Action:</b><br/>Device, Network, and Digital Curriculum Support Staff</p> <p><b>Need:</b><br/>The identified need for this action arises from persistent achievement gaps among various student demographic groups, including African American, Hispanic, English Learners, Socio-economically Disadvantaged, Foster Youth, and Students with Disabilities as evidenced in the metrics of goal 2.</p> <p><b>Scope:</b><br/>LEA-wide</p>   | <p>The collaborative effort involving the Technology Coordinator, Network Engineer, Tech Support Analyst II, Technology Aides, and Student Information Systems Specialist addresses the needs of unduplicated pupils by bolstering the Multi-Tiered System of Supports (MTSS) and addressing student achievement gaps across the district.</p> <p>Providing this initiative on an LEA-wide basis ensures that all schools benefit from enhanced accessibility to educational resources and support, particularly benefiting underserved student populations. By integrating technology into classrooms, the initiative aims to empower educators to effectively meet the diverse learning needs of students.</p> | <p>The effectiveness of the action will be monitored through various metrics, including student achievement data, technology integration, access and equity indicators, professional development participation, tech tickets, feedback and surveys, and participation in data and assessment platforms. These metrics will help assess improvements in student performance, the extent of technology use in</p> |

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|                   |  | <p>The use of innovative tools and tailored assistance facilitates early identification of students in need of support and streamlines data-driven decision-making processes. This approach enhances the development of a robust MTSS framework, ensuring that interventions are timely, targeted, and aligned with the specific needs of unduplicated pupils and other student groups.</p> <p>Ultimately, by leveraging technology in this comprehensive manner, the district enhances educational equity and promotes academic success for all students. This collaborative effort not only supports immediate academic needs but also fosters a sustainable approach to improving educational outcomes and narrowing achievement disparities across the district.</p> | <p>classrooms, equity in resource distribution, educator engagement, educational partner perceptions, and the efficacy of interventions for students needing support. By tracking these indicators, educational partners and administrators can evaluate the initiative's impact on addressing achievement gaps and fostering a more inclusive learning environment.</p> |
| <p><b>3.8</b></p> | <p><b>Action:</b><br/>Director of Curriculum and Instruction &amp; Special Programs and Support Staff</p> <p><b>Need:</b><br/>The identified need for this action stems from disparities in student achievement in Math, English Language Arts, and Science with various student demographic groups, including African American, Hispanic, English Learners, Socio-economically Disadvantaged, Foster Youth, and Students with Disabilities, the lack of growth in English Learner Progress evidenced in the metrics of goal 2 and the LCAP Plan Reflections. Through a comprehensive needs analysis conducted with educators, administrators, and</p> | <p>The action addresses the needs of unduplicated pupils by leveraging collaborative efforts between the Director of Curriculum and Instruction, Special Programs, and grade-level representatives from all school sites. Together, they lead curriculum committees to co-develop curriculum maps, assessment tools, and pacing guides aimed at bolstering districtwide professional learning communities.</p> <p>Providing this initiative on an LEA-wide basis ensures that all educators benefit from enhanced curriculum alignment and instructional support. This collaborative approach enhances teacher clarity and collective efficacy, fostering a cohesive educational environment that promotes improved student outcomes across the district.</p>            | <p>The effectiveness of this action will be assessed through surveys of educators and administrators, improvements in student outcomes measured in Goal 2 student achievement metrics, heightened engagement of educators with the intended curriculum and supplemental programs, and adherence to state and federal requirements concerning unduplicated students.</p>  |



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|                   | <p>educational partners outlined in the LCAP Educational Partner Feedback, a need for improving the implementation of the intended curriculum along with tiered intervention supports became apparent across content areas. In addition, educators need support with delivering a guaranteed and viable curriculum available through the process of identifying essential standards, first best instructional practices, tiered supports in response to formative data, and the development of a curricular map and pacing guide to actively respond to the identified academic needs of African American, Hispanic, English Learners, Socio-economically Disadvantaged, Foster Youth, and Students with Disabilities evidenced in student achievement data.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>A significant aspect of this initiative is the emphasis on providing coaching support tailored to the success of specific student groups, including African American, Hispanic, and English Learners, Socio-economically Disadvantaged students, Foster Youth, and Students with Disabilities and the identified needs outlined in the LCAP Plan Summary Reflection. By focusing on these underserved populations, the district aims to address achievement gaps and promote equitable access to educational opportunities.</p> <p>Furthermore, the collaborative development of curriculum and assessment tools facilitates differentiated instruction and targeted interventions, ensuring that educational practices are responsive to the diverse learning needs of unduplicated pupils. This comprehensive approach supports continuous improvement in teaching practices and student support systems, ultimately contributing to increased academic achievement and success for all students within the district.</p> |  |
| 3.9               | <p><b>Action:</b><br/>Intervention Specialists and Site Intervention Facilitators</p> <p><b>Need:</b><br/>The identified need for maintaining District Intervention Specialists and Intervention Facilitators within a Multi-tiered System of Support framework arises from disparities in student achievement and the lack of growth in English learner progress indicators. Unduplicated and underperforming pupils,</p>   | <p>The action addresses the needs of unduplicated pupils outlined in the LCAP Plan Summary Reflections by prioritizing the deployment of Intervention Specialists and Facilitators across the district. This initiative aims to improve student outcomes, enhance student engagement, and bolster collective teacher efficacy.</p> <p>Providing Intervention Specialists and Facilitators on an LEA-wide basis ensures that all schools have access to dedicated support professionals who can address the diverse academic and social-</p>  | <p>The effectiveness of the LCAP action can be assessed by examining student achievement data in OTUS, CAASPP and screeners and diagnostics, tracking behavioral indicators, monitoring English learner progress, assessing the utilization of targeted support, and</p> |

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|                    | <p>including English learners, require targeted support to address their specific academic and behavioral needs effectively.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>emotional needs of students. These specialists are equipped to provide targeted interventions and personalized support, thereby narrowing achievement gaps and promoting equitable opportunities for all learners, including unduplicated pupils.</p> <p>By focusing resources on Intervention Specialists and Facilitators, the district enhances its capacity to respond effectively to the specific challenges faced by underserved student populations, such as African American, Hispanic, English Learners, Socio-economically Disadvantaged students, Foster Youth, and Students with Disabilities. This targeted approach not only supports individual student success but also strengthens the overall educational environment by fostering a culture of collaboration and continuous improvement among educators.</p> <p>The deployment of these specialists contributes to enhancing student engagement and fostering a supportive learning environment where every student feels valued and supported in their academic journey. This comprehensive approach ultimately aims to elevate student outcomes across the district, promoting academic achievement and preparing all students for future success.</p> | <p>measuring student engagement data.</p>  |
| <p><b>3.10</b></p> | <p><b>Action:</b><br/>Instructional Content Leads</p> <p><b>Need:</b><br/>The Fall 2023 student achievement data, particularly from ELA and Math CAASPP</p>        | <p>The action addresses the needs of unduplicated pupils by leveraging collaborative efforts between instructional content leads, site administrators, and district administrators to narrow achievement disparities across the district.</p>  | <p>Instructional Content Leads and administrators will measure the effectiveness of the action through analysis of student outcomes on formative</p> |



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|                   | <p>assessments, underscores the pressing need for improving student outcomes through collaboration among instructional content leads in ELA/ELD and HSS and Math and Science</p> <p>In ELA, various demographic groups, including African American, Hispanic, English Learners, Socio-economically Disadvantaged, Foster Youth, and Students with Disabilities, exhibit concerning trends, with most dashboard statuses below standard and showing declines or minimal improvements. For instance, African American students are 35.8 points below standard, English Learners are 62.9 points below standard, and the percentage of students making progress toward proficiency is low at 42.6%. Similar trends are observed in the CAASPP California Science Test results, further highlighting the challenges across demographics in meeting or exceeding standards.</p> <p>In Math, similar disparities persist, with dashboard statuses below standard for all demographic groups. African American, Hispanic, and Socio-economically Disadvantaged students exhibit particularly low performance, with significant points below standard.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>Providing this initiative on an LEA-wide basis ensures consistent and coordinated efforts to analyze district-wide data trends, identify areas for improvement, and develop targeted interventions. This collaborative approach allows for a comprehensive assessment of student performance and needs, enabling educators to implement effective strategies that support the diverse learning requirements of unduplicated pupils and other student groups.</p> <p>Instructional content leads play a crucial role in advancing collective teacher efficacy by communicating and progress monitoring the effectiveness of research-based instructional strategies. This collaborative feedback loop fosters a culture of continuous improvement and professional growth among educators at each site and across grade spans, ensuring that instructional practices are responsive to the evolving needs of students.</p> <p>The provision of this initiative on an LEA-wide basis aims to elevate student outcomes, foster academic success, and empower educators to meet the diverse needs of students across the district effectively.</p> | <p>and summative assessments, and educator feedback.</p> |

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| <p><b>3.11</b></p> | <p><b>Action:</b><br/>New Teacher Induction and Professional Learning Academy</p> <p><b>Need:</b><br/>The identified need for this action stems from disparities in student achievement in Math, English Language Arts, and Science with various student demographic groups, including African American, Hispanic, English Learners, Socio-economically Disadvantaged, Foster Youth, and Students with Disabilities, the lack of growth in English Learner Progress evidenced in the metrics of goal 2 and the LCAP Plan Reflections. The recognized need is to adequately train new teachers, ensuring all students have fair access to research-based instructional practices and a guaranteed and viable curriculum to ensure we narrow achievement gaps evidenced in the achievement unduplicated student groups of LCAP Goal 2 Metrics.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>The action is directed at meeting the academic needs of unduplicated students by prioritizing comprehensive new teacher induction programs, along with systematized curricular support from district staff and networking opportunities across the school district.</p> <p>Providing this initiative on an LEA-wide basis ensures that all new educators receive consistent and thorough training and support to effectively address the diverse learning needs of unduplicated students and other student groups. The objective is to empower new educators with the skills and resources necessary to deliver rigorous instruction aligned with a Multi-tiered System of Support (MTSS).</p> <p>By focusing on new teacher induction programs and ongoing curricular support, the district aims to enhance teaching effectiveness and improve student outcomes. These efforts contribute to cultivating a safe, supportive, and collaborative learning environment where all students, including unduplicated pupils, can thrive academically and socially.</p> <p>By prioritizing the professional development and support of new educators district-wide, the initiative promotes a cohesive approach to instructional practices and student support systems. This collaborative effort fosters collective teacher efficacy and ensures that all educators are equipped to implement research-based strategies that meet the unique needs of unduplicated students, thereby narrowing achievement gaps</p> | <p>Administrators and educators will monitor the effectiveness of this action through screener and diagnostic data in ELA and Math in LCAP Metrics 3.1-3.3, participation in the New Teacher Induction Program and afternoon meetings, participation in PLC and English Learner Professional Learning Platforms LCAP Metrics 3.4 and 3.5 and educator and administrator surveys.</p> |

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|--------------------|---|---|--|
|                    |   | <p>and promoting educational equity across the district.</p> <p>Ultimately, by embedding these initiatives into district-wide practices, the LEA aims to elevate teaching quality, boost student achievement, and create equitable educational opportunities that support the success of all students, particularly unduplicated pupils.</p>  |  |
| <p><b>3.12</b></p> | <p><b>Action:</b><br/>Curriculum and Instruction Warehouse and Accounting Technicians</p> <p><b>Need:</b><br/>In ELA, various demographic groups, including African American, Hispanic, English Learners, Socio-economically Disadvantaged, Foster Youth, and Students with Disabilities, exhibit concerning trends, with most dashboard statuses below standard and showing declines or minimal improvements. For instance, African American students are 35.8 points below standard, English Learners are 62.9 points below standard, and the percentage of students making progress toward proficiency is low at 42.6%. Similar trends are observed in the CAASPP California Science Test results, further highlighting the challenges across demographics in meeting or exceeding standards. There is also a need to support educators by including science instruction within the instructional day TK-8 training teachers with first best instructional strategies and taking inventory of their NGSS</p> | <p>The action is primarily directed at addressing the specific conditions, needs, and circumstances of unduplicated students to support their academic success, as outlined in the needs analysis and LCAP Plan Summary Reflections.</p> <p>Curriculum and Instruction Technicians play a crucial role in fulfilling this need by facilitating the efficiency of school libraries, overseeing curriculum inventory and distribution, maintaining financial records, preparing reports, and expanding opportunities for libraries to enhance student engagement. This initiative aims to streamline resource management across the district, ensuring equitable distribution of resources to all schools.</p> <p>Providing this initiative on an LEA-wide basis ensures consistency and fairness in resource allocation, benefiting unduplicated student cohorts and promoting educational equity. By enhancing the functionality of school libraries and expanding their role in student engagement, the district creates a supportive and stimulating learning environment conducive to student success.</p> | <p>Inventory records, feedback from site administrators, library media technicians, and curriculum and instruction technicians, and increases in student achievement in Math, ELA/ELD and NGSS will be utilized as metrics to monitor the effectiveness of this action to increase and improve student outcomes for our unduplicated students.</p> |

| Goal and Action #  | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|--------------------|---|--|---|
|                    | <p>instructional materials to support systematic instruction.</p> <p>In Math, similar disparities persist, with dashboard statuses below standard for all demographic groups. African American, Hispanic, and Socio-economically Disadvantaged students exhibit particularly low performance, with significant points below standard. Support from the curriculum and instruction technicians will ensure all students and educators have access to the instructional materials of a new math adoption.</p> <p><b>Scope:</b><br/>LEA-wide</p>   | <p>This initiative aims to reduce achievement gaps among unduplicated student cohorts by ensuring that all students have access to essential resources and instructional materials. By centralizing curriculum oversight and distribution, Curriculum and Instruction Technicians support educators in delivering high-quality instruction that meets the diverse learning needs of students across the district.</p>  |   |
| <p><b>3.13</b></p> | <p><b>Action:</b><br/>Student Success Services Director and Support Staff</p> <p><b>Need:</b><br/>This action responds to the pressing need to support unduplicated students facing various challenges that hinder their engagement and academic success as described in the LCAP Plan Reflection and Goal 1 and Goal 2 metrics. By establishing a multi-tiered system of support led by a Student Success Services Director, the initiative addresses socio-economic barriers, lack of targeted support, disciplinary disparities, and the importance of holistic well-being. Through comprehensive interventions, including academic, social-emotional, mental health, and college/career</p> | <p>The action addresses the unique needs of unduplicated pupils by implementing a district-wide multi-tiered support system led by a Student Success Services Director. This initiative aims to provide targeted interventions that address academic, social-emotional, mental health, and college/career readiness needs, specifically tailored to support unduplicated student groups.</p> <p>Providing this initiative on an LEA-wide basis ensures that all schools within the district benefit from comprehensive support services that enhance student success and reduce disparities. The multi-tiered system of support (MTSS) facilitates early identification of student needs and ensures that appropriate interventions are implemented to meet those needs effectively.</p> | <p>Student engagement, student achievement data, and implementation metrics collected by community liaisons, social workers, intervention and behavior specialists and school counselors will monitor the effectiveness of this action.</p> |

| Goal and Action #  | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|--------------------|---|---|--|
|                    | <p>readiness services, the goal is to enhance student engagement, reduce chronic absenteeism and suspensions, and ultimately elevate academic achievement among unduplicated student groups.</p> <p><b>Scope:</b><br/>LEA-wide</p>  | <p>By focusing on academic, social-emotional, and college/career readiness aspects, the district aims to promote equitable opportunities for unduplicated students to succeed academically and thrive in their educational journey. This approach not only addresses immediate needs but also fosters a supportive and inclusive learning environment where all students feel valued and supported.</p> <p>The implementation of the MTSS system enhances the capacity of schools to deliver direct services that are responsive to the diverse needs of students, ultimately improving overall student outcomes across the district. By centralizing and coordinating these efforts under the leadership of the Student Success Services Director, the district ensures consistency and effectiveness in supporting unduplicated student groups, thereby promoting educational equity and fostering a culture of success for all students.</p> |  |
| <p><b>3.14</b></p> | <p><b>Action:</b><br/>Director of Continuous Improvement and Accountability</p> <p><b>Need:</b><br/>The identified need addressed by this action is the existing disparities in student and family engagement data and student outcomes described in the LCAP Plan Reflection, particularly among unduplicated student groups. These disparities highlight the lack of sufficient support tailored to the specific needs of unduplicated students, who face various barriers to engagement and academic</p> | <p>The action primarily focuses on meeting the distinctive needs of unduplicated students through the district-wide support of a Director of Continuous Improvement and Accountability. This leadership role oversees assessment activities, goal setting, and progress monitoring across the district, with a specific emphasis on enhancing student and family engagement data and improving student achievement.</p> <p>By providing technical assistance and developing customized training for educators and administrators, the Director ensures that strategies are tailored to address the unique challenges faced by unduplicated students. This approach</p>  | <p>School Climate and Culture data, educational partner feedback, implementation data for screeners, diagnostics and assessment platforms, and student engagement and student achievement data are metrics that will be used to monitor the effectiveness of this action in reducing the achievement and engagement gaps identified for our unduplicated students.</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   | <p>success. Therefore, there is a pressing need to implement targeted strategies aimed at improving both student and family engagement and student achievement within these underserved student populations, ultimately promoting equitable opportunities for academic success and social-emotional well-being for all students.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>aims to equip school staff with the tools and knowledge needed to effectively support these student groups.</p> <p>Moreover, coordinated program evaluation under the Director's guidance allows for ongoing adjustments to interventions aimed at enhancing both student and family engagement, as well as student achievement outcomes. This iterative process ensures that district-wide efforts remain responsive to the evolving needs of unduplicated students and are grounded in data-driven decision-making.</p> <p>Through prioritizing student and family engagement and advocating for data-driven practices, this action aims to reduce disparities in engagement data and improve student outcomes among unduplicated student groups. Ultimately, the goal is to elevate academic achievement and ensure that all students, particularly unduplicated pupils, receive the necessary support to excel academically and thrive socially within the school community. By providing this leadership on an LEA-wide basis, the district aims to promote equity and foster a supportive educational environment where every student has the opportunity to succeed.</p> |   |
| 3.15              | <p><b>Action:</b><br/>Multi-Tiered System of Support Site Allocatons</p> <p><b>Need:</b><br/>The identified need revolves around addressing disparities in student engagement, chronic absenteeism, suspension rates,</p>  | <p>The action primarily addresses the unique needs of unduplicated students within the Menifee Union School District by focusing on disparities in student engagement, chronic absenteeism, suspension rates, student achievement, and parental involvement, as outlined in the LCAP Plan Reflection and Technical Assistance and is</p>   | <p>School Climate and Culture data, educational partner feedback, student engagement and student achievement data, and School Plan for Student Achievement evaluation</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|---|---|---|
|                   | <p>student achievement, and parental involvement within the Menifee Union School District as outlined in the LCAP Plan Reflection and technical assistance. These discrepancies are observed across various demographic groups, particularly unduplicated students, who face challenges related to socio-economic status, language proficiency, and cultural differences and intensified at sites identified as ATSI. The need arises to ensure equity in educational opportunities by enhancing engagement, reducing absenteeism and suspensions, improving academic performance, and fostering parental involvement. This comprehensive approach aims to create a supportive environment conducive to the success of all students within the LEA, particularly those facing additional obstacles.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>provided on an LEA-wide basis to ensure comprehensive support across all schools.</p> <p>Through the LCFF school site allocation, development of the Single Plan for Student Achievement (SPSA), and the School Site Council process, targeted support is provided to unduplicated students who may face additional challenges due to socio-economic status, language proficiency, or cultural differences. These initiatives are crucial for ensuring that resources and interventions are aligned to meet the diverse needs of all students across the district.</p> <p>By strengthening a multi-tiered system of support, the district ensures that interventions are tailored to address the specific challenges faced by unduplicated students. This approach aims to create a more equitable and supportive educational environment where all students, regardless of background, can thrive academically and socially.</p> <p>The emphasis on increasing student engagement, reducing absenteeism and suspensions, improving academic performance, and enhancing parental involvement benefits not only unduplicated students but also the entire school community. These efforts contribute to fostering a positive school climate and promoting inclusivity, thereby creating a supportive learning environment that benefits all students.</p> <p>By prioritizing the needs of unduplicated students, this action enhances overall student success and</p> | <p>rubrics are metrics that will be used to monitor the effectiveness of this action in reducing the achievement and engagement gaps identified for our unduplicated students through School Plans for Student Achievement.</p> |



| Goal and Action #  | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|--------------------|--|--|--|
|                    |  | <p>well-being within the Menifee Union School District. By addressing disparities and promoting equity through targeted interventions and support mechanisms, the district aims to ensure that every student has the opportunity to achieve their full potential and contribute positively to the school community.</p>  |  |
| <p><b>3.16</b></p> | <p><b>Action:</b><br/>Instructional Specialists</p> <p><b>Need:</b><br/>Hiring instructional specialists in mathematics and English language arts responds to the identified need to enhance student engagement, achievement, and collective teacher efficacy within a robust Multi-Tiered System of Support (MTSS) as described in the LCAP Plan Reflections, Technical Assistance, and in response to the Educational Partner Feedback to support staff with reading specialists to advance ELA/ELD student achievement metrics in Goal 2 for our Foster Youth, Pacific Islanders, English Learners, and Socio-economically Disadvantaged.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>The action of hiring instructional specialists is crucial for addressing the specific needs of unduplicated students within the district. These specialists play a pivotal role in improving curriculum and instructional practices across the LEA by providing targeted guidance, professional development, and resources to educators. Their focused efforts on providing direct services alongside educators aim to enhance teaching effectiveness and adaptability to meet the diverse needs of students, particularly those from underserved backgrounds.</p> <p>Through coaching sessions, data analysis, and collaborative efforts, instructional specialists assist educators in refining their teaching approaches. This support not only helps in addressing immediate challenges but also fosters a culture of continuous improvement within the district. By sharing best practices and promoting collaboration among educators, these specialists contribute significantly to building collective teacher efficacy.</p> <p>The decision to provide this support on an LEA-wide basis ensures consistency and equitable access to resources and expertise across all schools. By focusing on the needs of Foster Youth, Pacific Islanders, English Learners, Socio-</p> | <p>Implementation of direct services and engagement with assessment and learning platforms data, educators surveys, student achievement, and student outcome data will be utilized to monitor the effectiveness of this action in meeting the demonstrated needs of our unduplicated students.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|--|------------------------------------|
|                   |                    | economically disadvantaged students, and all others, the instructional specialists contribute to creating an inclusive learning environment that supports student success. |                                    |

**Limited Actions**

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

| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
| 1.12              | <p><b>Action:</b><br/>Translation and Interpretation Services</p> <p><b>Need:</b><br/>The identified need for the LCAP Action for Translation and Interpretation Services stems from data points related to English Learners within the Menifee Union School District. Chronic absenteeism among English Learners stands at 26.3%, indicating a significant portion of these students are missing school regularly. This figure places the district's performance in the "Yellow" category according to the dashboard. Additionally, the suspension rate for English Learners is 1.8%, placing the district's performance in the "Orange" category. Inequitable suspension and chronic absenteeism outcomes are evident across specific sites and student groups, as</p> | <p>These data points highlight a pressing need for enhanced communication strategies to engage English Learner families more effectively. By addressing the linguistic diversity present within the district through translation and interpretation services, in collaboration with administrators and educators, the initiative aims to elevate student engagement and parental participation. Moreover, by fostering a positive school environment, it seeks to mitigate the suspension and absenteeism rates among English Language Learners, ultimately improving their educational experience and outcomes.</p> | <p>The effectiveness of the LCAP Action for Translation and Interpretation Services will be monitored through various metrics, including language access, parental engagement, student attendance, disciplinary actions, student performance, and feedback surveys. These metrics will help assess the impact of enhanced communication services on English Learner families and the overall school community, allowing for adjustments and improvements as needed.</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness   |
|-------------------|---|---|--|
|                   | <p>highlighted in the LCAP Plan Summary Reflection.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p>   |   |  |
| <p><b>2.8</b></p> | <p><b>Action:</b><br/>English Language Development Supplemental Software and Professional Learning with Coaching Support for ELs and LTELS</p> <p><b>Need:</b><br/>The identified need pertains to the English Language Arts (ELA) achievement of English Learners within MenifeeUSD, is revealed by data from the California Dashboard with an orange status for all students. On average, CAASPP ELA student scores across all students in 2023 fall 12.5 points below the standard while English Learners 2023 scores are 62.9 points below standard on average.</p> <p>As indicated by an orange status on the California Dashboard, MenifeeUSD has identified a significant need to prioritize support for English Learners, particularly in achieving increased proficiency in English and facilitating successful reclassification. According to the Fall 2023 English Language Proficiency Indicator (ELPI), only 42.6% of students are making progress toward English language proficiency.</p> <p>Inequitable outcomes in ELA/ELD are evident across specific sites as highlighted in the</p> | <p>This initiative involves maintaining the ELLevation EL data and instructional learning platform, which will assist educators and administrators in utilizing various measures of English learner-student achievement data to tailor tiered instruction efficiently. Maintaining the supplemental programs Lexia English and Rosetta Stone will offer direct support to students and families by providing English language fluency practice.</p> <p>Feedback from educational partners has prompted a modification of this action to allocate funds for improved headsets for students, enhancing their ability to effectively interact with learning software.</p> <p>Furthermore, professional learning and coaching support will be provided for all site administrators in alignment with the research-based practices outlined in the California Roadmap for English Learners. This will include an intensified focus on six sites with a very low status for English Language Proficiency on the California Dashboard: Ridgemoor Elementary, Herk Bouris Elementary, Southshore Elementary, Evans Ranch Elementary, Freedom Crest Elementary, and Bell Mountain Middle School. These sites will receive three days of coaching support for both leadership teams and staff to facilitate increased and improved services for English Learners.</p> | <p>Administrators, educators, specialists, English Learner technicians, and facilitators will actively evaluate the effectiveness of these initiatives through a variety of methods. This includes analyzing implementation data to monitor the progress and adherence to the software platforms. Additionally, surveys will be distributed to gather feedback from educators and administrators regarding the perceived impact and areas for improvement concerning coaching and professional learning support.</p> <p>A crucial measure of success will be the improvement in student outcomes, particularly among English Learners (EL) and Long Term English Learners (LTELS),</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
|                   | <p>LCAP Plan Summary Reflections for Ridgemoor Elementary, Herk Bouris Elementary, Southshore Elementary, Evans Ranch Elementary, Freedom Crest Elementary, and Bell Mountain Middle School.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p>  |  | <p>as evidenced by assessments such as the CAASPP ELA and the English Language Proficiency Indicator. Reclassification rates will also be closely monitored. By closely tracking these metrics, educational partners can assess the efficacy of the implemented actions in addressing identified needs and promoting academic growth and reclassification rates for our EL and LTELS students.</p> |
| <p><b>2.9</b></p> | <p><b>Action:</b><br/>English Learner Data Services and Coaching Supports for English Learners and Long Term English Language Learners</p> <p><b>Need:</b><br/>The identified need pertains to the English Language Arts (ELA) achievement of English Learners within MenifeeUSD, is revealed by data from the California Dashboard with an orange status for all students. On average, CAASPP ELA student scores across all students in 2023 fall 12.5 points below the standard while English Learners 2023 scores are 62.9 points below standard on average.</p> | <p>This action ensures that the district provides comprehensive support in several key areas related to English Learners (ELs) and Long Term English Language Learners (LTELS). It involves establishing effective assessment protocols for the English Language Proficiency Assessments for California (ELPAC) initial and summative assessments so that ELs are accurately assessed for their English language proficiency levels, allowing educators to tailor instruction accordingly.</p> <p>The action focuses on maintaining data management in student information systems. This includes accurately recording and updating ELs' language proficiency levels, assessment results, and other relevant information. By maintaining accurate and up-to-date data, educators and</p> | <p>Administrators will monitor the effectiveness of this action through the improvement in student outcomes, particularly among English Learners (EL) and Long Term English Learners (LTELS), as evidenced by assessments such as the CAASPP ELA and the English Language Proficiency Indicator. Reclassification rates and Long Term English Language Learner enrollment rates will also</p>      |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
|                   | <p>As indicated by an orange status on the California Dashboard, MenifeeUSD has identified a significant need to prioritize support for English Learners and Long Term English Learners, particularly in achieving increased proficiency in English and facilitating successful reclassification. According to the Fall 2023 English Language Proficiency Indicator (ELPI), only 42.6% of students are making progress toward English language proficiency.</p> <p>Inequitable outcomes in ELA/ELD are evident across specific sites as highlighted in the LCAP Plan Summary Reflections.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>administrators can make informed decisions and provide targeted support to ELs and LTELS.</p> <p>The action supports monitoring of the reclassification process and Reclassified Fluent English Proficient (RFEP) monitoring.</p> | <p>be closely monitored. By closely tracking these metrics, educational partners can assess the efficacy of the implemented action in addressing identified needs and promoting academic growth and reclassification rates for our EL and LTELS students through district support.</p> |

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

***Additional Concentration Grant Funding***

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

Menifee Union School District will receive concentration add-on funding for the 2024-2025 school year that will be utilized to provide direct services to students at schools that have a high concentration of foster youth, English Learners, and low-income students. Action 1.11 affords two additional assistant principals at schools with a high concentration of foster youth, English Learners, and low-income students. Actions 1.6 and 1.7 maintain effective staff-to-student ratios: eliminate as many combination grade classes and reduce class size by hiring additional elementary school teachers. Action 3.16 affords certificated instructional specialists at the elementary and secondary levels to

provide direct services to educators and low-income students, English Learners, and Foster Youth. Intervention Specialists (Action 3.09) will prioritize services of social-emotional, behavioral, and academic support to sites with greater than 55% concentration (BMMS, CKE, CWM, ERE, FCE, HCMS, HBE, MVS, MVMS, OME, QVE, RES, SSE). Community Liaisons (Action 1.5) will prioritize services at sites with greater than 55% of unduplicated students.

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | 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            | 1:78   | 1:61  |
| Staff-to-student ratio of certificated staff providing direct services to students          | 1:26   | 1:24  |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals    | \$126,938,232.00                                   | \$23,647,543.00  | 18.629%   | 1.177%   | 19.806%   |

| Totals | LCFF Funds      | Other State Funds | Local Funds  | Federal Funds  | Total Funds     | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|--------------|----------------|-----------------|-----------------|---------------------|
| Totals | \$25,767,150.00 | \$2,127,248.00    | \$519,930.00 | \$1,415,213.00 | \$29,829,541.00 | \$24,672,058.00 | \$5,157,483.00      |

| Goal # | Action # | Action Title   | Student Group(s)                               | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)                  | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Planned Percentage of Improved Services |
|--------|----------|--|--|---|----------|--|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| 1      | 1.1      | Parent Communication Tools and School Safety Software                        | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$0.00          | \$100,000.00        | \$100,000.00   |                   |             |               | \$100,000.00   |   |
| 1      | 1.2      | Climate and Culture Survey   | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$0.00          | \$60,000.00         | \$60,000.00    |                   |             |               | \$60,000.00    |   |
| 1      | 1.3      | Attendance Intervention and Support  | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$592,270.00    | \$132,000.00        | \$724,270.00   |                   |             |               | \$724,270.00   |   |
| 1      | 1.4      | Parent Involvement/Education   | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$26,367.00     | \$22,703.00         | \$22,703.00    |                   |             | \$26,367.00   | \$49,070.00    |   |
| 1      | 1.5      | Community Liaisons   | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$339,833.00    | \$5,562.00          | \$45,628.00    |                   |             | \$299,767.00  | \$345,395.00   |   |
| 1      | 1.6      | Teacher Staffing for Effective Learning Environments to Reduce Combo Classes | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$2,662,101.00  | \$0.00              | \$2,662,101.00 |                   |             |               | \$2,662,101.00 |   |
| 1      | 1.7      | TK-3 Ratios  | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$1,922,790.00  | \$0.00              | \$1,922,790.00 |                   |             |               | \$1,922,790.00 |   |
| 1      | 1.8      | Social Emotional and Behavioral Learning                                     | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$0.00          | \$75,000.00         | \$75,000.00    |                   |             |               | \$75,000.00    |   |



| Goal # | Action # | Action Title   | Student Group(s)                               | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds  | Federal Funds | Total Funds    | Planned Percentage of Improved Services |
|--------|----------|--|--|---|--|--|-------------|-----------|-----------------|---------------------|----------------|-------------------|--------------|---------------|----------------|---|
| 1      | 1.9      | Instructional Minutes Increase                                   | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$2,879,822.00  | \$0.00              | \$2,879,822.00 |                   |              |               | \$2,879,822.00 |   |
| 1      | 1.10     | School Counseling  | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$2,944,845.00  | \$0.00              | \$2,937,453.00 | \$4,175.00        |              | \$3,217.00    | \$2,944,845.00 |   |
| 1      | 1.11     | Administrative Support   | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$4,867,333.00  | \$0.00              | \$3,305,221.00 | \$1,562,112.00    |              |               | \$4,867,333.00 |   |
| 1      | 1.12     | Translation and Interpretation Services                          | English Learners                               | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | 3 years   | \$46,957.00     | \$72,000.00         | \$118,957.00   |                   |              |               | \$118,957.00   |   |
| 1      | 1.13     | Positive Behavior Intervention Professional Learning and Support | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$40,565.00     | \$53,500.00         | \$94,065.00    |                   |              |               | \$94,065.00    |   |
| 1      | 1.14     | LCFF Site Allocation Safe and Supportive School Culture          | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$75,635.00     | \$75,635.00         | \$151,270.00   |                   |              |               | \$151,270.00   |   |
| 1      | 1.15     | Visual and Performing Arts                                       | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$0.00          | \$686,714.00        | \$686,714.00   |                   |              |               | \$686,714.00   |   |
| 1      | 1.16     | Equity Committee   | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$15,000.00     | \$3,000.00          | \$18,000.00    |                   |              |               | \$18,000.00    |   |
| 1      | 1.17     | Social Workers   | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$635,434.00    | \$0.00              | \$476,371.00   |                   | \$159,063.00 |               | \$635,434.00   |   |
| 1      | 1.18     | Mental Health Services and Support                               | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$0.00          | \$151,200.00        | \$151,200.00   |                   |              |               | \$151,200.00   |   |

| Goal # | Action # | Action Title   | Student Group(s)                               | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  | Planned Percentage of Improved Services |
|--------|----------|--|--|---|--|--|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 1      | 1.19     | Technology Professional Learning   | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$30,000.00     | \$10,000.00         | \$40,000.00  |                   |             |               | \$40,000.00  |   |
| 2      | 2.1      | Math Professional Learning   | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$135,800.00    | \$140,950.00        | \$177,350.00 | \$99,400.00       |             |               | \$276,750.00 |   |
| 2      | 2.2      | Math Personalized Learning Software  | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$0.00          | \$233,637.00        | \$27,600.00  |                   |             | \$206,037.00  | \$233,637.00 |   |
| 2      | 2.3      | Next Generation Science Standards Teacher Training   | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$132,907.00    | \$1,000.00          | \$133,907.00 |                   |             |               | \$133,907.00 |   |
| 2      | 2.4      | Science Supplemental Software  | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$0.00          | \$34,520.00         | \$34,520.00  |                   |             |               | \$34,520.00  |   |
| 2      | 2.5      | Makerspaces  | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$0.00          | \$75,000.00         | \$75,000.00  |                   |             |               | \$75,000.00  |   |
| 2      | 2.6      | ELA/ELD Professional Learning  | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$104,560.00    | \$52,500.00         | \$104,560.00 | \$52,500.00       |             |               | \$157,060.00 |   |
| 2      | 2.7      | Tiered Reading Supports and Supplemental ELA software  | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$19,130.00     | \$182,025.00        | \$99,935.00  |                   |             | \$101,220.00  | \$201,155.00 |   |
| 2      | 2.8      | English Language Development Supplemental Software and Professional Learning with Coaching Support for ELs and LTELS | English Learners                               | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | 3 years   | \$21,600.00     | \$144,400.00        | \$21,600.00  |                   |             | \$144,400.00  | \$166,000.00 |   |
| 2      | 2.9      | English Learner Data Services and Coaching Supports for English Learners and Long Term English Language Learners     | English Learners                               | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | 3 years   | \$145,122.00    | \$7,237.00          | \$79,798.00  | \$72,561.00       |             |               | \$152,359.00 |   |

| Goal # | Action # | Action Title  | Student Group(s)                               | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)                  | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Planned Percentage of Improved Services |
|--------|----------|---|--|---|----------|--|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| 2      | 2.10     | College and Career Readiness  | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$12,367.00     | \$0.00              | \$12,367.00    |                   |             |               | \$12,367.00    |   |
| 2      | 2.11     | Technological Devices and Network Connectivity                              | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$0.00          | \$2,000,000.00      | \$2,000,000.00 |                   |             |               | \$2,000,000.00 |   |
| 2      | 2.12     | Academic Achievement Site Allocations                                       | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$75,635.00     | \$75,635.00         | \$151,270.00   |                   |             |               | \$151,270.00   |   |
| 3      | 3.1      | Universal Screeners and Diagnostic Assessments                              | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$0.00          | \$147,000.00        | \$109,000.00   |                   |             | \$38,000.00   | \$147,000.00   |   |
| 3      | 3.2      | Professional Learning Communities   | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$81,614.00     | \$248,716.00        | \$93,830.00    | \$236,500.00      |             |               | \$330,330.00   |   |
| 3      | 3.3      | Assessment Systems and MTSS Data Platform                                   | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$0.00          | \$100,000.00        | \$100,000.00   |                   |             |               | \$100,000.00   |   |
| 3      | 3.4      | MTSS District Leadership Team   | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$127,542.00    | \$0.00              | \$127,542.00   |                   |             |               | \$127,542.00   |   |
| 3      | 3.5      | Open Gov  | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$0.00          | \$22,414.00         | \$22,414.00    |                   |             |               | \$22,414.00    |   |
| 3      | 3.6      | Districtwide Professional Learning  | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$1,892,434.00  | \$16,500.00         | \$1,908,934.00 |                   |             |               | \$1,908,934.00 |   |
| 3      | 3.7      | Device, Network, and Digital Curriculum Support Staff                       | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$1,407,944.00  | \$0.00              | \$1,315,864.00 |                   | \$92,080.00 |               | \$1,407,944.00 |   |
| 3      | 3.8      | Director of Curriculum and Instruction & Special Programs and Support Staff | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$273,715.00    | \$4,000.00          | \$275,715.00   |                   |             | \$2,000.00    | \$277,715.00   |   |

| Goal # | Action # | Action Title  | Student Group(s)                               | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)                  | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds  | Federal Funds | Total Funds    | Planned Percentage of Improved Services |
|--------|----------|---|--|---|----------|--|-------------|-----------|-----------------|---------------------|----------------|-------------------|--------------|---------------|----------------|---|
| 3      | 3.9      | Intervention Specialists and Site Intervention Facilitators     | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$1,396,925.00  | \$2,000.00          | \$1,273,937.00 |                   |              | \$124,988.00  | \$1,398,925.00 |   |
| 3      | 3.10     | Instructional Content Leads                                     | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$40,970.00     | \$4,000.00          | \$44,970.00    |                   |              |               | \$44,970.00    |   |
| 3      | 3.11     | New Teacher Induction and Professional Learning Academy         | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$109,646.00    | \$105,000.00        | \$9,646.00     | \$100,000.00      |              | \$105,000.00  | \$214,646.00   |   |
| 3      | 3.12     | Curriculum and Instruction Warehouse and Accounting Technicians | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$299,646.00    | \$0.00              | \$149,823.00   |                   | \$149,823.00 |               | \$299,646.00   |   |
| 3      | 3.13     | Student Success Services Director and Support Staff             | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$337,552.00    | \$2,000.00          | \$220,588.00   |                   | \$118,964.00 |               | \$339,552.00   |   |
| 3      | 3.14     | Director of Continuous Improvement and Accountability           | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$237,928.00    | \$4,000.00          | \$241,928.00   |                   |              |               | \$241,928.00   |   |
| 3      | 3.15     | Multi-Tiered System of Support Site Allocatons                  | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$75,635.00     | \$75,635.00         | \$151,270.00   |                   |              |               | \$151,270.00   |   |
| 3      | 3.16     | Instructional Specialists                                       | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 years   | \$664,434.00    | \$32,000.00         | \$332,217.00   |                   |              | \$364,217.00  | \$696,434.00   |   |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$126,938,232.00             | \$23,647,543.00  | 18.629%   | 1.177%   | 19.806%   | \$25,767,150.00   | 0.000%   | 20.299 %   | <b>Total:</b>            | \$25,767,150.00  |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$25,546,795.00  |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$220,355.00     |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$0.00           |

| 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      | Parent Communication Tools and School Safety Software                        | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$100,000.00   |   |
| 1    | 1.2      | Climate and Culture Survey   | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$60,000.00  |   |
| 1    | 1.3      | Attendance Intervention and Support  | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$724,270.00   |   |
| 1    | 1.4      | Parent Involvement/Education   | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$22,703.00  |   |
| 1    | 1.5      | Community Liaisons   | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$45,628.00  |   |
| 1    | 1.6      | Teacher Staffing for Effective Learning Environments to Reduce Combo Classes | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$2,662,101.00   |   |

| Goal | Action # | Action Title   | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|--|-------------|--|---|
| 1    | 1.7      | TK-3 Ratios  | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$1,922,790.00   |   |
| 1    | 1.8      | Social Emotional and Behavioral Learning                         | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$75,000.00  |   |
| 1    | 1.9      | Instructional Minutes Increase                                   | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$2,879,822.00   |   |
| 1    | 1.10     | School Counseling  | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$2,937,453.00   |   |
| 1    | 1.11     | Administrative Support   | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$3,305,221.00   |   |
| 1    | 1.12     | Translation and Interpretation Services                          | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | \$118,957.00   |   |
| 1    | 1.13     | Positive Behavior Intervention Professional Learning and Support | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$94,065.00  |   |
| 1    | 1.14     | LCFF Site Allocation Safe and Supportive School Culture          | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$151,270.00   |   |
| 1    | 1.15     | Visual and Performing Arts                                       | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$686,714.00   |   |
| 1    | 1.16     | Equity Committee   | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$18,000.00  |   |
| 1    | 1.17     | Social Workers   | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$476,371.00   |   |
| 1    | 1.18     | Mental Health Services and Support                               | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$151,200.00   |   |
| 1    | 1.19     | Technology Professional Learning                                 | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$40,000.00  |   |

| 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 (%) |
|------|----------|--|---|--|--|-------------|--|---|
| 2    | 2.1      | Math Professional Learning   | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$177,350.00   |   |
| 2    | 2.2      | Math Personalized Learning Software  | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$27,600.00  |   |
| 2    | 2.3      | Next Generation Science Standards Teacher Training   | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$133,907.00   |   |
| 2    | 2.4      | Science Supplemental Software  | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$34,520.00  |   |
| 2    | 2.5      | Makerspaces  | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$75,000.00  |   |
| 2    | 2.6      | ELA/ELD Professional Learning  | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$104,560.00   |   |
| 2    | 2.7      | Tiered Reading Supports and Supplemental ELA software  | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$99,935.00  |   |
| 2    | 2.8      | English Language Development Supplemental Software and Professional Learning with Coaching Support for ELs and LTELS | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | \$21,600.00  |   |
| 2    | 2.9      | English Learner Data Services and Coaching Supports for English Learners and Long Term English Language Learners     | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | \$79,798.00  |   |
| 2    | 2.10     | College and Career Readiness   | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$12,367.00  |   |
| 2    | 2.11     | Technological Devices and Network Connectivity   | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$2,000,000.00   |   |
| 2    | 2.12     | Academic Achievement Site Allocations  | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$151,270.00   |   |



| Goal | Action # | Action Title  | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|-------------|--|---|
| 3    | 3.1      | Universal Screeners and Diagnostic Assessments                              | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$109,000.00   |   |
| 3    | 3.2      | Professional Learning Communities   | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$93,830.00  |   |
| 3    | 3.3      | Assessment Systems and MTSS Data Platform                                   | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$100,000.00   |   |
| 3    | 3.4      | MTSS District Leadership Team   | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$127,542.00   |   |
| 3    | 3.5      | Open Gov  | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$22,414.00  |   |
| 3    | 3.6      | Districtwide Professional Learning  | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$1,908,934.00   |   |
| 3    | 3.7      | Device, Network, and Digital Curriculum Support Staff                       | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$1,315,864.00   |   |
| 3    | 3.8      | Director of Curriculum and Instruction & Special Programs and Support Staff | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$275,715.00   |   |
| 3    | 3.9      | Intervention Specialists and Site Intervention Facilitators                 | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$1,273,937.00   |   |
| 3    | 3.10     | Instructional Content Leads   | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$44,970.00  |   |
| 3    | 3.11     | New Teacher Induction and Professional Learning Academy                     | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$9,646.00   |   |
| 3    | 3.12     | Curriculum and Instruction Warehouse and Accounting Technicians             | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$149,823.00   |   |
| 3    | 3.13     | Student Success Services Director and Support Staff                         | Yes   | LEA-wide | English Learners<br>Foster Youth               | All Schools | \$220,588.00   |   |

| Goal | Action # | Action Title  | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|-------------|--|---|
|      |          |   |   |          | Low Income                                     |             |  |   |
| 3    | 3.14     | Director of Continuous Improvement and Accountability | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$241,928.00   |   |
| 3    | 3.15     | Multi-Tiered System of Support Site Allocatons        | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$151,270.00   |   |
| 3    | 3.16     | Instructional Specialists                             | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$332,217.00   |   |

# 2023-24 Annual Update Table

| Totals        | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| <b>Totals</b> | \$26,937,453.13                                      | \$26,914,925.00                            |

| 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                  | Mental Health Services   | Yes  | \$108,780.00                                   | \$108,270.00                                      |
| 1                  | 1.2                  | Supplemental School Counselors   | Yes  | \$2,660,334.00                                 | \$2,848,717.00                                    |
| 1                  | 1.3                  | District Social Workers  | Yes  | \$601,468.00                                   | \$567,215.00                                      |
| 1                  | 1.4                  | School Community Liaisons  | Yes  | \$362,839.00                                   | \$384,607.00                                      |
| 1                  | 1.5                  | Administrative Support   | Yes  | \$4,359,975.00                                 | \$4,063,456.00                                    |
| 1                  | 1.6                  | Music Teachers and program supplies  | Yes  | \$728,477.00                                   | \$755,745.00                                      |
| 1                  | 1.7                  | Teacher Staffing for Effective Learning Environments/Eliminate Combo Classes | Yes  | \$903,954.00                                   | \$2,331,537.00                                    |
| 1                  | 1.8                  | TK-3 Ratios  | Yes  | \$3,297,503.00                                 | \$1,894,374.00                                    |
| 1                  | 1.9                  | Maintaining School Psychologists   | No   | \$2,545,682.00                                 | \$2,598,087.00                                    |
| 1                  | 1.10                 | Translation Services   | Yes  | \$91,738.00                                    | \$111,711.00                                      |
| 1                  | 1.11                 | MTSS/UDL Planning, Professional Development                                  | Yes  | \$54,111.00                                    | \$48,350.00                                       |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
|                    |                      |  |  |  |   |
| 1                  | 1.12                 | LITE Conference  | Yes  | \$20,437.00                                    | \$0.00  |
| 1                  | 1.13                 | Parent Involvement/Education   | Yes  | \$112,000.00                                   | \$103,865   |
| 1                  | 1.14                 | CPI Training; Certificated Sub   | No   | \$50,294.00                                    | \$8,710.00  |
| 1                  | 1.15                 | MTSS: Academic, Social-Emotional/Behavioral & Organizational                           | No   | \$41,987.00                                    | \$0.00  |
| 1                  | 1.16                 | After School Enrichment Foster   | No   | \$7,296.00                                     | \$0.00  |
| 1                  | 1.17                 | LCFF Site Allocation   | Yes  | \$399,520.00                                   | \$440,444.00                                      |
| 1                  | 1.18                 | MUSD Equity Committee; Workshops, and Culturally Responsive Learning for admin         | Yes  | \$15,000.00                                    | \$15,000  |
| 1                  | 1.19                 | Attendance Intervention and Support A2A  | Yes  | \$128,400.00                                   | \$131,831.00                                      |
| 1                  | 1.20                 | Climate and Culture Survey Panorama<br>Discontinued CHKS                               | Yes  | \$54,000.00                                    | \$56,700.00                                       |
| 1                  | 1.21                 | CKH BMMS<br>HBE & BMMS only<br>Discontinued Action                                     | No   | \$0.00   | \$0.00  |
| 1                  | 1.22                 | Before/After School Enrichment   | No   | \$69,250.00                                    | \$74,996.00                                       |
| 1                  | 1.23                 | Library/Media<br>Center/Makerspace/Animakerspace<br>Professional Learning and Supplies | Yes  | \$75,000.00                                    | \$79,669.00                                       |

| 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                  | 1.24                 | Social-Emotional Learning   | Yes  | \$74,188.00                                    | \$69,988.00                                       |
| 1                  | 1.25                 | School Resource Officers-Discontinued Action  | No   | \$0.00   | \$0.00  |
| 1                  | 1.26                 | Instructional Minutes Increase  | Yes  | \$2,544,893.00                                 | \$3,029,288.00                                    |
| 2                  | 2.1                  | Math Teacher and Administrator Professional Development and Coaching in Math Framework, Student Centered-Learning, Universal Design for Instruction | Yes  | \$125,288.00                                   | \$128,662.00                                      |
| 2                  | 2.2                  | SLP Induction and Stipend Discontinued action   | No   | \$0.00   | \$0.00  |
| 2                  | 2.3                  | Next Generation Science Standards (NGSS) Teacher Training   | Yes  | \$39,119.00                                    | \$19,302.00                                       |
| 2                  | 2.4                  | Rosetta Stone and Lexia Learning for English Learners   | No   | \$72,000.00                                    | \$82,025.00                                       |
| 2                  | 2.5                  | Learning Ally Audiobooks Discontinued Action  | No   | \$0.00   | \$0.00  |
| 2                  | 2.6                  | Gizmos, Dreambox, and Screencastify   | Yes  | \$181,980.00                                   | \$208,044.00                                      |
| 2                  | 2.7                  | Virtual School Library Start-Up other library supplies Discontinued action  | No   | \$0.00   | \$0.00  |
| 2                  | 2.8                  | ELPAC Testing Cadre   | Yes  | \$211,126.00                                   | \$75,003  |
| 2                  | 2.9                  | GATE Assessment   | No   | \$3,000.00                                     | \$0.00  |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title  | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 2                  | 2.10                 | Preschool Curriculum and Materials - discontinued action                                | No   | \$6,000.00                                     | \$0.00  |
| 2                  | 2.11                 | Homeless Materials and Supplies and Transportation                                      | No   | \$18,900.00                                    | \$12,212.00                                       |
| 2                  | 2.12                 | Tier 3 Reading Intervention   | Yes  | \$183,815.00                                   | \$208,680.00                                      |
| 2                  | 2.13                 | SPED Technology (N2Y)   | No   | \$16,032.00                                    | \$22,994.37                                       |
| 2                  | 2.14                 | College and Career Readiness  | Yes  | \$9,700.00                                     | \$0.00  |
| 2                  | 2.15                 | 1:1 Chromebook and Network Refresh Cycle  | Yes  | \$1,900,000.00                                 | \$1,899,999.00                                    |
| 2                  | 2.16                 | EL and Data Technician  | Yes  | \$111,001.49                                   | \$64,015.00                                       |
| 2                  | 2.17                 | English Learner Services Clerk  | Yes  | \$24,040.00                                    | \$13,178.00                                       |
| 2                  | 2.18                 | Writing Professional Development and Planning-changed action title                      | No   | \$10,534.00                                    | \$7,598.00  |
| 2                  | 2.19                 | Go Math   | No   | \$5,000.00                                     | \$0.00  |
| 2                  | 2.20                 | Cognitively Guided Instruction Professional Development, QVE                            | No   | \$16,200.00                                    | \$27,000.00                                       |
| 2                  | 2.21                 | English Language Development and Universal Design for Learning Professional Development | Yes  | \$132,399.00                                   | \$141,036.50                                      |
| 2                  | 2.22                 | Library Aide/Tech Extra hours   | No   | \$1,200.00                                     | \$2281.00   |

| 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                  | 2.23                 | District Spelling Bee   | No   | \$700.00                                       | \$335.00  |
| 2                  | 2.24                 | Student Success Services Materials and Supplies   | Yes  | \$4,200.00                                     | \$4,200.00  |
| 3                  | 3.1                  | Navigate Prepared Action title changed to School Safety Software                                    | No   | \$37,000.00                                    | \$15,314.13                                       |
| 3                  | 3.2                  | Assessment Systems  | Yes  | \$166,985.00                                   | \$142,885.00                                      |
| 3                  | 3.4                  | Open Gov  | Yes  | \$21,000.00                                    | \$22,414.00                                       |
| 3                  | 3.5                  | District cell phones  | Yes  | \$800.00                                       | \$1,149.00  |
| 3                  | 3.6                  | Cultural Responsiveness, Trauma Informed/Equity Keynote,  | Yes  | \$30,000.00                                    | \$7,863.00  |
| 3                  | 3.8                  | Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides             | Yes  | \$1,082,285.00                                 | \$1,117,026.00                                    |
| 3                  | 3.9                  | Leadership Development  | Yes  | \$34,200.00                                    | \$36,341.00                                       |
| 3                  | 3.10                 | Curriculum and Instruction Provided Professional Learning   | Yes  | \$79,000.00                                    | \$44,511.00                                       |
| 3                  | 3.11                 | Director of Curriculum and Instruction & Special Programs and Support Staff (position title change) | Yes  | \$310,023.00                                   | \$329,386.00                                      |
| 3                  | 3.12                 | Intervention Specialists and Site Intervention Facilitators   | Yes  | \$1,233,352.00                                 | \$1,227,369.00                                    |
| 3                  | 3.13                 | Special Education Coordinator   | No   | \$203,844.64                                   | \$218,174.00                                      |



| 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                  | 3.14                 | Student Success Services Director and Support Staff                                      | Yes  | \$271,527.00                                   | \$199,603.00                                      |
| 3                  | 3.15                 | Math Leads meetings and professional learning  | Yes  | \$105,150.00                                   | \$102,872.00                                      |
| 3                  | 3.16                 | Curriculum Coordinator   | Yes  | \$203,641.00                                   | \$111,587.00                                      |
| 3                  | 3.17                 | New Teacher Orientation and staff professional learning                                  | Yes  | \$30,990.00                                    | \$39,299.00                                       |
| 3                  | 3.18                 | Curriculum and Instruction Staff Warehouse Technicians, and Accounting Technician        | Yes  | \$207,356.00                                   | \$172,611.00                                      |
| 3                  | 3.19                 | Support for Teacher Credentialing/Induction and New Teacher Training                     | No   | \$222,358.00                                   | \$171,623.00                                      |
| 3                  | 3.20                 | Fred Pryor Professional Learning Platform-Discontinued action                            | No   | \$0.00   | \$0.00  |
| 3                  | 3.21                 | Director of Continuous Improvement and Accountability and support staff<br>*New Position | Yes  | \$318,581.00                                   | \$315,773.00                                      |

# 2023-24 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) |
|--|---|---|--|--|--|--|
| \$22,038,214.00  | \$20,193,996.00   | \$20,667,042.00   | (\$473,046.00)   | 0.000%   | 0.000%   | 0.000%   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 1                  | 1.1                  | Mental Health Services   | Yes   | \$108,780.00   | \$108,270.00  |   |   |
| 1                  | 1.2                  | Supplemental School Counselors   | Yes   | \$2,047,090.00   | \$2,479,878.00  |   |   |
| 1                  | 1.3                  | District Social Workers  | Yes   | \$451,101.00   | \$421,292.00  |   |   |
| 1                  | 1.4                  | School Community Liaisons  | Yes   | \$39,242.00  | \$42,082.00   |   |   |
| 1                  | 1.5                  | Administrative Support   | Yes   | \$2,877,095.00   | \$2,742,934.00  |   |   |
| 1                  | 1.6                  | Music Teachers and program supplies  | Yes   | \$728,477.00   | \$755,745.00  |   |   |
| 1                  | 1.7                  | Teacher Staffing for Effective Learning Environments/Eliminate Combo Classes | Yes   | \$903,954.00   | \$2,331,537.00  |   |   |
| 1                  | 1.8                  | TK-3 Ratios  | Yes   | \$3,297,503.00   | \$1,894,374.00  |   |   |
| 1                  | 1.10                 | Translation Services   | Yes   | \$49,353.00  | \$68,972.00   |   |   |
| 1                  | 1.11                 | MTSS/UDL Planning, Professional Development                                  | Yes   | \$54,111.00  | \$48,350.00   |   |   |
| 1                  | 1.12                 | LITE Conference  | Yes   | \$20,437.00  | \$0.00  |   |   |
| 1                  | 1.13                 | Parent Involvement/Education   | Yes   | \$107,000.00   | \$101,615.00  |   |   |

| 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                  | 1.17                 | LCFF Site Allocation  | Yes   | \$399,520.00   | \$440,444.00  |   |   |
| 1                  | 1.18                 | MUSD Equity Committee; Workshops, and Culturally Responsive Learning for admin  | Yes   | \$15,000.00  | \$15,000.00   |   |   |
| 1                  | 1.19                 | Attendance Intervention and Support A2A   | Yes   | \$128,400.00   | \$129,600.00  |   |   |
| 1                  | 1.20                 | Climate and Culture Survey Panorama<br>Discontinued CHKS  | Yes   | \$54,000.00  | \$54,000.00   |   |   |
| 1                  | 1.23                 | Library/Media Center/Makerspace/Animakerspace Professional Learning and Supplies  | Yes   | \$75,000.00  | \$79,669.00   |   |   |
| 1                  | 1.24                 | Social-Emotional Learning   | Yes   | \$74,188.00  | \$69,988.00   |   |   |
| 1                  | 1.26                 | Instructional Minutes Increase  | Yes   | \$2,544,893.00   | \$2,837,263.00  |   |   |
| 2                  | 2.1                  | Math Teacher and Administrator Professional Development and Coaching in Math Framework, Student Centered-Learning, Universal Design for Instruction | Yes   | \$125,288.00   | \$128,662.00  |   |   |
| 2                  | 2.3                  | Next Generation Science Standards (NGSS) Teacher Training   | Yes   | \$39,119.00  | \$14,840.00   |   |   |
| 2                  | 2.6                  | Gizmos, Dreambox, and Screencastify   | Yes   | \$181,980.00   | \$208,044.00  |   |   |
| 2                  | 2.8                  | ELPAC Testing Cadre   | Yes   | \$7,000.00   | \$7,018.00  |   |   |
| 2                  | 2.12                 | Tier 3 Reading Intervention   | Yes   | \$84,211.00  | \$75,711.00   |   |   |
| 2                  | 2.14                 | College and Career Readiness  | Yes   | \$9,700.00   | \$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) |
|--------------------|----------------------|---|---|--|---|---|---|
| 2                  | 2.15                 | 1:1 Chromebook and Network Refresh Cycle  | Yes   | \$1,900,000.00   | \$1,899,999.00  |   |   |
| 2                  | 2.16                 | EL and Data Technician  | Yes   | \$55,501.00  | \$54,570.00   |   |   |
| 2                  | 2.17                 | English Learner Services Clerk  | Yes   | \$24,040.00  | \$13,178.00   |   |   |
| 2                  | 2.21                 | English Language Development and Universal Design for Learning Professional Development             | Yes   | \$39,399.00  | \$52,311.00   |   |   |
| 2                  | 2.24                 | Student Success Services Materials and Supplies   | Yes   | \$4,200.00   | \$4,200.00  |   |   |
| 3                  | 3.2                  | Assessment Systems  | Yes   | \$166,985.00   | \$142,885.00  |   |   |
| 3                  | 3.4                  | Open Gov  | Yes   | \$21,000.00  | \$22,414.00   |   |   |
| 3                  | 3.5                  | District cell phones  | Yes   | \$800.00   | \$1,130.00  |   |   |
| 3                  | 3.6                  | Cultural Responsiveness, Trauma Informed/Equity Keynote,  | Yes   | \$30,000.00  | \$7,863.00  |   |   |
| 3                  | 3.8                  | Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides             | Yes   | \$1,082,285.00   | \$1,117,026.00  |   |   |
| 3                  | 3.9                  | Leadership Development  | Yes   | \$34,200.00  | \$35,045.00   |   |   |
| 3                  | 3.10                 | Curriculum and Instruction Provided Professional Learning   | Yes   | \$79,000.00  | \$44,511.00   |   |   |
| 3                  | 3.11                 | Director of Curriculum and Instruction & Special Programs and Support Staff (position title change) | Yes   | \$265,625.00   | \$288,881.00  |   |   |
| 3                  | 3.12                 | Intervention Specialists and Site Intervention Facilitators   | Yes   | \$1,174,500.00   | \$1,068,166.00  |   |   |
| 3                  | 3.14                 | Student Success Services Director and Support Staff   | Yes   | \$157,618.00   | \$199,603.00  |   |   |

| 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                  | 3.15                 | Math Leads meetings and professional learning   | Yes   | \$105,150.00   | \$102,872.00  |   |   |
| 3                  | 3.16                 | Curriculum Coordinator  | Yes   | \$203,641.00   | \$111,587.00  |   |   |
| 3                  | 3.17                 | New Teacher Orientation and staff professional learning                               | Yes   | \$30,990.00  | \$39,299.00   |   |   |
| 3                  | 3.18                 | Curriculum and Instruction Staff Warehouse Technicians, and Accounting Technician     | Yes   | \$120,814.00   | \$172,611.00  |   |   |
| 3                  | 3.21                 | Director of Continuous Improvement and Accountability and support staff *New Position | Yes   | \$275,806.00   | \$233,603.00  |   |   |

# 2023-24 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) |
|---|---|--|---|--|---|--|--|---|
| \$122,743,557   | \$22,038,214.00   | 0.06%  | 18.015%   | \$20,667,042.00  | 0.000%  | 16.838%  | \$1,444,818.13   | 1.177%  |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC



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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.



Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.



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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.



- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

### **Contributing Actions Annual Update Table**

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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