



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
Menifee Union School District	Dr. Jennifer Root Superintendent	jennifer.root@menifeeusd.org 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.

Menifee 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 list below reflects 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

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.

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) 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 Community Members	The 2024-25 LCAP draft was posted publicly on the district website on June 6, 2024. 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 Community Members	The 2024-25 LCAP was adopted at a regularly scheduled Board of Education meeting on June 26, 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	<p>Fall 2023</p> <p>All Students</p> <p>Chronic Absenteeism: 24.8% - Very High Status Dashboard Performance: Yellow</p> <p>African American</p> <p>Chronic Absenteeism: 21.2% - Very High Status Dashboard Performance: Yellow</p> <p>Hispanic</p> <p>Chronic Absenteeism: 27.2% - Very High Status Dashboard Performance: Yellow</p>			<p>Fall 2026</p> <p>All Students</p> <p>Chronic Absenteeism: 12.8% Dashboard Performance: Yellow</p> <p>African American</p> <p>Chronic Absenteeism: 10.0% Dashboard Performance: Green</p> <p>Hispanic</p> <p>Chronic Absenteeism: 17.2%</p>	

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

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities Suspension:4% Dashboard Performance: Orange			Students with Disabilities Suspension: 3% 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) 3rd-5th grade students: 57% 6th-8th grade students: 21%			2026-2027 Engagement (Strongly Agree/Agree) 3rd-5th grade students: 71% 6th-8th grade students: 35%	
1.7	Student Climate Survey-Positive Feelings	2023-2024 Positive Feelings (Strongly Agree/Agree) 3rd-5th grade students: 64% 6th-8th grade students:52%			2026-2027 Positive Feelings (Strongly Agree/Agree) 3rd-5th grade students: 78% 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% 6th-8th grade students:54%			School Safety (Strongly Agree/Agree 3rd-5th grade students:70% 6th-8th grade students:60%	
1.9	Parent Climate Survey-Family Engagement	2023-2024 Parents: 21% Strongly Agree/Agree			2026-2027 Parents: 35% Strongly Agree/Agree	
1.10	Parent Climate Survey-School Safety	2023-2024 Parents: 71% Strongly Agree/Agree			2026-2027 Parents: 80% Strongly Agree/Agree	
1.11	Staff Climate Survey-School Climate	2023-2024 Staff: 66% Strongly Agree/Agree			2026-2027 Staff: 75% Strongly Agree/Agree	
1.12	Teacher Climate Survey-School Climate	2023-2024 Teachers: 65% Strongly Agree/Agree			2026-2027 Teachers: 72% Strongly Agree/Agree	
1.13	% of Facilities in “Good Repair” rating SARC-FIT reports	2023-2024 100% of MUSD facilities rated “Good” or better on annual FIT reports			2026-2027 100% of MUSD facilities rated “Good” or better on annual FIT reports	

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

Action #	Title	Description	Total Funds	Contributing
1.3	Attendance Intervention and Support	<p>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 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>	\$724,270.00	Yes
1.4	Parent Involvement/Education	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	\$49,070.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.5	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
1.6	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
1.7	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
1.8	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	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.9	Instructional Minutes Increase	Additional instructional time was allocated by extending instructional minutes by 10 minutes to prioritize social-emotional and behavioral 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.	\$2,879,822.00	Yes
1.10	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
1.11	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
1.12	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	\$118,957.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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

Action #	Title	Description	Total Funds	Contributing
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 our unduplicated students with an increase in student engagement, positive school culture, parent involvement, and a decrease in suspension and chronic absenteeism.	\$18,000.00	Yes
1.17	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
1.18	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
1.19	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	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		involvement, and student engagement, and foster positive school cultures while reducing chronic absenteeism and suspensions.		

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 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: Distance from Standard	Fall 2023 All Students: Dashboard Status : 12.5 points below standard Dashboard Change: Maintained -1.8 points DFS Dashboard Performance: Orange African American: Dashboard Status: 35.8 points below standard Dashboard Change: Declined 3.2 points DFS Dashboard Performance: Orange Hispanic:			Fall 2026 All Students: Dashboard Status:3.5 points below standard Dashboard Change: Increased by 9 points DFS Dashboard Performance: Green African American: Dashboard Status: 23.8 points below standard Dashboard Change:Increased by 12 DFS 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 Dashboard Change: Declined 3.2 points DFS Dashboard Performance: Orange</p> <p>English Learners:</p> <p>Dashboard Status: 62.9 points below standard Dashboard Change: Declined 7 points DFS Dashboard Performance: Orange</p> <p>Socio-economically Disadvantaged (SED):</p> <p>Dashboard Status: 25.9 points below standard Dashboard Change: Declined 14.8 DFS Dashboard Performance: Orange</p> <p>Foster Youth:</p> <p>Dashboard Status: 62 points below standard</p>			<p>Hispanic:</p> <p>Dashboard Status: 12.9 points below standard Dashboard Change: Increased by 12 DFS Dashboard Performance: Yellow</p> <p>English Learners:</p> <p>Dashboard Status: 50.9 points below standard Dashboard Change: Increased by 12 DFS Dashboard Performance: Yellow</p> <p>Socio-economically Disadvantaged (SED):</p> <p>Dashboard Status: 13.9 points below standard 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: Increased 21.4 points DFS Dashboard Performance: Yellow</p> <p>Students with Disabilities (SWD):</p> <p>Dashboard Status:83.8 points below standard Dashboard Change: Increased 3.4 points DFS Dashboard Performance: Orange</p>			<p>Dashboard Performance: Yellow</p> <p>Foster Youth:</p> <p>Dashboard Status: 50 points below standard Dashboard Change: Increased by 12 DFS Dashboard Performance: Yellow</p> <p>Students with Disabilities (SWD):</p> <p>Dashboard Status: 63.8 points below standard Dashboard Change: Increased by 20 DFS Dashboard Performance: Yellow</p>	
2.2	CA Dashboard Math Indicator: Distance from Standard	<p>Fall 2023</p> <p>All Students:</p> <p>Dashboard Status : 37.7 points below standard</p>			<p>Fall 2026</p> <p>All Students:</p> <p>Dashboard Status:23.7 points below standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Dashboard Change: Increased 5.7 points DFS Dashboard Performance: Yellow</p> <p>African American:</p> <p>Dashboard Status: 71.1 points below standard Dashboard Change: Increase 7.5 points DFS Dashboard Performance: Yellow</p> <p>Hispanic:</p> <p>Dashboard Status: 50.8 points below standard - Low Status Dashboard Change: Increased 5.5 points DFS Dashboard Performance: Yellow</p> <p>English Learners:</p> <p>Dashboard Status: 79.1 points below standard Dashboard Change: Maintained -1.2 points DFS</p>			<p>Dashboard Change: Increased by 14 points DFS Dashboard Performance: Green</p> <p>African American:</p> <p>Dashboard Status: 59.1 points below standard Dashboard Change: Increased by 12 DFS Dashboard Performance: Yellow</p> <p>Hispanic:</p> <p>Dashboard Status: 38.8 points below standard Dashboard Change: Increased by 12 DFS Dashboard Performance: Yellow</p> <p>English Learners:</p> <p>Dashboard Status: 65.1 points 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 Dashboard Change: Increased 3.3 DFS Dashboard Performance: Yellow</p> <p>Foster Youth:</p> <p>Dashboard Status: 82.3 points below standard Dashboard Change: Increased 17.9 points DFS Dashboard Performance: Yellow</p> <p>Students with Disabilities (SWD):</p> <p>Dashboard Status: 102.7 points below standard Dashboard Change: Maintained -1.2 points DFS Dashboard Performance: Orange</p>			<p>Dashboard Change: Increased by 14 DFS Dashboard Performance: Yellow</p> <p>Socio-economically Disadvantaged (SED):</p> <p>Dashboard Status: 39.2 points below standard Dashboard Change: Increased by 12 DFS Dashboard Performance: Yellow</p> <p>Foster Youth:</p> <p>Dashboard Status: 66.3 points below standard Dashboard Change: Increased by 16 DFS 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: 82.7 points below standard Dashboard Change: Increased by 20 DFS Dashboard Performance: Yellow	
2.3	California Science Assessment (CAST) % Met or Exceeded 5th and 8th grade CAASPP ETS	CAASPP CAST (Fall 2023) All Students Met or Exceeded Standard: 30.06% African American Met or Exceeded Standard: 15.17% Hispanic Met or Exceeded Standard: 24.47% English Learners Met or Exceeded Standard: 1.85% Socio-economically Disadvantaged. (SED)			CAASPP CAST (Fall 2026) All Students Met or Exceeded Standard: 45% African American Met or Exceeded Standard: 23% Hispanic Met or Exceeded Standard: 37% English Learners Met or Exceeded Standard: 5% 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) 20% (1 of 5 schools)			Percentage of middle schools implementing at least one coordinated CTE pathway (2026-27) 100% (5 out of 5 schools)	
2.9	% of teachers appropriately assigned and fully credentialed. (SARC)	100% (SARC Reports)			100% (SARC Reports)	

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 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.	\$276,750.00	Yes
2.2	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
2.3	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	\$133,907.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2.4	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 and independence in utilizing online tools to more effectively demonstrate student understanding of NGSS standards.	\$34,520.00	Yes
2.5	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
2.6	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 members of the curriculum committee. A specific focus on integrated and designated English Language Development (ELD) will ensure we increase and improve English Learner Proficiency for English Learners as emergent bilinual 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</p>	\$157,060.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>address the needs of underperforming students by fostering collaboration, sharing best practices, and offering targeted guidance in implementing tiered instructional strategies, integrated and designated English Language Development (ELD). Ultimately, this approach aims to empower educators to effectively deliver researched-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. Specifically, over 80 educators from Kindergarten through 2nd grade will undergo Language Essentials for Teaching Reading and Spelling (LETRS) training over a two-year period.</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	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	\$201,155.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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> <p>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.</p>		
2.8	English Language Development Supplemental Software and 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 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
2.9	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	\$152,359.00	Yes

Action #	Title	Description	Total Funds	Contributing
		analyze assessment data and utilize supplemental English Language Development supports for English Learners and their families.		
2.10	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 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.	\$12,367.00	Yes
2.11	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
2.12	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

Action #	Title	Description	Total Funds	Contributing

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 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 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 Teachers & students	Number of Teacher and Student Logins (May 2024) Teacher Logins: 473 Student Logins: 6,878			Number of Teacher and Student Logins (May 2026) 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.		
3.7	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
3.8	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
3.9	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
3.10	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.		
3.11	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
3.12	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, 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
3.13	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
3.14	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
3.15	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
3.16	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
		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.		

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>Action: Parent Communication Tools and School Safety Software</p> <p>Need: 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 the level of</p>	Implementing efficient parent communication platforms like Parent Square, Raptor, Informed K-12, and the district website aims to enhance communication with families, with a particular emphasis on keeping parents informed about family engagement events that seek to support families of unduplicated students with identified needs and targeted interventions. These initiatives are designed to foster parent partnerships to support student success both at home and in school and increase student engagement as	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

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	<p>family 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>Scope: LEA-wide</p>	<p>evidenced by a reduction in chronic absenteeism, and suspension with an increase in experiences for students staff, and families in school climate, engagement, positive feelings, and school safety among students, staff, and family. This action also supports the writing of school safety plans designed to analyze and plan for the identified needs of all students with a specific emphasis on disparities evidenced in progress monitoring metrics.</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	<p>Action: Climate and Culture Survey</p> <p>Need: In its quest to enhance student engagement and improve learning outcomes for all students, Menifee USD recognizes the crucial need to collect feedback from a diverse range of perspectives, including students, staff, and</p>	<p>MTSS Leadership Teams leverage the insights gleaned from the School Climate and Culture survey to conduct a thorough needs analysis, incorporating qualitative and quantitative feedback from students, staff, and families. This analysis is aligned with the district's overarching goal of fostering a safe, supportive, and collaborative learning environment for all students. A particular emphasis is placed on identifying the next steps to</p>	<p>Administrators and leadership teams will evaluate the effectiveness of this measure by monitoring increased survey participation rates and gathering feedback from surveys administered by the MTSS District</p>

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	<p>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>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 on decreasing chronic absenteeism and suspension rate disparities among our student groups, while fostering a safe, supportive, and collaborative learning environment.</p> <p>Scope: LEA-wide</p>	<p>achieve greater equity in outcomes for both students and families that are experiencing disparities as evidenced in Chronic Absenteeism and Suspension rate data.</p>	<p>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>
1.3	<p>Action: Attendance Intervention and Support</p>	<p>These teams provide support and resources to help families overcome obstacles that contribute to chronic absenteeism. This may include connecting</p>	<p>By actively monitoring attendance patterns and proactively engaging with</p>

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	<p>Need: 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 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>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>families with community resources, offering transportation assistance, or providing academic support services to help students catch up on missed work. This districtwide action supports coherence across all school sites to ensure all students and families are connected to school personnel who seek to increase and improve access to school with positivity and collaborative problem-solving.</p> <p>Administrative guidance and support for the most impacted student groups and sites will increase and improve direct services to those most in need.</p>	<p>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>

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1.4	<p>Action: Parent Involvement/Education</p> <p>Need: 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> <ul style="list-style-type: none"> • 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>In response, our efforts aim to address these disparities and promote equity and inclusivity within the learning environment, working collaboratively with families.</p> <p>Scope:</p>	<p>The action primarily aims to address the needs of unduplicated students by focusing on initiatives such as parent education and involvement opportunities. These efforts are designed to enhance support, engagement, and behavioral interventions, ultimately improving outcomes for unduplicated students.</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>

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1.5	<p>Action: Community Liaisons</p> <p>Need: 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>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>Scope:</p>	Community liaisons play a vital role in supporting efforts to address chronic absenteeism and suspension rates among students. They facilitate engagement, connect families with resources, and promote positive attendance behaviors, particularly focusing on high-need student groups such as Foster Youth, Homeless students, Two or More Races, and Pacific Islanders. Through their collaborative efforts with site attendance teams, community liaisons contribute to creating a more inclusive and supportive school environment for all students.	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 the effectiveness of parent engagement and perception of school safety.

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	LEA-wide		
1.6	<p>Action: Teacher Staffing for Effective Learning Environments to Reduce Combo Classes</p> <p>Need: 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 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>Scope: LEA-wide</p>	<p>This 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 aligns with the identified need to address chronic absenteeism, and suspension rates, and foster a positive school culture. The need for such action is highlighted by disparities among student demographics, with chronic absenteeism rates ranging from 24.8% to 42.4% and suspension rates from 2.3% to 8.2%. Targeted interventions are essential to promote equity. By maintaining effective student-teacher ratios, the aim is to create a supportive and responsive learning environment that enhances attendance, increases engagement and positive feelings for students for all students, reduces suspensions, and cultivates a positive school culture for all students with a specific focus on increasing and improving outcomes for Foster Youth, Pacific Islanders, English Learners, and Socio-Economically Disadvantaged.</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 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</p>

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			identified for English Learners, Foster Youth, and Socio-economically disadvantaged student groups.
1.7	<p>Action: TK-3 Ratios</p> <p>Need: The imperative to address chronic absenteeism and suspension rates, while 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. 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>Scope: LEA-wide</p>	<p>Maintaining lower teacher-to-student ratios in grades TK - 3 supports the identified need to address chronic absenteeism, suspension rates, and foster a positive school culture, particularly among unduplicated students. This initiative acknowledges the disparities highlighted by data and recognizes the importance of targeted interventions to promote equity. By ensuring optimal student-teacher ratios in these critical early years of education, we aim to create a more personalized learning environment that enhances student engagement and reduces suspension and absenteeism rates. Lower ratios allow for increased individualized attention and support, fostering stronger teacher-student relationships and a sense of belonging within the classroom. This supportive atmosphere promotes positive behavior and encourages regular attendance, ultimately contributing to a more inclusive and nurturing school culture conducive to academic success for all students.</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, 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</p>

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			meeting the attendance and engagement needs identified for English Learners, Foster Youth, and Socio-economically disadvantaged student groups.
1.8	<p>Action: Social Emotional and Behavioral Learning</p> <p>Need: 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. 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>Scope: LEA-wide</p>	This action aims to reduce suspension rates and enhance student engagement and positive emotions by addressing disparities in student demographics and their social-emotional well-being. Targeted interventions, including Tier I social-emotional learning, are vital, particularly for vulnerable student groups like Foster Youth and Pacific Islanders, to promote equity. The 2023-2024 Climate and Culture survey data underscores the importance of improving student engagement and emotions. By implementing social-emotional learning initiatives, the objective is to cultivate a supportive environment that fosters positive relationships, enhances self-regulation and executive functioning skills, decreases suspensions, and improves overall well-being for all students.	The effectiveness of using social-emotional learning (SEL) curricula is monitored through various 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.

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1.9	<p>Action: Instructional Minutes Increase</p> <p>Need: 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>Scope: LEA-wide</p>	<p>This action addresses the identified need for increasing instructional minutes to allow for social-emotional learning, which is evident from significant disparities in chronic absenteeism and suspension rates among student demographics. By extending instructional minutes by 10 minutes to prioritize social-emotional and behavioral learning, the aim is to mitigate suspension and chronic absenteeism rates while enhancing positive school culture and student engagement. This adjustment is particularly focused on advancing outcomes for unduplicated students, promoting equity, and fostering a more inclusive and supportive learning environment for all students.</p>	<p>Effective monitoring includes administrators and PBIS team members 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>Action: School Counseling</p> <p>Need: The identified need to reduce suspension and chronic absenteeism, and increase positive</p>	<p>In response to these needs, implementing school counseling at multiple tiers becomes crucial. By providing support and interventions tailored to individual students' social-emotional needs, counselors can help reduce suspension and chronic absenteeism rates, while fostering a more</p>	<p>The effectiveness of school counseling interventions can be monitored through metrics including suspension rates LCAP Metric 1.3, chronic</p>

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	<p>school culture and meaningful student engagement is highlighted by disparities in 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>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>Scope: LEA-wide</p>	positive school culture and increasing meaningful student engagement for all students with a targeted focus on meeting the identified needs of Foster Youth, Pacific Islanders, English Learners, and socio-economically disadvantaged.	absenteeism rates LCAP Metric 1.1, attendance LCAP Metric 1.2 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.
1.11	<p>Action: Administrative Support</p> <p>Need: 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 from 1.8% to 8.2%, particularly notable among vulnerable groups such as Foster Youth and</p>	This action addresses the identified need by deploying administrative support directly to school sites, leveraging the expertise of assistant principals and expanded learning opportunity administrators. These personnel are tasked with implementing targeted strategies to address various challenges, including improving academic achievement, fostering social-emotional learning, enhancing parent engagement, and creating safe and engaging school environments. By focusing on these key areas, the goal is to boost student	Chronic Absenteeism, Positive Attendance rates, Suspension Data, Behavior Incidence Data, School Climate and Culture surveys, and parent participation rates may be used to monitor the effectiveness of this action.

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	<p>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. The data from the 2023-2024 Climate and Culture survey further emphasizes the importance of enhancing student engagement and fostering positive feelings.</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>Scope: LEA-wide</p>	<p>engagement, nurture a positive school culture, and reduce suspension and absenteeism rates. This approach is particularly tailored to meet the needs of unduplicated students, ensuring that resources and support are allocated where they are most needed. Through effective deployment of resources and personnel, this action aims to create an environment conducive to student success and well-being.</p>	
1.13	<p>Action: Positive Behavior Intervention Professional Learning and Support</p> <p>Need:</p>	<p>This action 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</p>	<p>The efficacy of this initiative will be assessed through professional learning surveys, PBIS team meeting notes,</p>

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	<p>The Meniffee 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>Scope: LEA-wide</p>	<p>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.</p>	<p>behavior referrals, and suspension rates tracked by PBIS team members and administrators.</p>
1.14	<p>Action: LCFF Site Allocation Safe and Supportive School Culture</p> <p>Need: 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 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>This action aims to meet the identified need by bolstering the SPSA and SSC process through a range of focused interventions. These involve arranging family engagement events to enhance connections between families and schools, establishing attendance teams to actively tackle attendance challenges, forming PBIS teams to encourage positive behavior and decrease suspensions, and delivering tailored support for English Learners to improve their academic achievement and involvement. By giving priority to these strategies, the objective is to enhance student engagement, nurture a sense of belonging, and foster a positive school culture that positively impacts all students, with a focus on meeting the needs of our unduplicated students as evidenced in chronic absenteeism and suspension rates, positive school culture survey data, and positive attendance.</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. 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</p>

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	<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 respectively in the LCAP Plan Summary Reflections.</p> <p>Scope: LEA-wide</p>		<p>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, particularly for unduplicated students, and in fostering a positive learning environment.</p>
1.15	<p>Action: Visual and Performing Arts</p> <p>Need: As observed on the California Dashboard, during the 2022-2023 academic year, 24% of</p>	<p>The provision of visual and performing arts instruction and program supplies will be enhanced with the Art and Music Grant to reach more students across grade levels increasing access to the Visual and performing arts standards which nurtures students' creativity and connection to</p>	<p>VAPA teachers and administrators will oversee the implementation and efficacy of this action through the monitoring of student engagement,</p>

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	<p>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. 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>Scope: LEA-wide</p>	<p>school. This action will be improved by the inclusion of VAPA instructors in the School Attendance Team Data Review and collaboration with school counselors to consider the next steps to increase student engagement and positive feelings for all students with an immediate focus on the needs and interests of Foster Youth, Pacific Islanders, Filipino and Students of Two or More Races.</p>	<p>parental involvement, and surveys assessing positive school culture. These metrics will serve as indicators of progress specifically tailored to our unduplicated student population.</p>
1.16	<p>Action: Equity Committee</p> <p>Need: 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.</p>	<p>To mitigate these discrepancies, the action of maintaining an Equity Committee aims to foster an inclusive educational environment through workshops and the adoption of Culturally Responsive Learning practices. Their objective is to improve outcomes for unduplicated students by enhancing engagement, promoting a positive school culture, increasing parent involvement, and reducing suspension and chronic absenteeism rates.</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</p>

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	Scope: LEA-wide		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.
1.17	Action: Social Workers Need: 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%. Scope: LEA-wide	The action of maintaining social workers directly supports the urgent need to address underlying social-emotional and mental health concerns, particularly among unduplicated students, to improve student engagement, school culture, and parental involvement, and reduce suspension and chronic absenteeism rates.	To effectively monitor the impact of maintaining district social workers in 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.

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1.18	<p>Action: Mental Health Services and Support</p> <p>Need: The identified need for the LCAP action on Mental Health Support stems from concerning suspension data, particularly among vulnerable student populations. With suspension rates varying across different demographics, including African American, Hispanic, English Learners, Socio-economically Disadvantaged, Foster Youth, Pacific Islander, and Students with Disabilities, there is an urgent need to address underlying mental health issues contributing to disciplinary actions.</p> <p>Scope: LEA-wide</p>	By providing access to mental health services through Care Solace, Victor Community Services, and CareSpace, the aim is to support students, staff, and families in accessing vital mental health resources. These services, communicated by counselors, community liaisons, social workers, and site administrators, focus on improving student engagement, fostering a positive school culture, increasing parental involvement, and reducing suspension and chronic absenteeism rates, particularly for unduplicated students.	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, 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.
1.19	<p>Action: Technology Professional Learning</p> <p>Need: 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>	This action provides educators and school leaders with opportunities for professional development, focusing on effective classroom management, technology integration, and creating supportive learning environments. By addressing these areas, the initiative aims to improve student engagement, enhance parent involvement, foster positive school cultures, and reduce chronic absenteeism and suspensions.	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

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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>Scope: LEA-wide</p>		climate, and reducing chronic absenteeism and suspensions.
2.1	<p>Action: Math Professional Learning</p> <p>Need: 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 Hispanic: 50.8 points below standard English Learners: 79.1 points below standard Socio-economically Disadvantaged (SED): 51.2 points below standard Foster Youth: 82.3 points below standard 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>These figures underscore the pressing need to tailor interventions to address the unique challenges faced by these underserved student populations.</p> <p>Scope: LEA-wide</p>		<p>learning outcomes and instructional practices.</p>
2.2	<p>Action: Math Personalized Learning Software</p> <p>Need: 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,</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 ELD to meet grade-level standards. By providing this platform and associated training, we empower educators and administrators to analyze student progress effectively. This enables them to make informed adjustments in tiered instruction, fostering continuous improvement for our unduplicated students across the district or school community.</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 Achievement data, to</p>

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	<p>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 Hispanic: 50.8 points below standard English Learners: 79.1 points below standard Socio-economically Disadvantaged (SED): 51.2 points below standard Foster Youth: 82.3 points below standard 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>These figures underscore the pressing need to tailor interventions to address the unique challenges faced by these underserved student populations.</p> <p>Scope: LEA-wide</p>		<p>evaluate the effectiveness of the training and the personalized learning platform.</p>
2.3	<p>Action: Next Generation Science Standards Teacher Training</p> <p>Need: According to data from the CAASPP Educational Testing Services Website, only 30.06% of 5th and 8th-grade students in</p>	<p>This professional learning initiative fosters collective teacher efficacy in implementing the Next Generation Science Standards, emphasizing the importance of monitoring students' utilization of Science and Engineering Practices to articulate their comprehension effectively. The evident achievement disparities underscore the necessity for scaffolding tier 1 instruction with culturally</p>	<p>Science educators and administrators will contribute feedback on the effectiveness of the professional learning via surveys. They will also utilize formative assessment data from</p>

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	<p>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 implmentation of the intended curriculum across all grades K-8.</p> <p>Breakdown by Student Groups:</p> <p>African American:15.17% met or exceeded Hispanic: 24.47% met or exceeded English Learners:1.85% met or exceeded Socio-economically Disadvantaged (SED): 26.34% met or exceeded Foster Youth: 9.09% met or exceeded Students with Disabilities (SWD): 7.86% met or exceeded</p> <p>Scope: LEA-wide</p>	<p>responsive and inclusive practices, incorporating integrated English Language Development (ELD) strategies as demonstrated by the needs of our unduplicated students.</p>	<p>CAASPP interim assessments and common formative assessments developed by NGSS Lead Teachers to monitor the effectiveness of this action.</p>
2.4	<p>Action: Science Supplemental Software</p> <p>Need: 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</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. It emphasizes teacher and peer collaboration to foster familiarity and independence in utilizing online tools to more effectively demonstrate understanding for our unduplicated students.</p>	<p>Science educators and administrators will evaluate the effectiveness of this initiative by assessing the implementation of the software and achievement on the CAST summative assessment among our</p>

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	<p>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 Hispanic: 24.47% met or exceeded English Learners: 1.85% met or exceeded Socio-economically Disadvantaged (SED): 26.34% met or exceeded Foster Youth: 9.09% met or exceeded 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>Scope: LEA-wide</p>		<p>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>Action: Makerspaces</p> <p>Need: According to data from the CAASPP Educational Testing Services Website, only 30.06% of 5th and 8th-grade students in</p>	<p>This initiative of collaboratively developing makerspaces aims to assist unduplicated students in establishing personalized connections with science and engineering practices. It encourages students to apply real-world mathematics in their projects. Furthermore, this effort involves collaboration among administrators, educators,</p>	<p>Administrators, educators and library media technicians will monitor the effectiveness of this action through analysis of implementation, student surveys, and student</p>

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	<p>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 Hispanic: 24.47% met or exceeded English Learners: 1.85% met or exceeded Socio-economically Disadvantaged (SED): 26.34% met or exceeded Foster Youth: 9.09% met or exceeded 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 Hispanic: 50.8 points below standard English Learners: 79.1 points below standard</p>	<p>and library media technicians to assess the incorporation of visual and performing arts standards. 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.</p>	<p>outcomes in NGSS and math standards as evidenced in CAST and CAASPP scores of our unduplicated student groups.</p>

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	<p>Socio-economically Disadvantaged (SED): 51.2 points below standard Foster Youth: 82.3 points below standard 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>Scope: LEA-wide</p>		
2.6	<p>Action: ELA/ELD Professional Learning</p> <p>Need: 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"> • African American: 35.8 points below standard • Hispanic: 24.9 points below standard • English Learners: 62.9 points below standard 	<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>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 implementation strategies are evolving over time.</p>

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	<ul style="list-style-type: none"> • Socio-economically Disadvantaged (SED): 25.9 points below standard • Foster Youth: 62 points below the standard • Students with Disabilities (SWD): 83.8 points below standard <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>Scope: LEA-wide</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). 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>Action: Tiered Reading Supports and Supplemental ELA software</p> <p>Need: The identified need pertains to the English Language Arts (ELA) achievement of unduplicated student groups within</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 multisensory activities tailored to various learning styles, ensuring engagement for all students. Its</p>	<p>Administrators, educators, specialists, and facilitators will actively assess the effectiveness of these initiatives through various means. This includes analyzing implementation data to track the progress</p>

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	<p>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"> • African American: 35.8 points below standard • Hispanic: 24.9 points below standard • English Learners: 62.9 points below standard • Socio-economically Disadvantaged (SED): 25.9 points below standard • Foster Youth: 62 points below the standard • Students with Disabilities (SWD): 83.8 points below standard <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</p>	<p>structured ten-step lesson plan delivers explicit, teacher-led instruction driven by data, effectively strengthening decoding and language comprehension skills for struggling readers. Learning A-Z offers personalized reading fluency and comprehension practice at the instructional levels of all students in grades K-5 and is principally directed to the demonstrated need of 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 demonstrate their understanding effectively. Furthermore, educators can provide multiple means of representation to ensure that all students access the intended rigor of academic standards. Through this approach, students not only gain access to rigorous content but also develop essential executive functioning skills by proactively scaffolding their learning.</p>	<p>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>Reflections.</p> <p>Scope: LEA-wide</p>		
2.10	<p>Action: College and Career Readiness</p> <p>Need: 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>Scope: LEA-wide</p>	<p>This collaborative planning action will ensure we have considered the need to successfully establish CTE pathways that respond to student interests, vertically align, and maximize community support. Successful provision of CTE pathways will meet the need of unduplicated students to connect with the meaningful and relevant application of ELA, math, and science standards to increase student achievement.</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>
2.11	<p>Action: Technological Devices and Network Connectivity</p> <p>Need: The identified need pertains to the English Language Arts (ELA) achievement of</p>	<p>Technology plays a pivotal role in supporting after-school programs, holiday intercessions, and various enrichment activities, providing foster youth, English Learners, and unduplicated students with access to curriculum, embedded support, and additional learning resources. Foster youth and English Learners are specifically</p>	<p>The anticipated outcome of this initiative is a strengthened connection to school and tailored support to enhance academic achievement, thereby minimizing the</p>

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	<p>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 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</p>	<p>provided with Chromebooks for home use, aiming to ensure equitable access to learning resources at a student's instructional level and support access to grade-level standards necessary to close achievement gaps noted in the identified need.</p>	<p>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 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>

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	<p>students with access to technology is indispensable for facilitating universally designed school-based educational resources fostering engagement and improving student outcomes.</p> <p>Scope: LEA-wide</p>		
2.12	<p>Action: Academic Achievement Site Allocations</p> <p>Need: 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>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</p>	<p>The rationale behind this particular LCAP action, aimed at enhancing student achievement for unduplicated students, lies in the allocation of resources based on the population of unduplicated pupils at each school site. The necessity for this allocation is substantiated by data from the CA Accountability Dashboard, illustrating the need for enhanced and expanded services to bridge the achievement gap experienced by our unduplicated students.</p> <p>School Site Councils play a pivotal role in approving and directing the utilization of funds, in collaboration with a school-based Comprehensive Needs Assessment that scrutinizes the disparity in achievement between all students and unduplicated pupils.</p> <p>School Site Councils ensure the alignment of funding with the goals for student learning, encompassing both social-emotional well-being and academic attainment, through the review and endorsement of the Single Plan for Student Achievement (SPSA), which is subsequently approved by the School Board. Each school is tasked with reporting on the impact of the allocated funding to address the identified needs of students in the Annual Program Evaluation.</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 outcomes for all students while prioritizing interventions aimed at addressing the needs of underperforming students, who are primarily represented by our unduplicated students.</p>

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	<p>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>Scope: LEA-wide</p>		
3.1	<p>Action: Universal Screeners and Diagnostic Assessments</p> <p>Need: 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</p>	<p>Implementing universal screeners and diagnostics aligned with the science of reading is a vital LCAP action to address literacy needs. These tools help identify students at risk of reading difficulty, including those with dyslexia characteristics, by measuring oral reading fluency, comprehension, and foundational skills. The action involves regular administration, data analysis, targeted interventions, and professional development for educators. Its goal is to improve reading outcomes for all students by providing timely support and evidence-based instructional practices aligned with literacy needs.</p>	<p>Implementing universal screeners aligned with the 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</p>

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	<p>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>Scope: LEA-wide</p>		interventions and instructional practices as needed.
3.2	<p>Action: Professional Learning Communities</p> <p>Need: 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</p>	Improving Professional Learning Community (PLC) processes using student achievement data is crucial, as highlighted by Fall 2023 ELA and Math CAASPP data revealing significant achievement disparities among student demographics. Enhanced PLC processes enable educators to collaboratively analyze data, tailor instruction, share best practices, and set collective goals to address achievement gaps. This fosters a culture of continuous improvement, accountability, and responsive teaching practices, ultimately leading to improved student outcomes and narrowed achievement disparities.	Accountability metrics used to monitor the effectiveness of improving 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

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	<p>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 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>Scope: LEA-wide</p>		<p>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>
3.3	<p>Action: Assessment Systems and MTSS Data Platform</p>	<p>The action addresses the identified need by providing educators and administrators access to an online data and assessment platform that enables Professional Learning Community (PLC)</p>	<p>The effectiveness of this action is monitored through student achievement metrics,</p>

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	<p>Need: 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>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>Scope: LEA-wide</p>	<p>teams to create common formative assessments, monitor student growth through multiple measures, and make instructional decisions for student success with essential standards in core content areas. By utilizing this tool, educators can identify students at risk of reading difficulty, including those with characteristics of dyslexia, and implement targeted interventions to support their literacy development. Additionally, the platform fosters collective teacher efficacy by promoting collaboration among educators and facilitating data-driven decision-making, ultimately leading to improved student outcomes.</p>	<p>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 platform is utilized to inform instructional decisions.</p>
3.4	<p>Action: MTSS District Leadership Team</p>	<p>This action aims to foster districtwide collaboration by engaging the MTSS District Leadership Team</p>	<p>The effectiveness of this action can be gauged by</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>Need: 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 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</p>	<p>in a comprehensive needs analysis alongside site leadership teams. The objective is to promote consistency and reliability throughout schools. Additionally, the action emphasizes the importance of monthly meetings for site leadership teams to review site data comprehensively and devise strategies for improving service delivery, addressing the identified need for enhanced coherence and reliability across schools.</p>	<p>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>

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>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>Scope: LEA-wide</p>		
3.5	<p>Action: Open Gov</p> <p>Need: 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>Scope: LEA-wide</p>	The need to enhance transparency and accountability in budget allocation becomes crucial 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.	The effectiveness of this action is monitored 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.
3.6	<p>Action: Districtwide Professional Learning</p>	The action enhances a multi-tiered support system for all students, with a specific emphasis on	The effectiveness of this action is monitored

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	<p>Need: The need for the 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 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>Scope: LEA-wide</p>	<p>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.</p>	<p>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>
3.7	<p>Action: Device, Network, and Digital Curriculum Support Staff</p>	<p>The collaborative effort involving the Technology Coordinator, Network Engineer, Tech Support Analyst II, Technology Aides, and Student</p>	<p>The effectiveness of the action will be monitored through various metrics,</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>Need: 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>Scope: LEA-wide</p>	<p>Information Systems Specialist aims to address student achievement gaps and bolster the Multi-Tiered System of Supports (MTSS). Through the integration of technology into classrooms, the initiative seeks to enhance accessibility to educational resources and support, particularly for underserved student populations. By leveraging innovative tools and tailored assistance, the initiative aims to empower educators to meet the diverse learning needs of students more effectively. Additionally, the use of technology facilitates early identification of students in need of support and streamlines data-driven decision-making processes, contributing to the development of a more robust MTSS framework.</p>	<p>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 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>
3.8	<p>Action: Director of Curriculum and Instruction & Special Programs and Support Staff</p> <p>Need:</p>	<p>The Director of Curriculum and Instruction and Special Programs collaborates in leading curriculum committees comprising grade-level representatives from all school sites. Together, they co-develop curriculum maps, assessment tools, and pacing guides to bolster the districtwide</p>	<p>The effectiveness of this action will be assessed through surveys of educators and administrators, improvements in student</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 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.</p> <p>Through a comprehensive needs analysis conducted with educators, administrators, and 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>Scope: LEA-wide</p>	<p>professional learning communities. These efforts aim to enhance teacher clarity and collective efficacy, ultimately improving student outcomes for all. There's a particular emphasis on providing coaching support to ensure the success of African American, Hispanic, and English Learners, Socio-economically Disadvantaged, Foster Youth, and Students with Disabilities.</p>	<p>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>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.9	<p>Action: Intervention Specialists and Site Intervention Facilitators</p> <p>Need: 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, including English learners, require targeted support to address their specific academic and behavioral needs effectively.</p> <p>Scope: LEA-wide</p>	By prioritizing the deployment of Intervention Specialists and Facilitators, this initiative aims to improve student outcomes, enhance student engagement, and bolster collective teacher efficacy. This targeted approach addresses the diverse needs of students while striving to narrow achievement gaps and ensure equitable opportunities for all learners.	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 measuring student engagement data.
3.10	<p>Action: Instructional Content Leads</p> <p>Need: The Fall 2023 student achievement data, particularly from ELA and Math CAASPP 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</p>	Instructional content leads working in collaboration with site and district administrators will address the identified need of narrowing achievement disparities. Through collaborative efforts, they can analyze data trends across the district, pinpoint areas requiring improvement, and devise targeted interventions. Instructional Content Leads will advance collective teacher efficacy by communicating and progress monitoring the effectiveness of research-based instructional strategies with colleagues at each site and across grade spans.	Instructional Content Leads and administrators will measure the effectiveness of the action through analysis of student outcomes on formative and summative assessments, and educator feedback.

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>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>Scope: LEA-wide</p>		
3.11	<p>Action: New Teacher Induction and Professional Learning Academy</p> <p>Need: 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</p>	<p>This action is principally directed at meeting the academic needs of unduplicated students and includes maintaining comprehensive new teacher induction programs alongside systematized curricular support from district staff and networking opportunities across the school district. The objective is to empower new educators with the skills and resources necessary to provide rigorous instruction aligned with a Multi-tiered System of Support. Ultimately, this effort aims to enhance teaching effectiveness, boost student outcomes,</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</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>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>Scope: LEA-wide</p>	<p>and cultivate a safe, supportive, and collaborative learning environment for all students with a focus on improving student outcomes for our unduplicated students.</p>	<p>Professional Learning Platforms LCAP Metrics 3.4 and 3.5 and educator and administrator surveys.</p>
3.12	<p>Action: Curriculum and Instruction Warehouse and Accounting Technicians</p> <p>Need: 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</p>	<p>This action is principally directed at the conditions, needs, and circumstances of our unduplicated students and their academic success as detailed in the needs analysis and LCAP Reflections. Curriculum and Instruction Technicians will address this identified need through the facilitation of the efficiency of school libraries, oversee curriculum inventory and distribution, and expand avenues for libraries to enhance student engagement. This initiative aims to streamline resource management, ensure equitable distribution to schools, and cultivate a supportive and stimulating learning atmosphere conducive to student success, with a focus on reducing achievement gaps among our unduplicated student cohorts.</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>educators by including science instruction within the instructional day TK-8 training teachers with first best instructional strategies and taking inventory of their NGSS 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>Scope: LEA-wide</p>		
3.13	<p>Action: Student Success Services Director and Support Staff</p> <p>Need: 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,</p>	<p>This action focuses on meeting the unique needs of unduplicated students by establishing a multi-tiered support system led by a Student Success Services Director. Through targeted interventions addressing academic, social-emotional, mental health, and college/career readiness, the aim is to reduce disparities and promote academic success among unduplicated student groups across the district. The MTSS system will ultimately increase and improve direct services for all students.</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>disciplinary disparities, and the importance of holistic well-being. Through comprehensive interventions, including academic, social-emotional, mental health, and college/career 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>Scope: LEA-wide</p>		
3.14	<p>Action: Director of Continuous Improvement and Accountability</p> <p>Need: 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 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>This action primarily focuses on meeting the distinctive needs of unduplicated students through the districtwide support of a Director of Continuous Improvement and Accountability. This individual oversees assessment activities, goal setting, and progress monitoring, with an emphasis on both student and family engagement data and student achievement.</p> <p>By offering technical assistance and crafting customized training for educators and administrators, the director ensures that strategies are specifically tailored to address the particular challenges faced by unduplicated students. Moreover, coordinated program evaluation allows for the adjustment of interventions aimed at enhancing student and family engagement, as well as student achievement.</p> <p>Through prioritizing student and family engagement and advocating for data-driven decision-making, this action strives to diminish the observed disparities in engagement data and</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
	Scope: LEA-wide	student outcomes among unduplicated student groups. Ultimately, the objective is to elevate student achievement and ensure that all students, particularly unduplicated students, receive the essential support to thrive academically and socially within the school community.	
3.15	<p>Action: Multi-Tiered System of Support Site Allocatons</p> <p>Need: The identified need revolves around addressing disparities in student engagement, chronic absenteeism, suspension rates, 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>Scope:</p>	<p>This action primarily aims to address 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 described in the LCAP plan reflection and technical assistance. Through the LCFF school site allocation, Single Plan for Student Achievement (SPSA) development, 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.</p> <p>The resulting action strengthens a multi-tiered system of support, ensuring that interventions are tailored to meet the diverse needs of all students. By creating a more equitable and supportive educational environment, including increased engagement, reduced absenteeism and suspensions, improved academic performance, and enhanced parental involvement, all students benefit at both the site and district levels. Moreover, the emphasis on fostering a positive school climate and promoting inclusivity contributes to a supportive learning environment for all students, regardless of background or demographic characteristics. Ultimately, by</p>	School Climate and Culture data, educational partner feedback, student engagement and student achievement data, and School Plan for Student Achievement evaluation 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.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	addressing the specific needs of unduplicated students, this action enhances the overall success and well-being of all students within the district.	
3.16	<p>Action: Instructional Specialists</p> <p>Need: 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>Scope: LEA-wide</p>	This action of hiring instructional specialists is principally directed to the needs, conditions, and circumstances of our unduplicated students and will play a critical role in improving curriculum and instructional practices across the district by providing guidance, professional development, and resources to educators with a concentrated effort of providing direct services alongside educators to the demonstrated needs of our unduplicated students. Through coaching, data analysis, and collaboration, they help educators refine their teaching approaches and adapt to meet the diverse needs of students. Additionally, instructional specialists foster collaboration and share best practices among educators, contributing to collective teacher efficacy. Overall, their role supports the district in creating an environment conducive to student success and continuous improvement for our Foster Youth, Pacific Islanders, English Learners, Socio-economically disadvantaged, and ultimately all students within the LEA.	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.

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>Action: Translation and Interpretation Services</p> <p>Need: 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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</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.	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.
2.8	<p>Action: English Language Development Supplemental Software and Coaching Support for ELs and LTELs</p> <p>Need: 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</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.	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>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 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>Scope: Limited to Unduplicated Student Group(s)</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, 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>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 supports.</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), 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</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			our EL and LTELs students.
2.9	<p>Action: English Learner Data Services and Coaching Supports for English Learners and Long Term English Language Learners</p> <p>Need: 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 LCAP Plan Summary Reflections.</p> <p>Scope:</p>	<p>This action ensures that the district provides comprehensive support in several key areas related to English Learners (ELs). 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 administrators can make informed decisions and provide targeted support to ELs.</p> <p>The action supports monitoring of the reclassification process and Reclassified Fluent English Proficient (RFEP) monitoring.</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 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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

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.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:78	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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$0.00	\$686,714.00	\$686,714.00				\$686,714.00	
1	1.16	Equity Committee	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$15,000.00	\$3,000.00	\$18,000.00				\$18,000.00	
1	1.17	Social Workers	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$0.00	\$34,520.00	\$34,520.00				\$34,520.00	
2	2.5	Makerspaces	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$127,542.00	\$0.00	\$127,542.00				\$127,542.00	
3	3.5	Open Gov	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$0.00	\$22,414.00	\$22,414.00				\$22,414.00	
3	3.6	Districtwide Professional Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$75,635.00	\$75,635.00	\$151,270.00				\$151,270.00	
3	3.16	Instructional Specialists	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth 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 %	Total:	\$25,767,150.00
								LEA-wide Total:	\$25,546,795.00
								Limited Total:	\$220,355.00
								Schoolwide Total:	\$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 Foster Youth Low Income	All Schools	\$100,000.00	
1	1.2	Climate and Culture Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
1	1.3	Attendance Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$724,270.00	
1	1.4	Parent Involvement/Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,703.00	
1	1.5	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth 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 Foster Youth 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 Foster Youth Low Income	All Schools	\$1,922,790.00	
1	1.8	Social Emotional and Behavioral Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	
1	1.9	Instructional Minutes Increase	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,879,822.00	
1	1.10	School Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,937,453.00	
1	1.11	Administrative Support	Yes	LEA-wide	English Learners Foster Youth 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 Foster Youth Low Income	All Schools	\$94,065.00	
1	1.14	LCFF Site Allocation Safe and Supportive School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$151,270.00	
1	1.15	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$686,714.00	
1	1.16	Equity Committee	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	
1	1.17	Social Workers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$476,371.00	
1	1.18	Mental Health Services and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$151,200.00	
1	1.19	Technology Professional Learning	Yes	LEA-wide	English Learners Foster Youth 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 Foster Youth Low Income	All Schools	\$177,350.00	
2	2.2	Math Personalized Learning Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,600.00	
2	2.3	Next Generation Science Standards Teacher Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$133,907.00	
2	2.4	Science Supplemental Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,520.00	
2	2.5	Makerspaces	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	
2	2.6	ELA/ELD Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$104,560.00	
2	2.7	Tiered Reading Supports and Supplemental ELA software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$99,935.00	
2	2.8	English Language Development Supplemental Software and 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 Foster Youth Low Income	All Schools	\$12,367.00	
2	2.11	Technological Devices and Network Connectivity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000,000.00	
2	2.12	Academic Achievement Site Allocations	Yes	LEA-wide	English Learners Foster Youth 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 Foster Youth Low Income	All Schools	\$109,000.00	
3	3.2	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,830.00	
3	3.3	Assessment Systems and MTSS Data Platform	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
3	3.4	MTSS District Leadership Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$127,542.00	
3	3.5	Open Gov	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,414.00	
3	3.6	Districtwide Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,908,934.00	
3	3.7	Device, Network, and Digital Curriculum Support Staff	Yes	LEA-wide	English Learners Foster Youth 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 Foster Youth Low Income	All Schools	\$275,715.00	
3	3.9	Intervention Specialists and Site Intervention Facilitators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,273,937.00	
3	3.10	Instructional Content Leads	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$44,970.00	
3	3.11	New Teacher Induction and Professional Learning Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,646.00	
3	3.12	Curriculum and Instruction Warehouse and Accounting Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$149,823.00	
3	3.13	Student Success Services Director and Support Staff	Yes	LEA-wide	English Learners 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 Foster Youth Low Income	All Schools	\$241,928.00	
3	3.15	Multi-Tiered System of Support Site Allocatons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$151,270.00	
3	3.16	Instructional Specialists	Yes	LEA-wide	English Learners Foster Youth 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)
Totals	\$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 Discontinued CHKS	Yes	\$54,000.00	\$56,700.00
1	1.21	CKH BMMS HBE & BMMS only 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 Center/Makerspace/Animakerspace 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 *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 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		

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

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.

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 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- 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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