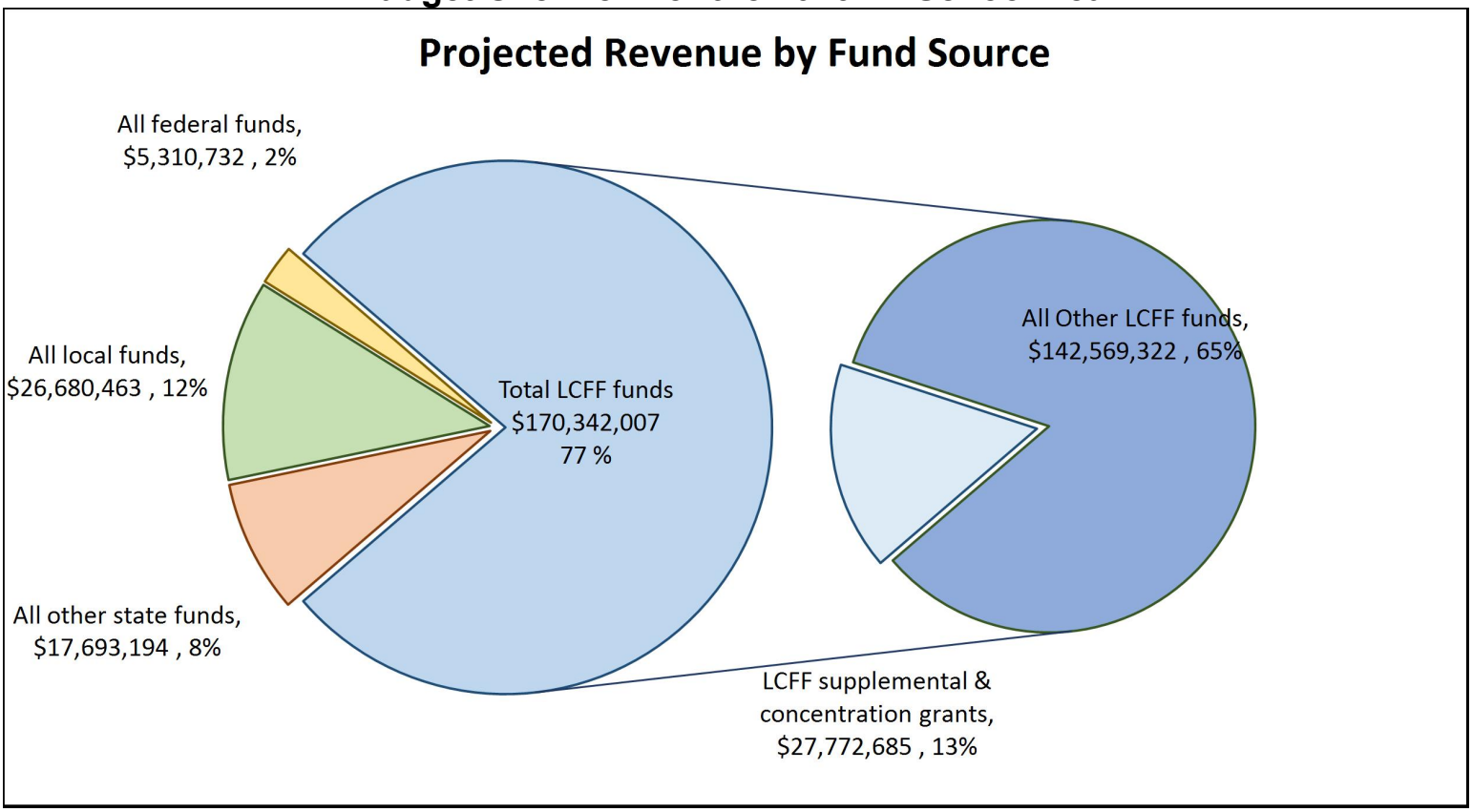
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Menifee Union School District
CDS Code: 33671160000000
School Year: 2026-27
LEA contact information:
Dr. Jennifer Root
Superintendent
jennifer.root@menifeeusd.org
951--672--1851

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

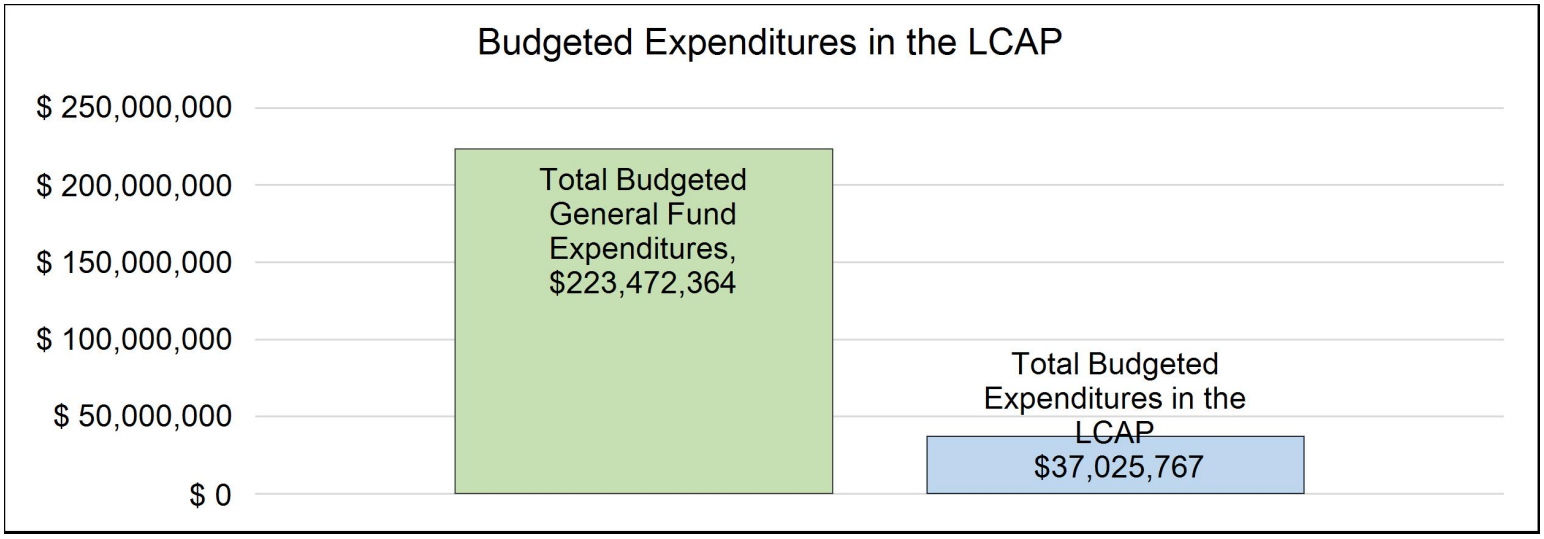


This chart shows the total general purpose revenue Menifee Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Menifee Union School District is $220,026,396, of which $170,342,007 is Local Control Funding Formula (LCFF), $17,693,194 is other state funds, $26,680,463 is local funds, and $5,310,732 is federal funds. Of the $170,342,007 in LCFF Funds, $27,772,685 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Menifee Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Menifee Union School District plans to spend $223,472,364 for the 2026-27 school year. Of that amount, $37,025,767 is tied to actions/services in the LCAP and $186,446,597 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

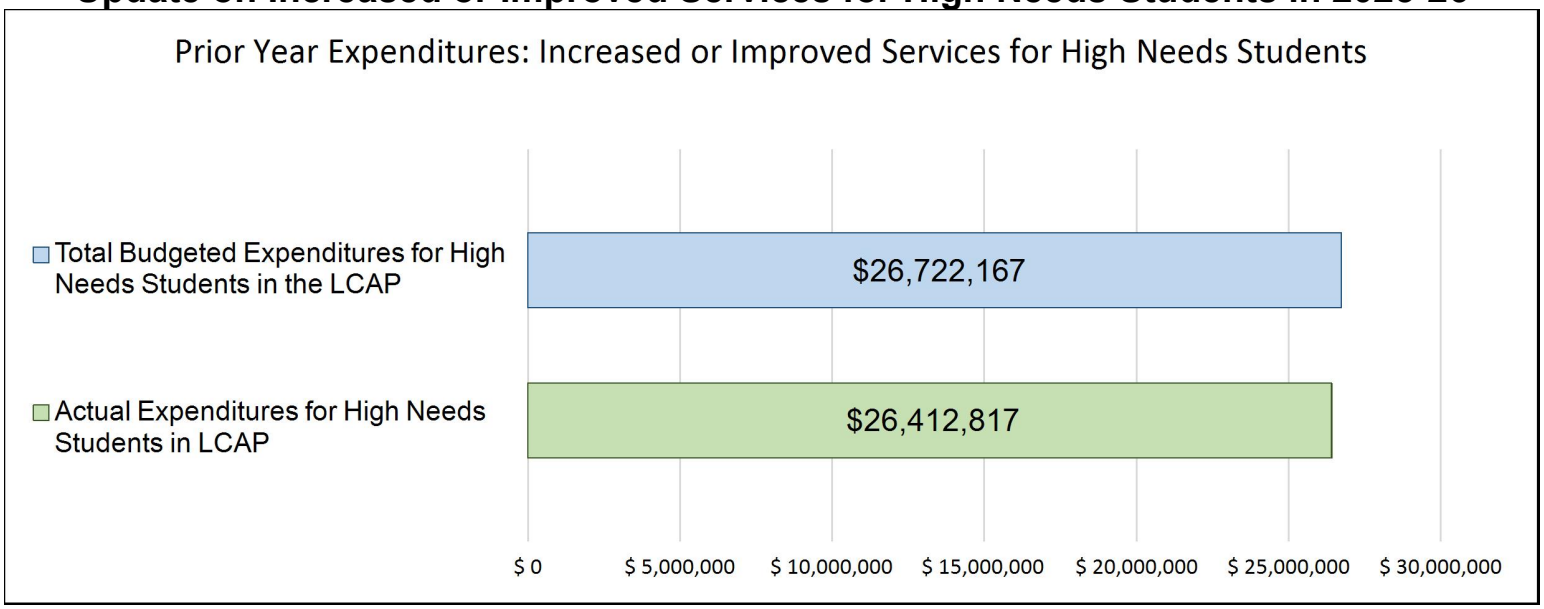
All other General Fund expenditures not included in the LCAP support the overall operation of the district and include salaries and benefits for teachers, administrators, certificated support staff, and classified employees; special education services; instructional materials and supplies; transportation; utilities; maintenance and operations; technology; contracted services; and other operational costs necessary to support high-quality educational programs and daily school operations for all students in the Menifee Union School District.

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

In 2026-27, Menifee Union School District is projecting it will receive $27,772,685 based on the enrollment of Foster Youth, English learner, and low-income students. Menifee Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Menifee Union School District plans to spend $28,345,251 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Menifee Union School District's LCAP budgeted $26,722,167 for planned actions to increase or improve services for high needs students. Menifee Union School District actually spent $26,412,817 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $309,350 had the following impact on Menifee Union School District’s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures primarily resulted from staffing vacancies, delayed hiring timelines, and lower-than-anticipated utilization of some planned resources intended to support high-needs students. The District experienced challenges filling key positions, including counselors, intervention facilitators, administrators and other support staff responsible for providing Tier II and Tier III interventions, academic support, social-emotional services, and job-embedded coaching aligned to the District’s Multi-Tiered System of Support (MTSS).

As a result, some planned services were implemented at a reduced capacity or later than originally anticipated, limiting the District’s ability to fully expand targeted interventions and differentiated supports for unduplicated students across all school sites. In addition, some professional learning, collaboration opportunities, and site-level leadership meetings occurred less frequently than planned, which impacted the consistency of implementation and monitoring of support systems.

Despite these challenges, the District remained committed to providing equitable access to academic, behavioral, and social-emotional supports for unduplicated students. Available resources were strategically reallocated to maintain essential student services and sustain key initiatives designed to improve student outcomes. The District will continue to strengthen recruitment, retention, and implementation systems to ensure planned actions and services are fully operationalized and effectively increase and improve services for unduplicated pupils. Any unspent funds associated with these actions will be carried forward and incorporated into the 2026–2027 Local Control and Accountability Plan (LCAP) to support the continued implementation of these services.

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 [2026-27]

General Information

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

Menifee Union School District (MUSD), located in the growing southwestern region of Riverside County, serves students from preschool through grade eight. With an enrollment of over 12,600 students, MUSD continues to experience steady growth. The district operates eleven elementary schools, four middle schools, a K–8 school, a virtual academy, state preschools, and a Special Day Class (SDC) preschool to meet the diverse educational needs of its community.

MUSD is deeply committed to aligning its systems with the evolving needs of the community. The district actively engages educational partners in shaping a shared vision, culminating in its guiding statement: "To Engage Young Minds for Limitless Futures." This vision anchors MUSD's mission to inspire learning, curiosity, and creativity, ensuring all students are empowered to succeed.

To promote equitable outcomes, MUSD implements a robust Multi-Tiered System of Support (MTSS) grounded in inclusion. The district's equity statement affirms that all students, families, and staff are valued and included. Through intentional design and access-driven practices, MUSD seeks to eliminate barriers and foster a culture of belonging.

MUSD is enriched by a broad spectrum of socio-economic and cultural backgrounds. The student body speaks more than 39 primary languages. As of the most recent CDE Dashboard data:

Hispanic: 51.8%
White: 22.2%

Two or More Races: 6.6%
African American: 5.9%
Filipino: 3.9%
Asian: 2.4%

Approximately 63.4% of students are identified as socioeconomically disadvantaged (SED). During the 2025–2026 academic year, MUSD supported 945 English Learners (EL), 7.7% of the student population, 73 Long-Term English Learners (LTEL), 1% of the English Learner student population, 81 foster youth (0.7%), and 277 students experiencing homelessness (2.3%). 15.7% of the student population (1, 920) are receiving special education services (SWD).

Menifee Virtual School qualifies for Equity Multiplier funding due to a non-stability rate of 54.1% and a 75.91% socioeconomically disadvantaged student population. As required, MUSD will include an Equity Multiplier focus goal that addresses performance disparities and site-specific needs.

While the district addresses all applicable state priorities and required metrics in its LCAP, its PK–8 structure means high school-specific metrics do not apply. MUSD's commitment to equity, engagement, and academic excellence remains central to its planning and continuous improvement efforts.

Reflections: Annual Performance

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

In alignment with LCAP requirements, Menifee Union School District (MUSD) conducted a comprehensive review of the 2023 California School Dashboard. The district identified all schools and student groups that received the lowest performance level (Red or Very Low) on one or more state indicators.

Chronic Absenteeism Indicator

District Student Groups:
- Foster Youth (FOS)
- Pacific Islander Students (PI)

Schools:
- Herk Bouris Elementary School
- Menifee Virtual School

Student Groups within Schools:
- Bell Mountain Middle School: English Learners (EL), Multiple Races (MR)
- Callie Kirkpatrick Elementary School: Students with Disabilities (SWD)
- Chester W. Morrison Elementary School: Multiple Races (MR)

- Evans Ranch Elementary School: English Learners (EL), Multiple Races (MR)
- Freedom Crest Elementary School: Students with Disabilities (SWD), Multiple Races (MR), White (WH)
- Hans Christensen Middle School: English Learners (EL)
- Herk Bouris Elementary School: Socioeconomically Disadvantaged (SED), English Learners (EL), Hispanic (HI), White (WH)
- Oak Meadows Elementary School: Filipino (FI), Multiple Races (MR)
- Menifee Valley Middle School: Multiple Races (MR)
- Menifee Virtual School: Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic (HI), White (WH)
- Southshore Elementary School: White (WH)
- Taawila Elementary School: Students with Disabilities (SWD), African American (AA)

Suspension Rate Indicator

-District Student Groups:
- Foster Youth (FOS)
- Pacific Islander Students (PI)
- Homeless Youth (HOM)

Schools:
- None

Student Groups within Schools:
- Menifee Valley Middle School: Students with Disabilities (SWD)

Math CAASPP Indicator

Schools:
- Menifee Virtual School

Student Groups within Schools:
- Menifee Virtual School: Socioeconomically Disadvantaged (SED), Hispanic (HI), White (WH)
- Callie Kirkpatrick Elementary School: Students with Disabilities (SWD)
- Chester W. Morrison Elementary School: Students with Disabilities (SWD)
- Freedom Crest Elementary School: Students with Disabilities (SWD)
- Menifee Valley Middle School: English Learners (EL)
- Oak Meadows Elementary School: Students with Disabilities (SWD)
- Ridgemoor Elementary School: Students with Disabilities (SWD)

ELA CAASPP Indicator

Schools:

- None

Student Groups within Schools:
- Bell Mountain Middle School: English Learners (EL), Students with Disabilities (SWD)
- Callie Kirkpatrick Elementary School: Students with Disabilities (SWD)
- Freedom Crest Elementary School: Students with Disabilities (SWD)
- Menifee Virtual School: Hispanic (HI)
- Oak Meadows Elementary School: Students with Disabilities (SWD)
- Quail Valley Elementary School: English Learners (EL)
- Ridgemoor Elementary School: English Learners (EL), Students with Disabilities (SWD)

English Learner Progress Indicator (ELPI)

Schools:
- None

Student Groups within Schools:
- Evans Ranch Elementary School: English Learners (EL)
- Freedom Crest Elementary School: English Learners (EL)
- Herk Bouris Elementary School: English Learners (EL)
- Ridgemoor Elementary School: English Learners (EL)
- Southshore Elementary School: English Learners (EL)

2024 Differentiated Assistance Status

Based on the 2024 California School Dashboard, MUSD was identified for Differentiated Assistance due to the following student groups:
- Foster Youth: Performance in Priority 4 (Pupil Achievement:ELA/Math) and Priority 6 (Suspension Rate).
- Long-Term English Learners (LTELs): Performance in Priority 4 (ELA/Math), Priority 5 (Chronic Absenteeism), and Priority 6 (Suspension Rate).

Menifee Union School District continues to make meaningful progress in implementing the Local Control and Accountability Plan (LCAP) through a strong focus on Multi-Tiered Systems of Support (MTSS), student engagement, and standards-aligned instruction. Year 2 implementation data demonstrates measurable improvements across multiple indicators, while also highlighting continued challenges requiring targeted support for historically underserved student groups. MUSD is no longer identified for Differentiated Assistance; however, current California Dashboard data and local measures continue to guide the district’s prioritization of actions and services for English Learners, Long-Term English Learners (LTELs), Foster Youth, Students with Disabilities (SWD), and socioeconomically disadvantaged students.

Goal 1: Safe, Engaging, and Supportive Learning Environments

MUSD continued to strengthen safe and supportive school environments through expanded attendance interventions, school counseling services, PBIS implementation, mental health partnerships, and family engagement supports. Significant progress was demonstrated in chronic absenteeism, which decreased from 24.8% in Fall 2023 to 11.5% in Fall 2025, representing a 13.3 percentage point reduction districtwide. English Learners improved from 26.3% to 10.1%, while Students with Disabilities improved from 32% to 17.9%. Positive attendance rates also increased from 92.5% to 95.3%.

Student engagement survey data showed improvement at the middle school level, with grades 6–8 student engagement increasing from 21% to 30%. Elementary engagement remained relatively stable, increasing to 56% in 2025–2026. Panorama survey results also reflected improved perceptions of school safety and connectedness among students and families.

The district expanded access to Tier II and Tier III mental health services through partnerships with Victor Community Services, Care Solace, school counselors, social workers, and community liaisons. Attendance teams, re-entry supports, and culturally responsive outreach efforts contributed to improved engagement for many student groups.

Despite progress, challenges remain. Suspension rates continue to disproportionately impact Foster Youth, Students with Disabilities, African American students, and Long-Term English Learners. Foster Youth suspension rates increased from 8.2% to 9.9%, while Students with Disabilities increased from 4% to 4.6%. Although LTEL suspension rates improved significantly from 10.5% to 3.5%, they remain an area of continued focus. Chronic absenteeism also remains elevated for Foster Youth (22.4%) and Pacific Islander students (26.4%).

These outcomes reinforced the need to continue strengthening Tier I engagement practices, restorative approaches, PBIS implementation, trauma-informed supports, and culturally responsive family engagement strategies in the 2026–2027 LCAP.

Goal 2: Academic Achievement and Learning Acceleration

Year 2 implementation data demonstrated notable academic growth across several student groups, particularly in English Language Arts and Mathematics. Districtwide ELA performance improved from 14.1 points below standard in Fall 2024 to 8.1 points below standard in Fall 2025, resulting in a 6-point increase in Distance from Standard (DFS). English Learners improved by 16.1 DFS points, Long-Term English Learners improved by 20.7 points, and Foster Youth improved by 48.9 points.

Mathematics performance also improved districtwide, with all students increasing by 4.6 DFS points. English Learners improved by 14 points, LTELs improved by 13.2 points, Hispanic students improved by 12 points, and Foster Youth improved by 12 points. These gains reflect the district’s continued investment in SAVVAS implementation, Building Thinking Classrooms professional learning, instructional coaching, number sense routines, and standards-aligned PLC collaboration.

Science achievement remained stable overall, with districtwide CAST proficiency increasing from 30.06% in Fall 2023 to 35.64% in Fall 2025. Foster Youth proficiency increased substantially from 9.09% to 27.27%, and Students with Disabilities increased from 7.86% to 11.53%.

English Learner outcomes also demonstrated improvement. The English Learner Progress Indicator (ELPI) increased from 42.6% in Fall 2023 to 51.9% in Fall 2025, maintaining Green performance on the California Dashboard. Reclassification rates improved from 10% to 18%,

while the enrollment of Long-Term English Learners increased from 8.9% to 14% in 2025–2026.

Additional successes included:

-Full implementation of the HMH Dimensions K–8 Science curriculum
-Continued LETRS training for K–3 educators
-University of Florida Literacy Institute (UFLI) structured literacy curriculum training for K-2 teachers
-Expansion of Designated and Integrated ELD coaching support
-Increased access to middle school CTE pathways from 20% of sites to 60% of sites
-Increased access to advanced electives for Students with Disabilities from 4.6% to 14.1%

Challenges remain in addressing persistent achievement gaps for Students with Disabilities (SWD) and Long-Term English Learners. SWD Math performance remained significantly below standard at 104.6 points below standard in Fall 2025, and LTELs continued to demonstrate substantial academic needs in both ELA and Mathematics despite notable growth. Access to advanced math opportunities for unduplicated students also decreased from 51% to 47%, highlighting the need for continued refinement of equitable access pathways.

These findings reinforced the importance of continuing job-embedded coaching, PLC collaboration, intervention supports, structured literacy implementation, and multilingual learner supports in the 2026–2027 LCAP.

Goal 3: Systems Alignment and Multi-Tiered Systems of Support (MTSS)

MUSD made significant progress in strengthening districtwide systems alignment and implementation of MTSS structures during Year 2. Universal academic screening systems were fully implemented districtwide using DIBELS, FastBridge, and SAVVAS Momentum assessments to support early identification and intervention planning in reading and mathematics.

Reading screening data showed modest growth across several grade levels, including increases in Kindergarten, 1st, 2nd, 5th, 7th, and 8th grades. Mathematics screening data reflected growth in grades 4, 5, and 7, although challenges persisted in primary grades and 8th grade mathematics performance.

The district also expanded the use of instructional data systems to support formative assessment and progress monitoring. OTUS usage increased significantly from baseline levels, reaching 662 teacher logins and 9,629 student logins in 2025–2026. ELLevation implementation expanded to 99% of participating educators and administrators accessing the platform, supporting English Learner monitoring and instructional planning.

Professional learning efforts focused on Teacher Clarity, standards analysis, learning intentions and success criteria, and Professional Learning Community facilitation. Administrative participation in the Global Professional Development platform increased substantially from 19% to 88%, reflecting stronger leadership engagement in instructional improvement efforts.

Although progress was made in establishing districtwide systems and screening structures, implementation consistency across sites remains an ongoing challenge. Educational partner feedback and implementation data revealed variability in Tier II and Tier III intervention systems,

progress monitoring practices, and PLC implementation fidelity. Continued support is needed to strengthen site leadership capacity, intervention protocols, and consistent data-driven instructional decision making across all schools.

MUSD will continue refining MTSS implementation in 2026–2027 by strengthening PLC collaboration, intervention systems, instructional coaching, and equitable access to rigorous, engaging, and standards-aligned learning opportunities for all students.

Status of Learning Recovery Emergency Block Grant (LREBG) Funds

MUSD has not yet fully expended Learning Recovery Emergency Block Grant (LREBG) funds. As a result, LREBG-funded actions will continue to support the academic, behavioral, and engagement needs identified through district and site-level needs assessments.

Current data continues to demonstrate:

Very low ELA and Math achievement among Students with Disabilities (SWD) and Long-Term English Learners (LTELs) across multiple school sites
Chronic absenteeism rates exceeding 20% for Students with Disabilities
A continued need for expanded access to inclusive academic, behavioral, and mental health supports

Remaining LREBG funds will continue to support targeted learning recovery efforts aligned to allowable LREBG expenditures and integrated within MUSD's Multi-Tiered System of Support (MTSS). These actions include expanded intervention services, instructional supports, mental health services, attendance interventions, and professional learning designed to accelerate learning, improve engagement, and strengthen outcomes for historically underserved student groups.

Goal 1 Actions 1.03 and 1.18 utilize Learning Recovery Emergency Block Grant (LREBG) funds to provide allowable expenditures that directly address the academic, behavioral, and engagement impacts experienced by Students with Disabilities (SWD) as a result of disrupted learning and increased barriers to school participation. These actions are designed to improve student engagement outcomes, particularly chronic absenteeism, by expanding access to attendance intervention, behavioral health, and individualized support services integrated within the district's Multi-Tiered System of Support (MTSS).

LREBG Action 1.03 – Attendance Case Management for Students with Disabilities (SWD)
To address chronic absenteeism, school refusal, and barriers to consistent participation in learning for SWD, LREBG funds support the following allowable learning recovery services:

Dedicated Attendance Liaisons assigned to Students with Disabilities to conduct home visits, coordinate SART/SARB meetings, facilitate family outreach, and develop individualized attendance improvement plans.
Licensed Vocational Nurses (LVNs) to support students with chronic medical needs, reduce health-related absences, and implement health services aligned to Individualized Education Programs (IEPs).
Re-entry coordination and intervention planning for chronically absent students through collaborative meetings with students, families, counselors, and support staff to connect students to social-emotional, behavioral, and academic recovery supports.

These services are allowable LREBG expenditures because they directly support re-engagement in learning, reduce barriers to attendance, and provide targeted interventions for students disproportionately impacted by learning disruption.

LREBG Action 1.18 – Expanded Mental and Behavioral Health Access
This action utilizes LREBG funding to expand access to behavioral health and mental health supports necessary to improve student engagement, school participation, and learning recovery for SWD.

Allowable expenditures include:

Tier III mental health services that provide referral-based counseling, therapeutic services, crisis response, and individualized re-engagement plans to address school refusal, chronic absenteeism, and emotional barriers to learning.
Trauma-informed wraparound services embedded within IEP and MTSS systems to support students with significant emotional, behavioral, and social-emotional needs.
Expansion of Behavioral Intervention Staff (BIS) to support behavior-related IEP goals, provide direct student intervention, and coach staff in Universal Design for Learning (UDL), trauma-informed practices, de-escalation strategies, and culturally responsive Tier I and Tier II supports.

These expenditures are allowable under LREBG because they provide integrated behavioral and mental health interventions that support student re-engagement, improve access to instruction, and address barriers resulting from interrupted learning and increased behavioral and emotional needs.

Goal 2 Actions 2.13 and 2.14 utilize LREBG funding to provide targeted academic interventions and expanded instructional supports designed to accelerate achievement in English Language Arts and Mathematics for Students with Disabilities.

LREBG Action 2.13 – High-Dosage Tutoring and Summer Learning Academy
To accelerate learning recovery and address unfinished learning in ELA and Math, this action provides:

High-dosage tutoring before school, after school, during Saturdays, and intersessions led by credentialed teachers and trained paraeducators.
Personalized instruction aligned to IEP goals and informed by student performance data including CAASPP, ELPAC, CAST, SuccessMaker (an adaptive, personalized math intervention program), and district formative assessments.
A Summer Learning Academy focused on literacy, numeracy, and social-emotional learning through structured intervention and enrichment opportunities for SWD.
Instructional materials and technology supports, including SPIRE reading intervention kits, Chromebooks, and iPads, to improve access, engagement, and differentiated learning opportunities.

These expenditures are allowable LREBG uses because they provide supplemental academic intervention, extended learning opportunities, and instructional supports specifically designed to accelerate learning recovery and improve outcomes for students disproportionately impacted by interrupted instruction.

LREBG Action 2.14 – Reduced Student-to-Staff Ratios
This action uses LREBG funds to strengthen instructional access and intervention supports for Students with Disabilities through:

Increased paraeducator staffing in Resource Specialist Program (RSP) and Special Day Class (SDC) settings to reduce instructional group size and provide more individualized support.
Expanded small-group instruction in ELA and Math aligned to IEP goals and targeted intervention needs.
Improved implementation of accommodations, modifications, and inclusive instructional supports within general education settings.
Enhanced Tier I and Tier II intervention supports within the MTSS framework to address persistent academic achievement gaps.

These expenditures are allowable under LREBG because they directly expand instructional support capacity, increase access to intensive intervention, and provide targeted learning recovery services for students with significant unfinished learning needs.

Goal 3 Actions 3.04 and 3.06 are enhanced through LREBG funding to strengthen districtwide systems of support, intervention planning, and inclusive instructional practices for Students with Disabilities.

LREBG Action 3.04 – MTSS District Leadership Team Enhancements
LREBG funds support MTSS system improvements designed to strengthen coordinated academic, behavioral, and attendance interventions for SWD across all school sites.

Allowable expenditures include:

Development of tiered instructional and intervention resources aligned to IEP goals and grade-level standards.
Expansion of MTSS-aligned assessment and progress monitoring systems to identify and monitor academic and behavioral intervention needs.
Data-driven problem-solving cycles using disaggregated student data to improve intervention planning, service coordination, and equitable access to instruction.

These activities are allowable LREBG expenditures because they strengthen systems that support learning recovery, intervention coordination, and targeted services for students experiencing significant unfinished learning and engagement barriers.

LREBG Action 3.06 – Districtwide Professional Learning
This action utilizes LREBG funding to expand staff capacity to implement inclusive, trauma-informed, and behavior-supportive instructional practices that improve access to learning for SWD.

Allowable expenditures include:

Districtwide professional learning in trauma-informed practices, classroom management, and social-emotional supports.
Pro-ACT training and coaching in de-escalation strategies for Resource Specialists, Special Day Class teachers, paraeducators, and behavioral support staff.
Training in Universal Design for Learning (UDL), inclusive instructional practices, and Behavioral Intervention Staff (BIS) systems.

Ongoing integration of MTSS-aligned practices across general and special education settings to improve consistency of supports.

These expenditures are allowable under LREBG because they build educator capacity to address the academic, behavioral, and social-emotional impacts of disrupted learning while improving equitable access to safe, supportive, and inclusive learning environments for Students with Disabilities.

MUSD's reflection on 2023 Dashboard data and 2024 Differentiated Assistance status identifies both substantial progress and critical needs. Key successes include decreased chronic absenteeism, maintained math performance, science proficiency gains, and English Learner progress. Challenges remain for LTELs, Foster Youth, SWD, and engagement of high-risk students. The 2026-2027 LCAP incorporates intensified actions to address these needs and accelerate academic recovery and inclusion for all students.

Reflections: Technical Assistance

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

During the 2025–2026 school year, Menifee Union School District was in Year 2 of Differentiated Assistance (DA) support through California's statewide system of support based on persistent performance challenges identified for Foster Youth and Long-Term English Learners (LTELs) in prior California School Dashboard indicators, including Chronic Absenteeism, Suspension Rate, and Academic Achievement. MUSD continues to actively partner with the Riverside County Office of Education (RCOE) and engage district leadership teams to strengthen systems and practices that support equitable outcomes for historically underserved student groups.

Prior Dashboard data identified significant performance challenges in the areas of Chronic Absenteeism, Suspension Rate, and Academic Achievement for Foster Youth, Long-Term English Learners (LTELs), and Pacific Islander students.

2023 Dashboard Indicators included:

Chronic Absenteeism: Foster Youth (35%), Pacific Islander (42.4%)
Suspension Rate: Foster Youth (8.2%), Pacific Islander (6.1%)

2024 Dashboard Indicators included:

Chronic Absenteeism: LTELs (30.6%)
Suspension Rate: Foster Youth (9.5%), LTELs (10.5%)
ELA CAASPP: Foster Youth (-83.1 DFS), LTELs (-110.2 DFS)
Math CAASPP: LTELs (-149.1 DFS)

2025 Dashboard Indicators included:

Chronic Absenteeism: Foster Youth (22.4%), Pacific Islander (26.4%), LTELs (18.9%) Yellow
Suspension Rate: Foster Youth (9.9%), LTELs (3.5%)
ELA CAASPP: Foster Youth (-34.2 DFS), LTELs (-89.4 DFS)

Math CAASPP: LTELs (-135.9 DFS)

In collaboration with the Riverside County Office of Education (RCOE) and the district's Multi-Tiered System of Support (MTSS) Leadership Team, MUSD conducted root cause analyses using state and local data. Findings identified the need for stronger consistency in trauma-informed and culturally responsive practices, particularly within Positive Behavioral Interventions and Supports (PBIS), attendance systems, intervention structures, and academic supports for multilingual learners and other student groups experiencing inequitable outcomes.

As a result, MUSD embedded ongoing technical assistance, coaching, and systems improvement efforts into several key actions within the 2026–2027 LCAP to strengthen equitable access, student engagement, academic achievement, and Multi-Tiered Systems of Support (MTSS) implementation for Foster Youth, Long-Term English Learners (LTELs), and other student groups experiencing disproportionate outcomes.

LCAP Action 1.03: Site Attendance Teams and Monitoring
Supports school-based attendance teams that analyze attendance trends, conduct family outreach, implement re-engagement supports, and address systemic barriers contributing to chronic absenteeism among Foster Youth, LTELs, and other student groups experiencing disproportionate rates of absenteeism. In collaboration with RCOE and district student services leadership, sites utilize data-informed intervention practices, attendance monitoring systems, and culturally responsive engagement strategies to improve student attendance and connectedness to school.

LCAP Action 1.13: Positive Behavior Intervention Professional Learning and Support
Expands districtwide implementation of Positive Behavioral Interventions and Supports (PBIS), trauma-informed practices, and culturally responsive behavior systems through professional learning, coaching, and site-based data analysis. PBIS teams continue to monitor suspension trends, strengthen Tier I and Tier II behavior supports, and implement restorative and preventative practices designed to reduce disproportionality for Foster Youth, LTELs, Students with Disabilities, and other student groups experiencing inequitable discipline outcomes.

LCAP Actions 2.1 and 2.2: Math Professional Learning and Personalized Software
Provide ongoing professional learning focused on evidence-based mathematics instruction, formative assessment practices, mathematical discourse, number sense development, and instructional scaffolds to support multilingual learners and students performing below grade-level expectations. Personalized learning software, universal screening systems, and targeted intervention supports continue to strengthen progress monitoring and differentiated instruction in mathematics.

LCAP Actions 2.6–2.9: Literacy and Language Development
Support academic achievement and language acquisition through integrated ELA/ELD professional learning, structured literacy practices, instructional coaching, designated and integrated ELD supports, and intervention systems designed to address persistent literacy gaps. Educators receive ongoing training in close reading, academic writing, language development, and high-leverage instructional strategies aligned to ELPAC and CAASPP expectations to improve outcomes for English Learners, LTELs, and students performing below grade-level standards.

Through continued collaboration with the Riverside County Office of Education (RCOE), educational partners, and district leadership teams, MUSD remains committed to refining MTSS structures, strengthening culturally responsive systems, and sustaining improvement efforts designed to improve attendance, school climate, academic achievement, and equitable outcomes for historically underserved student groups.

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
Parent Advisory Committee (PAC) District English Language Advisory Committee (DELAC)	Six meetings were held throughout the school year for PAC and DELAC to gather feedback on the progress monitoring of LCAP metrics, goals, and actions and to support the comprehensive needs assessment process. The 2026-2027 LCAP draft was formally presented to both groups on May 21, 2026, for input and comments.
Parents and Families	The School Climate and Culture Survey was administered in Fall and Spring to gather input on engagement, safety, belonging, and inclusion. Results were reviewed at site meetings and by the MTSS District Leadership Team to inform decision-making.
Site Administrators, District Administrators, Bargaining Unit Members, Certificated and Classified Staff	Participated in the MTSS District Leadership Team, which met two times during the year to analyze implementation and survey data, equity indicators, and LCAP/SPSA alignment.
District and Site Administrators, Certificated and Classified Staff, and Parents	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 and qualitative 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.
Students	Students in grades 3-8 participated in the School Climate and Culture Survey in both Fall and Spring. Student responses were analyzed to shape engagement and safety initiatives and to monitor LCAP-related

Educational Partner(s)	Process for Engagement
	actions qualitative data supports administrators, principals, educators, school counselors, and social workers to identify trends within student culture to increase student engagement through tiered supports. School counselors at all school sites also convened focus groups of unduplicated students to gather their feedback on what makes a school safe, engages all learners to achieve academically, and how to improve our systems of support so that all students thrive. Student feedback was analyzed at the MTSS District Leadership Team Meetings to ensure student voice is included in the SPSA and LCAP revision process.
English Learners and Long Term English Learners	Site administrators met with EL student focus groups to collect qualitative data on engagement and learning needs. Input informed Equity Multiplier Goal development and actions for improved services.
Teachers	Participated in PLC workshops, four LETRS workshops, math and ELA job-embedded coaching, ELD site leadership training, and six Teacher Clarity Leadership meetings held throughout the 2025-26 school year. Teachers provided structured feedback on implementation needs and instructional supports as part of the comprehensive needs assessment and progress monitoring of LCAP metrics, goals and actions.
Teachers, Site and District Administrators	Teacher Clarity District Leadership team meetings and PLC workshops were held in the months of July, November, January, February, and March at the district level to gather feedback on how to advance impelmentation of teacher clarity and systems of the Professional Learning Community process. Elementary and middle school Tier III Literacy Task Force teams met twice at each grade span to analyze reading screener data, calibrate Tier III intervention programming, and develop a plan to ensure all teams are equipped to effectively deliver and monitor literacy instruction for struggling readers.
Site Administrators	Provided input through monthly principal meetings and site leader discussions. These forums helped align site SPSAs with district LCAP goals and addressed site-specific needs.
Bargaining Unit Members	Multiple consultation meetings were held during the 2025-2026 school year. Topics included support for Professional Learning Communities and implementation of Teacher Clarity initiatives as part of the

Educational Partner(s)	Process for Engagement
	comprehensive needs assessment and progress monitoring of LCAP goals, actions and metrics.
SELPA Consultation	The 2026–27 LCAP draft was reviewed in a consultation meeting with the SELPA administrator in May 2026 to align special education services and compliance.
Equity Multiplier Site Engagement	Menifee Virtual School educational partners were engaged through site-based meetings, and survey data analysis, as required by EC 42238.024. Input directly informed the Equity Multiplier Focus Goal.
Governing Board Community Members	A Mid-Year LCAP Report was presented on February 10, 2026. The 2026–27 LCAP draft was posted on June 5, 2026, and presented for public hearing on June 9, 2026. Final adoption occurred on June 16, 2026 at a regularly scheduled Board meeting.

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

Menifee Union School District (MUSD) engaged a broad spectrum of educational partners in the development of the 2026–27 LCAP through a year-long, multi-tiered engagement process. Feedback was collected through surveys, advisory meetings, focus groups, professional learning sessions, and consultation opportunities. All required groups, including teachers, principals, administrators, other school personnel, bargaining units, parents, and students were consulted. Additionally, engagement included targeted outreach to Menifee Virtual School, which will continue to receive Equity Multiplier funding. Feedback from our educational partners influenced the refinement of LCAP actions to directly address the needs, conditions, and circumstances of unduplicated students.

How Feedback Shaped LCAP Goals and Actions:

Goal 1: Supportive and Safe Learning Environments

Feedback from students, particularly Foster Youth, LTELs, MTSS District and Site Leadership teams, and parent advisory committees, emphasized the importance of inclusive, welcoming, and culturally responsive school climates. Students report feeling safest when adults are visible, responsive, and kind during unstructured times such as recess, lunch and passing periods. Parent advisory groups recommend calibrating communication efforts across school sites to ensure all voices are included and that information is relayed in family friendly language.

Action 1.08 Social Emotional and Behavioral Learning and 1.11 Administrative Support will be focused on providing additional professional learning and supports tiered SEL instruction, and incorporating structured playground games to ensure safety during recess. Sites will also consult with students and counselors to provide restorative spaces to practice self-regulation skills.

Action 1.03 Attendance Intervention specifically targets disproportional absenteeism among student groups in red or orange on the California Dashboard (Pacific Islanders, Foster Youth).

Actions 1.05 Community Liaisons and 1.10 School Counselors promote culturally responsive relationship-building and proactive outreach among our families in collaboration with our Director of Communication.

Site-based coaching for Action 1.13 Positive Behavior Intervention Supports will continue to reduce suspension rates for student groups currently at 4% or higher on the California Dashboard (African Americans, Foster Youth, Homeless, and Students with Disabilities).

Goal 2: Academic Achievement

Educational partner feedback from teachers, students, and families highlighted the need for continued instructional modeling, increased opportunities for collaborative planning, and stronger academic support throughout the learning process. Math leads and instructional specialists identified the need for additional training and support for all K–8 teachers as part of the rollout of the revised California-adopted SAVVAS enVision+ curriculum. Mathematics educators also emphasized the importance of full-day lesson studies to deepen data analysis, strengthen collaborative planning, and incorporate math language routines and "Three Reads Protocols" to better support multilingual learners in mathematical discourse and problem solving. English Language Arts and English Language Development educators identified a need for full-cycle instructional modeling, cross-curricular alignment of close reading practices, and targeted literacy supports to strengthen students' ability to cite, analyze, and write from evidence. Science educators prioritized backward planning aligned to CAST standards and Science and Engineering Practices while emphasizing the importance of hands-on learning experiences, inquiry-based instruction, and scientific discourse.

Student feedback reinforced these priorities, with students requesting clearer instructional modeling, slower pacing when concepts are difficult, and more frequent checks for understanding before independent work begins. Families also identified "Learning at Home" as a high-priority area and requested workshops focused on grade-level expectations and strategies to support productive study routines at home.
In response, the district refined the following Goal 2 actions to strengthen job-embedded coaching, lesson study cycles, multilingual learner strategies, targeted tiered supports, and inquiry-based instructional practices across all core content areas:

Action 2.01: Mathematics Professional Learning will provide full-day grade-level collaboration and training for K–8 teachers focused on implementation of the revised California-adopted SAVVAS enVision+ curriculum. Professional learning will continue to include lesson studies, instructional modeling, math language routines, three reads protocols, and Building Thinking Classrooms strategies using vertical non-permanent surfaces to strengthen implementation of evidence-based practices outlined in the California Mathematics Framework and increase student engagement and achievement.

Action 2.03: NGSS Professional Learning will continue to support backward planning aligned to CAST standards, inquiry-based instruction, literacy routines, and integration of AI-supported instructional tools through training and collaborative planning time for grade-level teams. Teachers in grades 5–8 will analyze CAST Interim Assessment data to better align instruction to student learning needs. Middle school science teachers will also participate in lesson study cycles and professional learning focused on strengthening students' skills in close

reading informational text and communicating scientific understanding through the Claim, Evidence, and Reasoning (CER) framework aligned to CAST expectations.

Action 2.05: Makerspace and STEAM Lab will continue collaborative support structures for library media technicians, STEAM specialists, and science teachers to prepare pre-organized NGSS lab materials and hands-on learning experiences. These supports are designed to strengthen student engagement in science and engineering practices, increase achievement in science standards, and expand awareness of STEM-related career pathways.

Action 2.06: ELA/ELD Professional Learning will continue job-embedded coaching, instructional modeling, and “Lesson Makeover” workshops focused on evidence-based literacy instruction, close reading practices, and multilingual learner strategies.

Actions 2.07 and 2.08: ELA/ELD Coaching and Tiered Supports will continue targeted coaching, collaborative planning, and tiered intervention supports to strengthen close reading, writing from sources, and integrated language development across content areas. Feedback from the Tier III Literacy Task Force identified the need for structured literacy training, Tier III curricular training, and ongoing collaboration for all teachers in grades 3–8 providing Tier III reading intervention. Tier III curriculum implementation and student progress will continue to be closely monitored to evaluate effectiveness and impact on student learning outcomes.

Action 2.10: College and Career Readiness

Educational partner feedback from CTE teachers, students, counselors, and families highlighted the need to expand career exploration opportunities, strengthen alignment between middle school and high school pathways, and provide families with clearer guidance on how to support students in identifying their strengths, interests, and future goals. Families also requested more information about college and career pathways and tools that help students connect their interests and skills to future opportunities.

In response, Action 2.10 will continue grant-funded collaboration between middle school, high school, and community college educators to strengthen vertically aligned college and career readiness experiences. The district will expand field trips, guest speakers, career exploration activities, and hands-on learning opportunities aligned to high-demand career sectors. Additional supports will include access to college and career readiness software that helps students identify their interests, skills, and preferences while exploring career options and the education and experiences needed to succeed in those fields. Family workshops and career awareness resources will also be expanded to strengthen student planning and engagement in future pathway opportunities.

Goal 3: Systemic MTSS Alignment

Educational partner feedback from the MTSS District Leadership Team, Teacher Clarity District Leadership Team, educators, families, and site leadership teams emphasized the need to strengthen implementation fidelity, collaborative planning structures, and data transparency across the district. Site leadership teams conducted comprehensive data reviews to move beyond program adoption toward consistent

implementation of evidence-based instructional practices and tiered supports. District leadership teams and educators identified the importance of protected collaborative planning time, job-embedded coaching, and subject-specific professional learning focused on unpacking essential standards, analyzing assessment data, and designing targeted tiered instruction.

Families participating in PAC and DELAC also expressed a strong desire for increased data transparency and requested more accessible reporting of student screening results, including DIBELS, FastBridge, and SAVVAS data through the Aeries portal. Student, parent, and Tier III Literacy Task Force feedback further reinforced the need for clear communication, timely intervention, and stronger alignment between assessment practices and instructional supports.

In response, the district refined the following Goal 2 actions to strengthen implementation fidelity, collaborative planning, targeted intervention systems, and family access to student learning data:

Action 3.01 Universal Screeners and Diagnostics will strengthening districtwide reading and mathematics screening practices through the development of standardized data-analysis protocols, placement rubrics, and consistent progress-monitoring systems. In response to parent feedback requesting greater transparency, the district is working to provide individualized screener results and progress reports within the Aeries portal using family-friendly and accessible language. These refinements also reflect student voice data indicating that student motivation increases when learning tasks feel attainable and clearly supported. Students emphasized that they do not want answers simply provided to them, but instead want teachers to slow down, model expectations, and provide step-by-step guidance when concepts become challenging.

Action 3.02 Professional Learning Communities will expand PLC training and strengthen teacher clarity practices across all grade levels to improve instructional consistency, collaborative inquiry, and targeted student support within the district's MTSS framework. Educational partner feedback from site leadership teams, educators, families, students, the MTSS District Leadership Team, and the 15 Day Challenge pilot emphasized the need for protected collaborative planning time, stronger Data Chats, clearer intervention systems, and greater alignment between assessments, pacing, and Tier 2 instructional supports.

School leaders identified the importance of inclusive schedules that protect collaborative planning time for both Special Education and General Education teachers to strengthen push-in instructional models and implement WIN intervention and extension periods. Site reflections further highlighted the need to move beyond data collection toward ongoing cycles of collaborative data analysis, instructional adjustment, and intervention planning. Teachers participating in the 15 Day Challenge reported improved ability to backward plan around essential standards, analyze formative assessment data, develop guaranteed and viable curriculum pacing, and design targeted intervention and enrichment supports. Participants also emphasized the need for expanded districtwide implementation, practical examples aligned to elementary and middle school schedules, and additional planning time to support consistent PLC implementation and differentiated instruction.

In response, the district will broaden access to the 15 Day Challenge planning process for K–8 teachers prior to the start of the school year and integrate collaborative planning structures into districtwide ELA and Math professional learning. Additional refinements include continued coaching and professional learning focused on structured literacy, intervention practices, restorative approaches, trauma-informed practices, and relationship-centered supports to ensure educators are equipped to respond to both the academic and social-emotional needs of

students. These efforts directly align to student feedback requesting clearer instructional support, encouragement, and proactive adult responsiveness to student needs.

Goal 4: Menifee Virtual School Equity Multiplier

Educational partner feedback from students, families, and staff at Menifee Virtual School highlighted the need to strengthen student engagement, school connectedness, academic intervention, and family access to instructional resources. Reflections from the 2025–2026 school year, including student performance data, participation trends, and family feedback, informed refinements to improve implementation, communication, and support systems for students and families.
In response, Menifee Virtual School refined the following actions for the 2026–2027 school year:

Action 4.01: Community Liaison will include metrics of family survey data, student engagement indicators, and curriculum-based measures to better monitor school connectedness, communication, attendance, and support efforts.

Action 4.02: Targeted Academic Support will expand tutoring and intervention services in English Language Arts and Mathematics through the recruitment of additional teachers to strengthen individualized academic support.

Action 4.03: Parent Engagement and Workshops will add teacher-created instructional videos and asynchronous family supports to provide flexible “how-to” resources for learning at home.

Action 4.04: Social Connection and Enrichment Events will continue Ram Rally events while expanding field trips and enrichment opportunities aligned to student interests, peer interaction, and college and career readiness.

Action 4.05: Professional Learning will provide training for teachers focused on creating instructional and support videos to improve communication, family access to resources, and student engagement in the virtual learning environment.

These refinements reflect Menifee Virtual School’s commitment to continuous improvement and responsiveness to educational partner feedback to strengthen engagement, communication, connectedness, and academic outcomes for students.

Throughout this process, MUSD upheld its commitment to inclusive, data-driven planning and continuous improvement. Site teams utilized school-level data, educational partner feedback, and student voice to develop responsive actions aligned to the specific needs of unduplicated students. The adopted LCAP reflects collaboration across the district, including input from students, families, teachers, administrators, and classified staff, resulting in targeted, equity-focused strategies designed to improve student outcomes and foster safe, supportive, engaging, and rigorous learning environments for all students.

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 remains committed to cultivating school environments that are safe, inclusive, supportive, culturally responsive, and engaging for all students. This goal was developed to address persistent inequities in attendance, school climate, engagement, behavior, and student connectedness, particularly among unduplicated student groups, while strengthening the district's Multi-Tiered System of Supports framework across all schools.

Implementation of Goal 1 actions has resulted in measurable progress in student attendance, school climate, family engagement, and access to social-emotional and mental health supports. Districtwide chronic absenteeism decreased significantly from 24.8% to 11.5%, reflecting a 13.3 percentage point improvement over the previous two years. Positive attendance rates also improved districtwide, demonstrating increased student engagement and access to instruction.

Despite these improvements, analysis of the 2024–2025 California School Dashboard and local data continues to identify persistent disparities among several student groups. Chronic absenteeism rates remain elevated for Pacific Islander students (26.4%), Foster Youth (22.4%), Long-Term English Learners (18.9%), and Students with Disabilities (17.9%). Suspension rates also remain disproportionately high for Foster Youth (9.9%), African American students (6.6%), Students with Disabilities (4.6%), and Long-Term English Learners (3.5%).

Panorama Climate and Culture Survey data further reinforces the need for continued investment in school climate, student engagement, and social-emotional supports. In grades 3–5, 56% of students reported feeling engaged and 63% reported positive feelings about school climate, while in grades 6–8, 30% of students reported feeling engaged and 52% reported positive perceptions of school safety. Parent survey data also reflected improved perceptions of school safety and communication, while continuing to identify the need for stronger family engagement and culturally responsive outreach systems.

Educational partner feedback from students, families, advisory committees, and Multi-Tiered System of Supports leadership teams emphasized the importance of visible and caring adults, restorative and trauma-informed practices, culturally responsive relationships, multilingual communication, positive school culture, and expanded mental health and behavioral supports. Students specifically identified

feeling safest and most connected when adults were present, responsive, and supportive during unstructured times such as recess, lunch, and passing periods.

These data and stakeholder reflections reinforce the importance of continued investment in Multi-Tiered System of Supports, Positive Behavioral Interventions and Supports, social-emotional learning, attendance intervention systems, family engagement, counseling, mental health services, and culturally responsive practices. Actions within this goal are designed to strengthen Tier I school culture and engagement systems, expand Tier II and Tier III supports for students experiencing barriers to learning, improve family-school partnerships, and increase access to safe, welcoming, and supportive learning environments across all school sites.

By prioritizing equity, belonging, engagement, and student well-being, Goal 1 supports improved attendance, reduced suspensions, stronger family partnerships, and increased academic and social-emotional success for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA Dashboard Chronic Absenteeism Indicator	Fall 2023 All Students Chronic Absenteeism: 24.8% - Very High Status Dashboard Performance: Yellow African American Chronic Absenteeism: 21.2% - Very High Status Dashboard Performance: Yellow Hispanic	Fall 2024 All Students Chronic Absenteeism: 16.1% Medium Status Dashboard Performance: Yellow African American Chronic Absenteeism: 17% Medium Status Dashboard Performance: Yellow	Fall 2025 All Students Chronic Absenteeism: 11.5% Dashboard Performance: Yellow African American Chronic Absenteeism: 13.8% Dashboard Performance: Yellow	Fall 2026 *Updated metric for all students from 12.8% to 8% for all students to reflect an outcome surpassed in year 2. All Students Chronic Absenteeism: 8% Dashboard Performance: Yellow African American	Current Difference: Chronic Absenteeism All Students: Decreased 13.3% African American: Decreased 7.4% Hispanic: Decreased 15.2% English Learners: Decreased 16.2% Long Term English Learners: Decreased 11.7% (Baseline Year: 2024-2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Chronic Absenteeism: 27.2% - Very High Status Dashboard Performance: Yellow 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	Hispanic Chronic Absenteeism: 17.8% Medium Status Dashboard Performance: Yellow English Learners Chronic Absenteeism: 19.7% Medium Status Dashboard Performance: Yellow Long Term English Learners Chronic Absenteeism: 30.6% Medium Status Dashboard Performance: Red Socio-economically Disadvantaged: Chronic Absenteeism:	Hispanic Chronic Absenteeism: 12% Dashboard Performance: Yellow English Learners Chronic Absenteeism: 10.1% Dashboard Performance: Yellow Long Term English Learners Chronic Absenteeism: 18.9% Medium Status Dashboard Performance: Yellow Socio-economically Disadvantaged Chronic Absenteeism: 13.7%	Chronic Absenteeism: 10.0% Dashboard Performance: Green Hispanic Chronic Absenteeism: 8% Dashboard Performance: Yellow English Learners Chronic Absenteeism: 8% Dashboard Performance: Yellow Long Term English Learners Chronic Absenteeism: 12% Medium Status Dashboard Performance: Yellow	Socio-economically Disadvantaged: Decreased 18.5% Foster Youth: Decreased 12.6% Pacific Islander: Decreased 16% Students with Disabilities: Decreased 14.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Red Students with Disabilities Chronic Absenteeism: 32% - Very High Status Dashboard Performance: Yellow	18.9% Medium Status Dashboard Performance: Yellow Foster Youth Chronic Absenteeism: 25.9% Low Status Dashboard Performance: Orange Pacific Islander Chronic Absenteeism: 26.2% Low Status Dashboard Performance: Orange Students with Disabilities Chronic Absenteeism: 21.1% Medium status Dashboard Performance: Yellow	Dashboard Performance: Yellow Foster Youth Chronic Absenteeism: 22.4% Dashboard Performance: Orange Pacific Islander Chronic Absenteeism: 26.4% Dashboard Performance: Red Students with Disabilities Chronic Absenteeism: 17.9% Dashboard Performance: Yellow	Socio-economically Disadvantaged Chronic Absenteeism: 9% Dashboard Performance: Yellow Foster Youth Chronic Absenteeism: 19% Dashboard Performance: Orange Pacific Islander Chronic Absenteeism: 22.4% Dashboard Performance: Orange Students with Disabilities Chronic Absenteeism: 12% Dashboard Performance: Yellow	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Positive School Attendance (SIS)	2022-2023 All Students: 92.5%	2023-2024 All Students: 94%	2024-2025 All Students: 95.3%	2025-2026 All Students: 96%	Current Difference: Positive Attendance All Students: Increased 1.3%
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 Suspension: 2.3% Dashboard Performance: Orange English Learners Suspension 1.8% Dashboard Performance: Orange Socio-economically Disadvantaged	Fall 2024 All Students Suspension: 2.6% Dashboard Performance: Yellow African American Suspension 5% Dashboard Performance: Orange Hispanic Suspension: 2.6% Dashboard Performance: Orange English Learners Suspension 2.9% Dashboard Performance: Orange	Fall 2025 All Students Suspension: 2.7% Dashboard Performance: Yellow African American Suspension 6.6% Dashboard Performance: Red Hispanic Suspension: 2.4% Dashboard Performance: Yellow English Learners Suspension 2.9% Dashboard Performance: Yellow	Fall 2026 All Students Suspension: 1.8% Dashboard Performance: Yellow African American Suspension 3.0% Dashboard Performance: Green Hispanic Suspension: 1.3% Dashboard Performance: Green English Learners Suspension 1.3% Dashboard Performance: Green	Current Difference:Suspension All Students: Increased 0.4% African American: Increased 2.4% Hispanic: Increased 0.1% English Learners: Increased 1.1% Long Term English Learners: Decreased 7% (Baseline Year: 2024-2025) Socio-economically Disadvantaged: Increased 0.3% Foster Youth: Increased 1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Suspension: 2.8% Dashboard Performance: Orange Foster Youth Suspension: 8.2% Dashboard Performance: Red Pacific Islander Suspension: 6.1% Dashboard Performance: Red Students with Disabilities Suspension:4% Dashboard Performance: Orange	Long Term English Learners Suspension: 10.5% Dashboard Performance: Red Socio-economically Disadvantaged Suspension: 2.8% Dashboard Performance: Yellow Foster Youth Suspension: 9.5% Dashboard Performance: Red Pacific Islander Suspension: 3.3% Dashboard Performance: Yellow Students with Disabilities	Long Term English Learners Suspension: 3.5% Dashboard Performance: Yellow Socio-economically Disadvantaged Suspension: 3.1% Dashboard Performance: Orange Foster Youth Suspension: 9.9% Dashboard Performance: Red Pacific Islander Suspension: 3.8% Dashboard Performance: Orange Students with Disabilities Suspension: 4.6%	Long Term English Learners Suspension: 3% Dashboard Performance: Yellow Socio-economically Disadvantaged Suspension: 1.9% Dashboard Performance: Green Foster Youth Suspension: 5.2% Dashboard Performance: Yellow Pacific Islander Suspension: 3% Dashboard Performance: Yellow Students with Disabilities Suspension: 3%	Pacific Islander: Decreased 2.3% Students with Disabilities:Increased 0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Suspension:4.5% Dashboard Performance: Orange	Dashboard Performance: Orange	Dashboard Performance: Yellow	
1.4	Expulsion Rate CALPADS	Expulsion Rate (CALPADS, 2022-23): 0.02%	Expulsion Rate (CALPADS, 2023-24): 0%	Expulsion Rate (CALPADS, 2024-25): 0%	Expulsion Rate (CALPADS, 2025-26): 0%	All students: Decreased by 0.02%
1.5	Middle School Dropout Rate CALPADS	Middle School Rate (CALPADS, 2022-23): 0.02%	Middle School Rate (CALPADS, 2023-24): 0%	Middle School Rate (CALPADS, 2024-25): 0%	Middle School Rate (CALPADS, 2025-26): 0%	All Students: Decreased by 0.02%
1.6	Student Climate Survey-Engagement	2023-2024 Engagement (Strongly Agree/Agree) 3rd-5th grade students: 57% 6th-8th grade students: 21%	2024-2025 Engagement (Strongly Agree/Agree) 3rd-5th grade students: 51% 6th-8th grade students: 27%	2025-2026 Engagement (Strongly Agree/Agree) 3rd-5th grade students: 56% 6th-8th grade students: 30%	2026-2027 Engagement (Strongly Agree/Agree) 3rd-5th grade students: 71% 6th-8th grade students: 35%	Current Difference Engagement (Strongly Agree/Agree) 3rd-5th grade students:Decreased by 1% 6th-8th grade students: Increased by 9%
1.7	Student Climate Survey-Positive Feelings	2023-2024 Positive Feelings (Strongly Agree/Agree) 3rd-5th grade students: 64% 6th-8th grade students:52%	2024-25 Positive Feelings (Strongly Agree/Agree) 3rd-5th grade students: 63% 6th-8th grade Students: 52%	2025-26 Positive Feelings (Strongly Agree/Agree) 3rd-5th grade students: 66% 6th-8th grade Students: 52%	2026-2027 Positive Feelings (Strongly Agree/Agree) 3rd-5th grade students: 78% 6th-8th grade students: 66%	Current Difference: Positive Feelings (Strongly Agree/Agree) 3rd-5th grade students: Increased by 2% 6th-8th grade students:Maintained
1.8	Student Climate Survey-Safety	2023-2024 School Safety (Strongly Agree/Agree	2024-25	2025-26	2026-2027	Current Difference:

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:68% 6th-8th grade students: 59%	School Safety (Strongly Agree/Agree 3rd-5th grade students: 68% 6th-8th grade students: 61%	School Safety (Strongly Agree/Agree 3rd-5th grade students:70% 6th-8th grade students:63%	School Safety (Strongly Agree/Agree) 3rd-5th grade students:Increased by 2% 6th-8th grade students: Increased by 7%
1.9	Parent Climate Survey-Family Engagement	2023-2024 Parents: 21% Strongly Agree/Agree	2024-25 Parents: 22% Strongly Agree/Agree	2025-26 Parents: 26% Strongly Agree/Agree	2026-2027 Parents: 35% Strongly Agree/Agree	Current Difference: Parents: Increased by 5% Strongly Agree/Agree
1.10	Parent Climate Survey-School Safety	2023-2024 Parents: 71% Strongly Agree/Agree	2024-25 Parents: 75% Strongly Agree/Agree	2025-26 Parents: 76%Strongly Agree/Agree	2026-2027 Parents: 80% Strongly Agree/Agree	Current Difference: Parents: Increased by 5% Strongly Agree/Agree
1.11	Staff Climate Survey-School Climate	2023-2024 Staff: 66% Strongly Agree/Agree	2024-25 Staff: 63% Strongly Agree/Agree	2025-26 Staff: 65% Strongly Agree/Agree	2026-2027 Staff: 75% Strongly Agree/Agree	Current Difference: Staff: Decreased by 1% Strongly Agree/Agree
1.12	Teacher Climate Survey-School Climate	2023-2024 Teachers: 65% Strongly Agree/Agree	2024-25 Teachers: 63% Strongly Agree/Agree	2025-26 Teachers: 63% Strongly Agree/Agree	2026-2027 Teachers: 72% Strongly Agree/Agree	Current Difference: Teachers: Decreased by 2% 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	2024-2025 100% of MUSD facilities rated “Good” or better on annual FIT reports	2025-2026 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	Current Difference: Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Parent Involvement Efforts to seek parent input in decision making (Local Indicators Self-Reflection Tool)	3-Initial Implementation	4-Full Implementation	4-Full Implementation	5- Full Implementation and Sustainability	Current Difference: Increased 1 level
1.15	Priority 3 Percent Parental Participation in Programs (attendance logs)	Parent Advisory Committee Attendance: 7 District English Learner Advisory Committee Attendance: 10 District African American Parent Advisory Committee (DAAPAC) Attendance: 32 Special Education Parent Advisory Committee (SEPAC) Attendance: 62	Parent Advisory Committee Attendance: 10 District English Learner Advisory Committee Attendance: 16 District African American Parent Advisory Committee (DAAPAC) Attendance: 83 Special Education Parent Advisory Committee (SEPAC) Attendance: 81	Parent Advisory Committee Attendance: 8 District English Learner Advisory Committee Attendance: 17 District African American Parent Advisory Committee (DAAPAC) Attendance: 80 Special Education Parent Advisory Committee (SEPAC) Attendance: 53	Parent Advisory Committee Attendance: 17 District English Learner Advisory Committee Attendance: 17 District African American Parent Advisory Committee (DAAPAC) Attendance:85 Special Education Parent Advisory Committee (SEPAC) Attendance: 70	Parent Advisory Committee Attendance: Increased by 1 District English Learner Advisory Committee Attendance: Increased by 7 District African American Parent Advisory Committee (DAAPAC) Attendance:Increased by 48 Special Education Parent Advisory Committee (SEPAC) Attendance: Decreased by 9

Goal Analysis [2025-26]

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

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

During the 2025–2026 school year, Menifee Union School District implemented Goal 1 actions with a strong focus on strengthening safe, engaging, inclusive, and supportive learning environments through a coordinated Multi-Tiered System of Supports (MTSS). Districtwide efforts emphasized improving school climate, increasing student engagement and connectedness, strengthening family partnerships, and reducing chronic absenteeism and suspension rates for unduplicated student groups through expanded social-emotional learning, attendance interventions, mental health supports, family engagement systems, restorative practices, and inclusive schoolwide supports. Overall, implementation closely aligned with planned actions, with many actions expanding beyond initial projections in response to increased student, family, and school site needs.

Parent Communication Tools and School Safety Software (Action 1.01):
This action was fully implemented during the 2025–2026 school year, with ParentSquare serving as the districtwide standard for school-to-home communication. Districtwide implementation resulted in 99% of parents receiving messages through ParentSquare, including 83,118 direct messages, 123,282 automated notices, and 4,743 posts. Successes included increased consistency, accessibility, and timeliness of communication across the district.

Climate and Culture Survey (Action 1.02):
The Panorama Survey was implemented as planned and continues to provide valuable data on family engagement, school climate, and student well-being to inform midyear adjustments and LCAP actions. Family participation rates remained an area for continued improvement, though survey feedback provided meaningful direction for identifying strengths and areas of growth.

Attendance Intervention and Support (Action 1.03):
This action was implemented with a high level of fidelity through consistent attendance monitoring, family outreach, and Tier II and Tier III interventions, including SART, SARB, and SAIS processes. A key success was increased consistency of attendance intervention systems across school sites, contributing to improved chronic absenteeism outcomes districtwide. Ongoing challenges included addressing complex attendance barriers impacting Foster Youth, Long-Term English Learners, and students experiencing social-emotional, transportation, or family-related challenges.

Parent Involvement and Education (Action 1.04):
This action was implemented with a high level of fidelity through expanded parent education and engagement opportunities offered in both English and Spanish. Positive Parenting classes, virtual parenting supports through CareSpace, increased participation in district advisory committees, and expanded attendance at the California Association for Bilingual Education (CABE) Conference strengthened family-school partnerships and multilingual family engagement. Challenges included maintaining consistent participation for families experiencing scheduling, transportation, or work-related barriers.

Community Liaisons (Action 1.05):

Community liaisons consistently implemented family outreach, referral tracking, and support coordination for families experiencing barriers related to attendance, housing stability, food insecurity, and access to services. A total of 3,388 targeted interventions were provided to connect families with school and community supports. Successes included increased participation in family engagement opportunities, stronger family-school relationships, improved attendance engagement, and fewer newly flagged students for chronic absenteeism. Staff capacity and increasing family needs remained ongoing challenges.

Teacher Staffing for Effective Class Sizes (Action 1.06) and TK–3 Class Size Ratios (Action 1.07):
These actions reduced combination classes and maintained lower student-to-teacher ratios in grades TK–3, particularly at school sites with higher unduplicated student populations. Implementation supported stronger classroom climate, relationship-building, and early intervention opportunities.

Social Emotional and Behavioral Learning (Action 1.08):
This action was implemented consistently districtwide through Tier I social-emotional learning instruction, Character Strong implementation, and targeted Tier II behavioral and SEL supports. Successes included improved student engagement, increased perceptions of belonging and safety, strengthened data-informed supports, and expanded staff capacity to implement SEL practices within the MTSS framework. Continued refinement is needed to strengthen alignment and consistency across Tier I, Tier II, and Tier III SEL systems.

Increased Instructional Minutes for SEL (Action 1.09):
Schools consistently utilized additional instructional minutes for Character Strong lessons, restorative practices, classroom community circles, and proactive behavior supports. Successes included improved classroom stability, increased instructional access, stronger relationship-building opportunities, and greater consistency in Tier I SEL and PBIS implementation. Continued focus remains on strengthening implementation fidelity across all school sites.

School Counseling (Action 1.10):
School counselors delivered 36,864 Tier I services, 9,604 Tier II services, and 635 Tier III interventions during the 2025–2026 school year. Services included classroom SEL lessons, counseling, crisis response, family collaboration, attendance interventions, and behavioral supports. A major success was the increased responsiveness and coordination of counseling services, including a 30% increase in services since the mid-year review. Ensuring sustainable counselor capacity and consistent access to Tier II and Tier III supports remains an ongoing area of focus.

Administrative Support (Action 1.11):
Assistant principals and Expanded Learning Opportunity Program (ELOP) administrators strengthened Tier I school climate systems, attendance monitoring, PBIS implementation, intervention coordination, restorative practices, and family engagement. Successes included increased consistency in MTSS implementation, improved coordination of student supports, and expanded proactive intervention systems. Ongoing challenges included balancing increasing behavioral, attendance, and social-emotional student needs across all school sites.

Translation and Interpretation Services (Action 1.12):
This action was implemented consistently across the district through collaboration among bilingual staff, counselors, community liaisons, educators, and contracted providers. Services included translation of more than 49,600 pages and interpretation support for approximately

200 IEP meetings and 130 parent conferences and family meetings. Successes included strengthened multilingual family engagement and improved accessibility of school communication. Increased demand for services created ongoing coordination challenges districtwide.

Positive Behavioral Interventions and Supports (PBIS) (Action 1.13):
PBIS systems were implemented consistently through professional learning, site-based coaching, restorative practices, and behavioral data review processes. Tiered Fidelity Inventory (TFI) results demonstrated maintained or improved implementation fidelity across school sites. Successes included stabilization of suspension and chronic absenteeism rates, improved instructional access, and increased student perceptions of safety and belonging. Continued focus remains on strengthening implementation consistency while responding to increasing behavioral and social-emotional needs.

LCFF Site Allocation for Safe and Supportive School Culture (Action 1.14):
School sites utilized LCFF allocations to implement attendance incentives, student recognition programs, SEL and restorative practice materials, campus supervision enhancements, family engagement activities, and professional learning aligned to site needs and SPSA priorities. Successes included increased student engagement, stronger school climate supports, and greater flexibility for sites to address local attendance and behavior needs. Continued focus remains on consistent implementation and evaluation of site-based strategies.

Visual and Performing Arts (VAPA) (Action 1.15):
All elementary and middle school students received access to expanded music and visual/media arts opportunities, including performances, concerts, art shows, and field trips designed to strengthen student engagement and school connectedness. Successes included increased family participation, expanded arts access, and strengthened opportunities for creativity and student voice. Staffing vacancies and leaves of absence temporarily interrupted continuity at some sites.

Equity Committee (Action 1.16):
The Equity Committee implemented ongoing data analysis, collaborative inquiry, and professional learning focused on culturally responsive and inclusive practices aligned to the MTSS framework. Successes included stronger alignment between data analysis, MTSS supports, and site-based decision-making practices designed to improve equity, school climate, and engagement for unduplicated student groups. Continued focus remains on strengthening consistency of implementation across all school sites.

Social Workers/ERMHS Services (Action 1.17):
Educationally Related Mental Health Services (ERMHS) providers strengthened districtwide mental health assessments, behavioral interventions, crisis response systems, and wraparound supports. Successes included stronger alignment between assessment and intervention systems, expanded crisis response coordination, and improved support for students within the least restrictive environment whenever appropriate. Ongoing challenges included responding to increasing mental health and behavioral needs while ensuring timely access to intensive supports.

Mental Health Services and Supports (Action 1.18):
This multi-funded action coordinated services through Care Solace, Victor Community Support Services, counselors, social workers, and LREBG-funded Behavioral Intervention Staff (BIS). Successes included expanded access to coordinated mental health services, wraparound interventions, crisis response supports, and behavioral interventions designed to strengthen student engagement and maintain students in

inclusive educational settings whenever appropriate. Continued focus remains on increasing access to intensive counseling and wraparound supports across all school sites.

Technology Professional Learning (Action 1.19):
Professional learning sessions, coaching, and follow-up support strengthened staff use of instructional technology, wireless projection systems, AI literacy tools, and digital communication systems aligned to MTSS and instructional goals. Successes included increased staff confidence, improved instructional accessibility, and stronger communication and engagement practices. Continued focus remains on expanding collaboration and shared success opportunities across school sites.

Implementation of Goal 1 actions during the 2025–2026 school year was largely successful and resulted in strengthened attendance intervention systems, expanded social-emotional and mental health supports, increased family engagement opportunities, and improved access to inclusive and supportive learning environments for students. The district strengthened MTSS alignment, multilingual communication systems, counseling and wraparound services, student engagement opportunities, and coordination of attendance and behavioral supports. While staffing capacity, implementation consistency, and increasing student mental health and behavioral needs remain ongoing challenges, the district remains committed to continuous improvement and to fostering safe, engaging, inclusive, and connected learning environments for all students, particularly unduplicated student groups.

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.

A review of total expenditures for Goal 1 identified material differences between budgeted and estimated actual expenditures. Minor differences across several actions were primarily attributed to salary increases, staffing vacancies, adjustments in personnel-related costs, and shifts in implementation priorities throughout the school year.

Actions with increased expenditures included:

Parent Involvement and Education (Action 1.04) experienced higher-than-anticipated expenditures due to expanded family engagement opportunities aligned to educational partner feedback. Additional costs supported increased participation in the California Association for Bilingual Education (CABE) Conference, expanded parenting classes, family engagement activities, multilingual outreach efforts, and increased opportunities for family participation in district advisory groups and school events. These expanded efforts strengthened school-home partnerships and improved access to parent education opportunities for multilingual and unduplicated student groups.

Translation and Interpretation Services (Action 1.12) exceeded projected expenditures due to increased demand for multilingual communication and interpretation supports across school sites. Additional expenditures supported expanded extra duty opportunities, contracted translation and interpretation services, and increased multilingual communication for Individualized Education Program meetings, conferences, newcomer meetings, and schoolwide communication efforts designed to improve access and engagement for English Learner and multilingual families.

Equity Committee (Action 1.16) experienced increased expenditures due to expanded staff participation in the Excellence Through Education Conference and additional collaboration opportunities focused on strengthening equity-centered MTSS planning, culturally responsive

practices, and progress monitoring systems across school sites. Additional participation supported broader implementation of equity-focused professional learning and increased alignment between site leadership teams and districtwide continuous improvement efforts.

Technology Professional Learning (Action 1.19) experienced lower-than-anticipated expenditures due to reduced staff participation in the CUE Conference compared to projected attendance. Educational partners and site teams identified a greater need for job-embedded, site-based professional learning opportunities during the school year. As a result, more impactful and cost-effective technology training and coaching were provided through on-campus professional learning, follow-up support sessions, and embedded instructional technology coaching aligned to district MTSS, communication, and engagement goals.

Overall, estimated actual expenditures remained aligned to the intent of Goal 1 and reflected the district's continued prioritization of safe, inclusive, and supportive learning environments through expanded family engagement, multilingual communication, equity-focused systems improvement, and targeted supports for unduplicated student groups.

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

Analysis of Goal 1 effectiveness demonstrates that the coordinated implementation of attendance interventions, family engagement systems, social-emotional learning, Positive Behavioral Interventions and Supports, mental health services, and Multi-Tiered System of Supports practices contributed to measurable progress toward creating safe, engaging, inclusive, and supportive learning environments for students. Districtwide outcome data reflected continued improvement in chronic absenteeism, increased positive attendance rates, strengthened access to social-emotional and mental health supports, expanded multilingual family engagement, and improved perceptions of school climate, belonging, and safety across multiple student groups.

Parent Communication Tools and School Safety Software (Action 1.01) was effective in supporting progress toward the district goal of providing a safe, engaging, and supportive learning environment. Districtwide implementation of ParentSquare and Raptor strengthened family-school communication, increased access to timely information, and supported safer school environments through consistent communication and safety protocols. ParentSquare usage data demonstrated strong implementation fidelity, with 99% of families receiving communication through the platform, including 83,118 direct messages, 123,282 automated notices, and 4,743 posts districtwide.

Climate and Culture Survey (Action 1.02) provided valuable data to monitor school climate, engagement, belonging, and safety trends across student, family, and staff groups, supporting ongoing MTSS planning and continuous improvement efforts. LCAP Metrics 1.6–1.12 demonstrated mixed effectiveness, with grades 6–8 student engagement increasing from 27% to 30% favorable responses and grades 3–5 increasing from 51% to 56%. Chronic absenteeism improved districtwide from 16.1% to 11.5%, including improvements for Long-Term English Learners (30.6% to 18.9%), Foster Youth (35% to 22.4%), and Students with Disabilities (32% to 17.9%). Suspension rates remained stable overall at 2.7%, with improvement for Long-Term English Learners (10.5% to 3.5%) and Pacific Islander students (6.1% to 3.8%). Foster Youth (9.9%), African American students (6.6%), and Students with Disabilities (4.6%) continue to experience elevated suspension rates, indicating the need for continued targeted supports and climate improvement efforts.

Attendance Intervention and Support (Action 1.03) was effective in improving attendance systems, increasing family outreach, and reducing chronic absenteeism across the district. Districtwide chronic absenteeism decreased by 4.6 percentage points to 11.5% in Year 2, with improved outcomes for Long-Term English Learners, Foster Youth, and Pacific Islander students. Attendance monitoring systems, SART,

SARB, STIS processes, and targeted outreach strengthened early identification and intervention practices. Chronic absenteeism rates remain disproportionately high for Foster Youth, Long-Term English Learners, and Pacific Islander students, indicating the need for continued targeted attendance interventions.

Parent Involvement and Education (Action 1.04) was effective in strengthening family engagement and school connectedness for unduplicated student groups through expanded parent education opportunities, bilingual family workshops, advisory participation, and CABE Conference participation. Chronic absenteeism improved for Long-Term English Learners (18.9%) and Foster Youth (22.4%), while suspension rates improved for Long-Term English Learners (10.5% to 3.5%). Barriers related to scheduling, transportation, and family availability continue to impact participation for some families.

Community Liaisons (Action 1.05) was effective in strengthening family engagement, attendance outreach, and student support systems through 5,056 family contacts, referrals, and interventions. Districtwide chronic absenteeism improved from 24.8% to 11.5%, including improvements for English Learners (-16.2%), Socioeconomically Disadvantaged students (-18.5%), Hispanic students (-15.2%), Foster Youth (-12.6%), Pacific Islander students (-16%), and Long-Term English Learners (30.6% to 18.9%). Suspension rates improved for Long-Term English Learners (10.5% to 3.5%) and Pacific Islander students (6.1% to 3.8%). Foster Youth (9.9%), African American students (6.6%), and Students with Disabilities (4.6%) continue to experience elevated suspension rates, indicating the need for expanded restorative practices and proactive behavioral supports.

Teacher Staffing for Effective Class Size (Action 1.06) was effective in supporting student engagement and responsive classroom environments by maintaining lower class sizes and reducing combination classrooms in grades TK–5. Chronic absenteeism improved for Long-Term English Learners (30.6% to 18.9%), Foster Youth (35% to 22.4%), Students with Disabilities (32% to 17.9%), English Learners (-16.2%), and Socioeconomically Disadvantaged students (-18.5%). Suspension rates improved for Long-Term English Learners (10.5% to 3.5%) and Pacific Islander students (6.1% to 3.8%). Foster Youth (9.9%) and Students with Disabilities (4.6%) continue to require additional behavioral and engagement supports.

TK–3 Ratios (Action 1.07) was effective in supporting early learning environments and student engagement by maintaining lower teacher-to-student ratios in the primary grades. Chronic absenteeism improved for Foster Youth (22.4%), Long-Term English Learners (18.9%), and Students with Disabilities (17.9%). Panorama data reflected positive elementary school climate outcomes, with 64% of grades 3–5 students reporting feeling safe at school and 63% reporting positive feelings about school climate.

Social Emotional and Behavioral Learning (Action 1.08) was effective in strengthening student engagement, school connectedness, and supportive learning environments through expanded SEL and Character Strong implementation. Grades 3–5 engagement increased to 56% favorable responses and grades 6–8 engagement increased from 21% to 30%. Chronic absenteeism improved across multiple student groups, including English Learners (-16.2%), Socioeconomically Disadvantaged students (-18.5%), Foster Youth (-12.6%), Students with Disabilities (-14.1%), and Long-Term English Learners (30.6% to 18.9%). Suspension rates improved for Long-Term English Learners (10.5% to 3.5%) and Pacific Islander students (6.1% to 3.8%).

Increased Instructional Minutes for SEL (Action 1.09) was effective in strengthening proactive behavioral supports and classroom stability through additional instructional time dedicated to SEL and PBIS practices. Chronic absenteeism improved for Long-Term English Learners (30.6% to 18.9%), Foster Youth (35% to 22.4%), English Learners (-16.2%), and Socioeconomically Disadvantaged students (-18.5%).

Suspension rates improved for Long-Term English Learners (10.5% to 3.5%) and Pacific Islander students (6.1% to 3.8%). Panorama data reflected positive climate outcomes, including 63% of grades 3–5 students reporting positive feelings about school climate and 52% of grades 6–8 students reporting positive perceptions of school safety.

School Counseling (Action 1.10) was effective in strengthening Tier II and Tier III behavioral, social-emotional, and attendance supports across school sites. Chronic absenteeism improved for Long-Term English Learners (30.6% to 18.9%), Foster Youth (35% to 22.4%), English Learners (-16.2%), Socioeconomically Disadvantaged students (-18.5%), and Students with Disabilities (-14.1%). Suspension rates improved for Long-Term English Learners (10.5% to 3.5%) and Pacific Islander students (6.1% to 3.8%). Grades 3–5 engagement increased to 56% favorable responses and grades 6–8 engagement increased from 21% to 30%. Tier II service logs reflected expanded counseling interventions, re-entry meetings, and coordinated family supports.

Administrative Support (Action 1.11) was effective in strengthening MTSS systems, intervention coordination, and proactive attendance and behavioral supports. Chronic absenteeism improved for Long-Term English Learners (30.6% to 18.9%), Foster Youth (35% to 22.4%), English Learners (-16.2%), Socioeconomically Disadvantaged students (-18.5%), and Students with Disabilities (-14.1%). Suspension rates improved for Long-Term English Learners (10.5% to 3.5%) and Pacific Islander students (6.1% to 3.8%). Panorama engagement outcomes improved to 56% favorable responses in grades 3–5 and 30% in grades 6–8. MTSS implementation tracking reflected improved consistency in Tier I, Tier II, and Tier III intervention systems.

Translation and Interpretation Services (Action 1.12) was effective in strengthening multilingual family engagement and improving school-home communication. Chronic absenteeism improved for English Learners (-16.2%) and Long-Term English Learners (30.6% to 18.9%). Suspension rates improved significantly for Long-Term English Learners (10.5% to 3.5%). More than 49,600 translated pages and extensive interpretation services supported multilingual access to IEP meetings, conferences, newcomer supports, and school communication systems.

Positive Behavioral Interventions and Supports (PBIS) (Action 1.13) was effective in strengthening proactive behavioral systems and improving school climate. Tiered Fidelity Inventory results reflected maintained or improved PBIS implementation fidelity across school sites. Suspension rates improved for Long-Term English Learners (10.5% to 3.5%) and Pacific Islander students (6.1% to 3.8%). Chronic absenteeism improved for Long-Term English Learners (30.6% to 18.9%), Foster Youth (35% to 22.4%), English Learners (-16.2%), and Socioeconomically Disadvantaged students (-18.5%). Grades 3–5 engagement increased to 56% favorable responses and grades 6–8 engagement increased from 21% to 30%.

LCFF Site Allocation: Safe and Supportive School Culture (Action 1.14) was effective in supporting site-based attendance, engagement, and climate initiatives aligned to SPSA priorities. Chronic absenteeism improved for Long-Term English Learners (30.6% to 18.9%), Foster Youth (35% to 22.4%), English Learners (-16.2%), Socioeconomically Disadvantaged students (-18.5%), and Students with Disabilities (-14.1%). Panorama engagement outcomes improved to 56% favorable responses in grades 3–5 and 30% in grades 6–8. Site-based attendance initiatives, SEL systems, and restorative practices contributed to improved school connectedness and instructional access.

Visual and Performing Arts (VAPA) (Action 1.15) was effective in supporting student engagement, school connectedness, and positive school climate through expanded arts access and enrichment opportunities. Chronic absenteeism improved for Long-Term English Learners (30.6% to 18.9%), Foster Youth (35% to 22.4%), English Learners (-16.2%), and Socioeconomically Disadvantaged students (-18.5%). Panorama

engagement outcomes improved to 56% favorable responses in grades 3–5 and 30% in grades 6–8. Participation logs reflected strong student involvement in performances, art shows, and enrichment activities.

Equity Committee (Action 1.16) was effective in strengthening equity-centered practices and improving alignment between student data, interventions, and MTSS supports. Chronic absenteeism improved for Long-Term English Learners (30.6% to 18.9%), Foster Youth (35% to 22.4%), English Learners (-16.2%), Pacific Islander students (-16%), and Socioeconomically Disadvantaged students (-18.5%). Suspension rates improved for Long-Term English Learners (10.5% to 3.5%) and Pacific Islander students (6.1% to 3.8%). Panorama engagement outcomes improved to 56% favorable responses in grades 3–5 and 30% in grades 6–8. Professional learning logs documented continued staff participation in equity-focused training and collaborative inquiry.

Social Workers (Action 1.17) was effective in strengthening Tier II and Tier III mental health, behavioral, and wraparound supports across the district. Chronic absenteeism improved for Long-Term English Learners (30.6% to 18.9%), Foster Youth (35% to 22.4%), English Learners (-16.2%), Socioeconomically Disadvantaged students (-18.5%), and Students with Disabilities (-14.1%). Suspension rates improved for Long-Term English Learners (10.5% to 3.5%) and Pacific Islander students (6.1% to 3.8%). Grades 3–5 engagement increased to 56% favorable responses and grades 6–8 engagement increased from 21% to 30%. Service logs documented expanded counseling coordination, crisis response, and restorative supports.

Mental Health Services (Action 1.18) was effective in strengthening coordinated Tier II and Tier III behavioral health and wraparound supports aligned to the MTSS framework. Chronic absenteeism improved for Foster Youth (35% to 22.4%), Students with Disabilities (32% to 17.9%), Long-Term English Learners (30.6% to 18.9%), English Learners (-16.2%), and Socioeconomically Disadvantaged students (-18.5%). Suspension rates improved for Long-Term English Learners (10.5% to 3.5%) and Pacific Islander students (6.1% to 3.8%). Panorama engagement outcomes improved to 56% favorable responses in grades 3–5 and 30% in grades 6–8. Coordinated mental health supports strengthened re-engagement systems and increased access to inclusive educational environments.

Technology Professional Learning (Action 1.19) was effective in strengthening staff capacity to use digital tools supporting communication, engagement, accessibility, and inclusive learning environments. Panorama engagement outcomes improved to 56% favorable responses in grades 3–5 and 30% in grades 6–8. Chronic absenteeism improved for Long-Term English Learners (30.6% to 18.9%), Foster Youth (35% to 22.4%), English Learners (-16.2%), and Socioeconomically Disadvantaged students (-18.5%). Suspension rates improved for Long-Term English Learners (10.5% to 3.5%) and Pacific Islander students (6.1% to 3.8%). Embedded coaching and follow-up support strengthened staff implementation of digital communication and engagement tools across school sites.

Overall, Goal 1 actions were effective in improving student engagement, strengthening school climate systems, expanding access to counseling and mental health services, increasing family communication and participation, and reducing barriers to attendance and learning for unduplicated student groups. Significant progress was demonstrated through improved chronic absenteeism outcomes, strengthened Tier I, II, and III supports, increased access to multilingual communication and family outreach systems, and expanded student supports aligned to the district Multi-Tiered System of Supports framework. While disparities remain for Foster Youth, Students with Disabilities, African American students, and Long-Term English Learners in areas such as suspension, chronic absenteeism, belonging, and family engagement, the district will continue refining systems, strengthening implementation fidelity, and expanding targeted supports to improve equitable outcomes and ensure all students experience safe, connected, and supportive learning environments.

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.

Based on implementation data, educational partner feedback, and 2024–2025 California School Dashboard outcomes, Menifee Union School District refined Goal 1 actions to strengthen safe, supportive, inclusive, and culturally responsive learning environments for all students, particularly unduplicated student groups. Feedback from students, including Foster Youth and Long-Term English Learners, Multi-Tiered System of Supports district and site leadership teams, and parent advisory committees emphasized the importance of visible, responsive, and caring adults during unstructured times such as recess, lunch, and passing periods. Educational partners also identified the need for stronger alignment of communication systems, restorative practices, proactive outreach, and culturally responsive relationship-building across all school sites.

Chronic Absenteeism Rate (LCAP Metric 1.01) was revised to reflect significant improvement trends across multiple student groups during Year 2 implementation. The Year 3 target for all students was increased from 12.8% to 8% after the district surpassed the original target with a Year 2 chronic absenteeism rate of 11.5%, improving from 16.1% in Year 1. Significant subgroup improvements were also demonstrated for Hispanic students (-15.2 percentage points), English Learners (-16.2 percentage points), Long-Term English Learners (30.6% to 18.9%), Socioeconomically Disadvantaged students (-18.5 percentage points), and Students with Disabilities (32% to 17.9%). These outcomes reflect the positive impact of expanded attendance interventions, proactive outreach, MTSS supports, counseling services, restorative practices, and strengthened family engagement systems implemented across the district.

CA Dashboard Suspension Indicator (LCAP Metric 1.03) Year 3 target outcomes were revised for Long-Term English Learners and Pacific Islander students based on significant Year 2 improvements in suspension outcomes. Long-Term English Learner suspension rates improved from 10.5% in Year 1 to 3.5% in Year 2, leading to a revised Year 3 target outcome of 3%. Pacific Islander suspension rates also improved from 6.1% at baseline to 3.8% in Year 2, resulting in a revised Year 3 target outcome of 3%. These changes reflect the positive impact of expanded PBIS implementation, restorative practices, counseling supports, MTSS interventions, and proactive behavior support systems implemented across school sites.

Student Climate Survey – Safety (LCAP Metric 1.08) was revised for grades 6–8 to increase the Year 3 target outcome for student perceptions of school safety from 60% to 63% favorable responses. Year 2 data demonstrated stronger-than-anticipated improvement, with grades 6–8 student perceptions of school safety increasing from the 2023–2024 baseline of 54% to 59% in 2025–2026. This updated target reflects continued emphasis on student supervision, restorative practices, PBIS implementation, social-emotional learning, and relationship-centered school climate systems designed to improve student safety and belonging.

Priority 3 Parent Participation in Programs (LCAP Metric 1.15) was revised to increase the Year 3 target outcome for District African American Parent Advisory Committee (DAAPAC) attendance from 45 participants to 85 participants. This revision reflects substantial growth in family engagement participation, with DAAPAC attendance increasing from a baseline of 32 participants to 80 participants in Year 2. Educational partner feedback reinforced the importance of continuing culturally responsive outreach, inclusive family engagement opportunities, and stronger partnerships with families and community representatives. The revised target reflects the district's commitment to sustaining and expanding meaningful family engagement and representation in district decision-making processes.

Attendance Intervention and Support (Action 1.03) was revised to strengthen targeted monitoring and intervention systems for student groups identified in the red or orange performance levels on the California School Dashboard, including Foster Youth and Pacific Islander

students. Refinements include stronger implementation fidelity monitoring, earlier intervention practices, root cause analysis processes, and expanded attendance outreach aligned to the district Multi-Tiered System of Supports framework.

Parent Involvement and Education (Action 1.04) was refined based on Parent Advisory Committee feedback emphasizing the need for stronger school-home communication, consistent use of ParentSquare, increased support for multilingual families, family-friendly explanations of assessment data, technology support for accessing digital communication systems, and expanded opportunities for volunteering and family learning. Families also identified communication, learning at home, and volunteering opportunities as priority areas to improve student success. In response, the district will strengthen analysis of inclusive family engagement events during principal and MTSS meetings and continue expanding opportunities that support literacy, math fluency, English language development, and meaningful family partnerships across school sites.

Community Liaisons (Action 1.05) and School Counseling (Action 1.10) were refined to strengthen culturally responsive relationship-building, proactive outreach, and coordinated support for families through collaboration with school teams and the district communication department. Educational partner feedback emphasized the importance of personalized outreach, multilingual communication systems, and increased opportunities for family connection and engagement.

Social Emotional and Behavioral Learning (Action 1.08) and Administrative Support (Action 1.11) were refined to strengthen professional learning related to tiered social-emotional learning instruction, restorative practices, and structured playground supports designed to increase safety, engagement, and positive peer interaction during recess and other unstructured settings. School sites will also collaborate with students, counselors, and school teams to develop restorative and calming spaces where students can practice self-regulation and access proactive behavioral supports.

Positive Behavioral Interventions and Supports (Action 1.13) will continue providing targeted site-based coaching, professional learning, and implementation support for schools and student groups experiencing suspension rates of 4% or higher, including African American students, Foster Youth, homeless students, and Students with Disabilities. Additional refinements focus on increasing alignment between social-emotional learning, PBIS, restorative practices, and school leadership systems to strengthen Tier I culture-building and Tier II and Tier III intervention supports districtwide.

Social Workers/Educationally Related Mental Health Services (Action 1.17) was refined to strengthen alignment between Educationally Related Mental Health Services assessment practices, intervention systems, and MTSS decision-making processes. Based on implementation reflections and increasing student mental health and behavioral needs, the district will continue expanding the role of Educationally Related Mental Health Services providers in crisis response, behavioral intervention planning, wraparound supports, and least restrictive environment planning. Additional monitoring systems will be implemented to track requests for Educationally Related Mental Health Services assessments, assessment completion timelines, and alignment between identified student needs and interventions provided to improve responsiveness and access to mental health supports across school sites.

Educational partner feedback also reinforced the need for increased multilingual communication supports, improved accessibility of family engagement opportunities, stronger integration of mental health and behavioral systems, and continued focus on representation, belonging, and inclusive school environments. As a result, Goal 1 actions for 2026–2027 place greater emphasis on proactive relationship-building,

restorative and trauma-informed practices, culturally responsive engagement, integrated MTSS practices, and targeted supports for student groups experiencing the greatest barriers to attendance, engagement, belonging, and school success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Parent Communication Tools and School Safety Software	This action supports districtwide implementation of communication and safety systems such as ParentSquare, and Raptor, to enhance family-school connection, strengthen parent involvement, and promote safe, inclusive school environments. These platforms support real-time updates, two-way communication in families' home languages, and access to key information on student learning and support services. Year 2 outcome data indicates significant progress, though critical needs remain for specific student groups. Chronic absenteeism for English Learners has decreased to 10.1% and Long-Term English Learners (LTELs) improved to 18.9%. However, suspension rates for LTELs remain a concern at 3.5%, and other groups, such as Foster Youth (22.4% absenteeism; 9.9% suspension) and African American students (6.6% suspension), continue to face disproportionate barriers. Communication tools are essential for engaging families, connecting them with school supports, reducing chronic absenteeism, and addressing behavior concerns through earlier and more frequent intervention. By supporting culturally responsive, accessible communication and safety alerts, this action strengthens district MTSS structures, family trust, and student outcomes. Effectiveness will be measured by the following LCAP metrics: LCAP Metric 1.6-1.12 Panorama Family Survey – Increases in family engagement and school climate satisfaction. ParentSquare usage analytics (read rates, translation access, family response rates)	$114,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LCAP Metric 1.1 and 1.3: Chronic Absenteeism and Suspension Dashboard Data for ELs, LTELs, SWD, Foster Youth Advisory Committee Participation Logs: DELAC, SEPAC, DAAPAC, PAC		
1.2	Climate and Culture Survey	The Panorama Climate and Culture Survey serves as a vital instrument for gathering comprehensive feedback from students, families, and staff to assess the safety, inclusivity, and responsiveness of our school environments. Survey results inform district- and site-level planning, with a particular focus on improving engagement, school climate, and reducing chronic absenteeism and suspensions among unduplicated pupils (English Learners, Foster Youth, and Low-Income students). Engagement for students in grades 3–5 reached 56%, while engagement for students in grades 6–8 increased to 30%. While student engagement in the middle school grades improved by 9% from the baseline, it remains a critical area for growth compared to elementary levels. Current data indicates that 78% of families report experiencing at least one barrier to engagement, highlighting a persistent need for targeted outreach and communication. Student sense of safety increased across grades 3–8, and parents also reported an increased sense of school safety. Approximately 63% of students in grades 3–5 and 52% of students in grades 6–8 reported a positive school climate. This action leverages Panorama data to guide MTSS Tier I planning, monitor climate trends, and ensure LCAP initiatives are student-centered and culturally affirming. Site leadership teams use disaggregated data to refine schoolwide practices that foster belonging, emotional well-being, and academic engagement, particularly for students with disabilities, foster youth, and English learners. Effectiveness will be measured by the following LCAP metrics:	$74,120.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LCAP Metric 1.6-1.12: Panorama Student and Family Climate Survey (favorable responses in engagement, belonging, and safety disaggregated by subgroup) LCAP Metric 1.1 and 1.3: Chronic Absenteeism and Suspension Rates MTSS site plan updates and implementation fidelity tracking Annual review of subgroup trends presented to leadership and advisory committees (e.g., PAC, DELAC, SEPAC, DAAPAC)		
1.3	Attendance Intervention and Support	This action implements a comprehensive attendance improvement system across all school sites to ensure that if the district implements consistent attendance monitoring and timely Tier II and Tier III interventions, then staff will address attendance barriers earlier, which will lead to improved attendance and reduced chronic absenteeism because early, relationship-based interventions improve student engagement and outcomes. Through collaboration with the Riverside County Office of Education, the Director of Student Success Services, school-based teams, and community partners, the district conducts root cause analyses, develops site-level attendance plans, and utilizes attendance monitoring systems to identify students early and guide intervention efforts. This action also includes collaboration with the Menifee Police Department to support the most chronically absent students and families through SART, SARB, and District Attorney mediation processes, with a focus on Foster Youth, Long-Term English Learners, and other student groups experiencing significant attendance barriers. Based on the 2024 California School Dashboard, Menifee Union School District was identified for Differentiated Assistance due to the performance of Foster Youth and Long-Term English Learners. Foster Youth were identified based on performance in Pupil Achievement (ELA and Mathematics) and Suspension Rate. Long-Term English Learners were identified based on performance in Pupil Achievement (ELA and Mathematics), Chronic Absenteeism, and Suspension Rate.	$879,010.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Analysis of Year 2 local data demonstrates progress in several areas; however, persistent disparities remain. Long-Term English Learner chronic absenteeism remains elevated at 18.9%, and Foster Youth chronic absenteeism remains at 22.4%, both significantly above the district average of 11.5%. Pacific Islander students continue to demonstrate the highest chronic absenteeism rate at 26.4%. Suspension data also reflects ongoing disparities among student groups. Foster Youth suspension rates remain elevated at 9.9%, while African American students remain at 6.6%, both within the Red performance category. Long-Term English Learner suspension rates improved significantly from the 2024 baseline of 10.5% to 3.5%; however, continued monitoring and intervention are necessary to sustain progress and prevent regression. These data points highlight the continued need for coordinated, equity-focused attendance and engagement strategies designed to improve school connectedness, strengthen family partnerships, and reduce chronic absenteeism for the student groups that contributed to the district's Differentiated Assistance identification, while supporting improved outcomes for all students. Effectiveness will be measured by the following LCAP metrics: • LCAP Metric 1.1: Chronic Absenteeism • LCAP Metric 1.2: Positive Attendance/ADA Rates • Attendance intervention implementation fidelity, including the timeliness of Tier II and Tier III interventions, SART/SARB processes, and attendance monitoring practices LREBG-Funded Enhancements: To address chronic absenteeism and school refusal among unduplicated students—particularly SWD and LTELs—LREBG funds the following targeted supports utilizing $60,000 of LREBG funding: Dedicated Attendance Liaisons: Assigned to SWD and LTELs to conduct home visits, coordinate SART/SARB meetings, and support individual student plans.		

Action #	Title	Description	Total Funds	Contributing
		Licensed Vocational Nurses (LVNs): Deployed to support health-related absences and implement IEP health services, especially for students with chronic medical conditions. Re-Entry Coordination for Chronically Absent Students: Re-entry meetings will include students, families, and staff to create attendance contracts, behavior support plans, and connect students to SEL, counseling, and academic interventions. Research-Based Justification Research from the Attendance Works Initiative confirms that early, personalized intervention and home-school collaboration are essential to preventing chronic absenteeism, especially for students with health and trauma-related needs. A Johns Hopkins University study (Balfanz & Byrnes, 2012) found that chronic absenteeism is a leading early warning sign of academic failure and dropout—especially among students in special education and English learners. The CA MTSS Framework supports multi-agency attendance teams, integrated health supports, and re-entry practices as key strategies to address systemic barriers for underserved groups. Metrics to Monitor Effectiveness Chronic Absenteeism (LCAP Metric 1.1): Year-over-year reduction for Foster Youth, LTELs, and SWD. SART/SARB Participation Logs: Number of families served, outcomes of intervention, and referral follow-through. Re-Entry Meeting Logs: Documentation of plans developed and implementation status. Panorama Family and Student Climate Survey (Metrics 1.6, 1.9): Increased perceptions of connectedness and belonging for re-engaged students.		

Action #	Title	Description	Total Funds	Contributing
		Tier II Intervention Logs: Frequency and success rate of follow-up services for students receiving attendance interventions. LVN Service Logs: Number of health-related interventions that facilitated improved attendance. The district's MTSS framework ensures this action is implemented LEA-wide, allowing all schools to apply consistent practices. Outreach methods include multilingual communication, family meetings, empathy interviews, and referrals to community resources addressing transportation, housing, or mental health barriers. The goal of this action is to reduce chronic absenteeism and suspension rates, especially for high-need student groups, and to strengthen school connectedness through responsive, student-centered re-engagement practices.		
1.4	Parent Involvement/Education	Analysis of local data and the 2023 California School Dashboard originally identified the need for deeper family engagement to address significant opportunity and outcome gaps for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. While progress has been made, Year 2 outcome data confirms that targeted capacity building remains a priority to address persistent disparities. Key Year 2 outcome data highlights the following needs: Chronic absenteeism for Long-Term English Learners has improved to 18.9% and Foster Youth to 22.4%. While these represent significant improvements from the 2024 Dashboard baseline, they remain high-risk areas compared to the district average of 11.5%. Suspension rates continue to disproportionately affect specific groups, particularly Foster Youth (9.9%) and African American students (6.6%), both of whom remain in the Red performance category.	$48,070.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Current survey results indicate that 78% of families report experiencing at least one barrier to engagement, such as scheduling conflicts or communication gaps, underscoring the need for more accessible and culturally responsive outreach. This action enhances access to parent education, leadership development, and advisory engagement opportunities to improve educational outcomes for unduplicated students. Key strategies include support for participation in the California Association for Bilingual Education (CABE) conference, Family Resource Events, and district-level advisory groups such as the Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), Special Education Parent Advisory Committee (SEPAC) and African American Parent Advisory Committee (DAAPAC). By investing in culturally responsive engagement practices and empowering families as partners in decision-making, this initiative fosters stronger school-home connections, improves communication, and enhances trust—key components of student success. The action also supports parent learning in navigating educational systems, accessing student data and services, and advocating effectively for their children. Effectiveness will be measured by the following LCAP metrics: LCAP Metric 1.1: Chronic Absenteeism Rate (disaggregated by subgroup) LCAP Metric 1.3: Suspension Rate Participation rates in family events, parent-teacher conferences, and advisory groups		
1.5	Community Liaisons	Community Liaisons are essential staff who serve as bridges between school and home, with a particular focus on supporting unduplicated students and their families. Liaisons provide culturally responsive outreach, assist with communication between families and educators, and connect families to school-based and community resources. Their work supports	$424,096.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increased attendance, engagement, and academic success, especially for Foster Youth, English Learners, and Low-Income students. In 2024, the California School Dashboard reports Chronic Absenteeism rates of 25.9% for Foster Youth and 30.6% for Long-Term English Learners, along with disproportionately high Suspension Rates for both groups. These data highlight the need for proactive, relational strategies that address attendance barriers, support family-school collaboration, and build trust. Liaisons also play a critical role in supporting participation in district and site-level advisory groups, connecting families to mental health services, navigating attendance and discipline processes, and promoting involvement in academic and enrichment events. Their ongoing work aligns with the district's equity priorities and is essential for building inclusive, supportive learning environments. If we provide targeted, relationship-centered support through Community Liaisons to connect families with resources and increase engagement, then families and site support staff will be better equipped to address barriers to attendance and participation. Effectiveness will be measured by the following LCAP metrics: LCAP Metric 1.1: Chronic Absenteeism Rate (disaggregated by student group) LCAP Metric 1.3: Suspension Rate (disaggregated by student group)		
1.6	Teacher Staffing for Effective Learning Environments to Reduce Combo Classes	Menifee Union School District will continue to strategically maintain effective teacher-to-student staffing ratios in grades TK–5 to reduce class sizes and minimize combination grade classes. If the district maintains lower class sizes and reduces combination classes, then teachers will be able to provide more responsive instruction, build stronger relationships with students and families, and increase opportunities for differentiated support and classroom engagement, which will lead to improved attendance, stronger school connectedness, increased academic	$2,504,908.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engagement, and reduced behavioral concerns, because research demonstrates that smaller class sizes and stable classroom structures improve student participation, teacher responsiveness, and relationship-based supports, particularly for unduplicated student groups. This action supports increased student engagement, improved classroom culture, and stronger Tier I instructional and social-emotional supports. Analysis of local data and the 2023 California School Dashboard identified elevated chronic absenteeism rates among unduplicated student groups. Year 2 outcome data from the 2024–2025 Dashboard continues to reflect disproportionate rates of chronic absenteeism among Foster Youth (22.4%), Pacific Islander students (26.4%), Long-Term English Learners (18.9%), and Students with Disabilities (17.9%), all exceeding the district average of 11.5%. Smaller class sizes and reduced combination classes provide teachers with increased flexibility to implement differentiated instruction, monitor student progress more effectively, and respond to student academic, behavioral, and social-emotional needs in a more timely and personalized manner. This action is intended to strengthen safe, engaging, and supportive learning environments while improving outcomes for unduplicated student groups through increased student connection, consistency, and access to high-quality instruction. Effectiveness will be measured by the following LCAP metrics: LCAP Metric 1.1: Chronic Absenteeism – Targeted annual decrease in rates among unduplicated student groups. LCAP Metric 1.3: Suspension Rates – Reduction in suspensions for LTELs, Foster Youth, and SWD. LCAP Metric 1.6-1.12 Panorama Family Survey – Increases in family engagement and school climate satisfaction.		

Action #	Title	Description	Total Funds	Contributing
1.7	TK-3 Ratios	Menifee Union School District will continue to maintain lower teacher-to-student ratios in grades TK–3 to support early learning success and improve engagement, attendance, and school connectedness for unduplicated student groups. If the district maintains smaller class sizes in the primary grades, then teachers will be able to provide more individualized instruction, strengthen relationships, and respond more effectively to students' academic and social-emotional needs, which will lead to improved attendance, engagement, and early learning outcomes, because research demonstrates that smaller class sizes in the early grades increase instructional responsiveness and strengthen student-teacher relationships. Analysis of local data and the 2023 California School Dashboard identified persistent disparities in chronic absenteeism among unduplicated student groups. Year 2 outcome data from the 2024–2025 Dashboard continues to reflect elevated chronic absenteeism rates for Foster Youth (22.4%), Long-Term English Learners (18.9%), Pacific Islander students (26.4%), and Students with Disabilities (17.9%), all exceeding the district average of 11.5%. Smaller TK–3 class sizes support differentiated instruction, early intervention, language development, and positive classroom environments during critical foundational years of learning. Effectiveness will be measured by the following LCAP metrics: LCAP Metric 1.1: Chronic Absenteeism by – Focus on reducing rates in TK–3 unduplicated student groups. LCAP Metric 1.3: Suspension Rates by Grade and Subgroup – Decrease in early grade suspensions, especially among SWD, EL, and SED students. LCAP Metrics 1.6–1.8: Panorama Climate and Safety Surveys – Increases in favorable perceptions of school safety and belonging among third grade students.	$2,499,014.00	Yes
1.8	Social Emotional and Behavioral Learning	Menifee Union School District will continue implementing a comprehensive Multi-Tiered System of Supports (MTSS) for social-emotional learning	$108,755.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(SEL) and behavioral support through Tier I programs such as Character Strong and other schoolwide practices across all K–8 schools. If the district implements a unified, tiered SEL system with consistent instruction, behavioral supports, and ongoing monitoring, then students will build stronger social-emotional competencies, self-regulation skills, and positive relationships, which will lead to improved engagement, stronger school climate, increased school connectedness, and reduced behavioral and attendance challenges, because research demonstrates that aligned SEL systems improve student outcomes, strengthen school belonging, and reduce exclusionary discipline practices. These programs foster inclusive learning environments by teaching empathy, respect, responsibility, perseverance, and positive relationship skills that support both academic and behavioral success. This action places continued emphasis on student groups experiencing disproportionately high rates of chronic absenteeism and suspension. Year 2 outcome data from the 2024–2025 Dashboard indicates that Foster Youth continue to experience a 9.9% suspension rate and 22.4% chronic absenteeism rate, while Long-Term English Learners remain at 3.5% suspension and 18.9% chronic absenteeism. Students with Disabilities continue to experience a 4.6% suspension rate and 17.9% chronic absenteeism rate, and African American students remain at 6.6% suspension. Pacific Islander students currently demonstrate the highest chronic absenteeism rate at 26.4%. This action is intended to strengthen safe, inclusive, and supportive learning environments through proactive social-emotional instruction, positive behavior supports, and relationship-centered practices aligned to the district MTSS framework. Effectiveness will be measured by the following LCAP metrics: LCAP Metric 1.3: Suspension Rate – Reduction in suspension rates for Foster Youth, Long-Term English Learners, Students with Disabilities, African American students, and socioeconomically disadvantaged students LCAP Metric 1.1: Chronic Absenteeism – Reduction in K–8 chronic absenteeism rates, disaggregated by student group		

Action #	Title	Description	Total Funds	Contributing
		LCAP Metrics 1.6–1.12: Panorama Survey Indicators – Increases in favorable ratings related to school climate, safety, belonging, engagement, and positive feelings about school Character Strong Implementation Metrics – Monitoring of Tier I, Tier II, and Tier III lesson delivery, implementation fidelity, student participation, and staff completion of SEL instructional practices		
1.9	Instructional Minutes Increase	To strengthen Tier I supports and promote student well-being, Menifee Union School District increased the instructional day by 10 minutes to ensure dedicated time for social-emotional learning (SEL), Positive Behavioral Interventions and Supports (PBIS), and schoolwide community-building practices. If the district implements consistent Tier I SEL and PBIS supports, then classrooms will become more structured, positive behaviors will increase, and disruptions to learning will decrease, which will lead to increased instructional time, improved student engagement, stronger school connectedness, and reduced behavioral and attendance concerns, because proactive behavior supports and relationship-centered practices keep students engaged in learning and improve overall student outcomes. The additional instructional time is used for SEL instruction through Character Strong, morning meetings, restorative circles, relationship-building activities, and positive behavior reinforcement practices designed to foster safe, supportive, and inclusive school environments. This action places continued emphasis on student groups experiencing disproportionately high rates of chronic absenteeism and suspension. Analysis of local data and the 2023 California School Dashboard identified inequitable outcomes among unduplicated student groups and school sites reflected in the LCAP Plan Summary. Year 2 outcome data from the 2024–2025 Dashboard continues to reflect elevated chronic absenteeism rates for Foster Youth (22.4%), Long-Term English Learners (18.9%), Pacific Islander students (26.4%), and Students with Disabilities (17.9%), all exceeding the district average of 11.5%. Suspension rates also remain	$2,218,852.00	Yes

Action #	Title	Description	Total Funds	Contributing
		elevated for Foster Youth (9.9%), African American students (6.6%), Students with Disabilities (4.6%), and Long-Term English Learners (3.5%). By providing dedicated instructional time for relationship-building, emotional skill development, restorative practices, and positive behavioral supports, the district ensures all students—especially those most impacted by school climate inequities—receive consistent, proactive supports aligned to the district MTSS framework. Effectiveness will be measured by the following LCAP metrics: LCAP Metric 1.1: Chronic Absenteeism – Decrease for SED, ELs, and Foster Youth. LCAP Metric 1.3: Suspension Rates – Decrease for Foster Youth, LTELs, and SWD. LCAP Metrics 1.6-1.12: Panorama Student Survey – Improved ratings in positive feelings, engagement, and perceptions of safety.		
1.10	School Counseling	Menifee Union School District is committed to sustaining a comprehensive school counseling program that supports the district's Multi-Tiered System of Supports (MTSS) across Tier I, Tier II, and Tier III levels. If school counselors provide comprehensive, tiered SEL supports aligned to student need, then students will receive timely and targeted interventions, which will lead to improved engagement, safety, and access to instruction, because tiered counseling systems address barriers before they escalate. School counselors provide essential services that promote social-emotional development, conflict resolution, behavioral skill-building, trauma-informed care, and positive school climate for all students, with targeted support for English Learners, Foster Youth, Students with Disabilities, and socioeconomically disadvantaged students. Counselors support students through classroom SEL lessons, individual and group counseling, crisis response, restorative practices, attendance support, and	$3,093,335.00	Yes

Action #	Title	Description	Total Funds	Contributing
		collaboration with school teams to monitor and intervene with at-risk students. Analysis of local data and the 2023 California School Dashboard identified persistent inequities in chronic absenteeism, suspension, and school connectedness among unduplicated student groups and school sites identified in the LCAP Plan Summary. Year 2 outcome data from the 2024–2025 Dashboard continues to reflect elevated chronic absenteeism rates for Foster Youth (22.4%), Long-Term English Learners (18.9%), Pacific Islander students (26.4%), and Students with Disabilities (17.9%), all exceeding the district average of 11.5%. Suspension rates also remain elevated for Foster Youth (9.9%), African American students (6.6%), Students with Disabilities (4.6%), and Long-Term English Learners (3.5%). Panorama survey data further reflects continued need to strengthen school climate and student belonging, with 63% of students in grades 3–5 reporting positive feelings about school climate and only 52% of students in grades 6–8 reporting positive perceptions of school safety. School counselors play a critical role in addressing these needs by reducing barriers to learning, strengthening student relationships and support systems, and promoting safe, supportive, and inclusive learning environments across all schools. Effectiveness will be measured by the following LCAP metrics: LCAP Metrics 1.1 and 1.2: Suspension and Chronic Absenteeism Rates – Disaggregated by subgroup. LCAP Metrics 1.6-1.8: Panorama SEL and Climate Indicators – Increased student-reported feelings of safety, support, and belonging.		
1.11	Administrative Support	To strengthen school site leadership and address the multifaceted needs of unduplicated student groups, Menifee Union School District will continue to provide targeted administrative support through the assignment of assistant principals and Expanded Learning Opportunity Program (ELOP) administrators. If assistant principals and ELOP administrators implement coordinated MTSS systems, proactive behavioral supports, attendance interventions, and targeted student supports, then schools will increase	$6,376,303.00	Yes

Action #	Title	Description	Total Funds	Contributing
		consistency in schoolwide expectations, improve responsiveness to student needs, strengthen family communication, and provide more timely interventions for at-risk students, which will lead to improved attendance, reduced behavioral incidents, increased instructional access, stronger school connectedness, and improved student outcomes, because effective school leadership strengthens the implementation and coherence of systems that support student engagement, behavior, and well-being. This action includes the strategic placement of assistant principals and ELOP administrators to support schools with elevated rates of chronic absenteeism, suspension, and student disengagement. Assistant principals play a critical role in leading Tier I school climate initiatives, facilitating Tier II interventions, monitoring attendance and behavior data, supporting Student Success Teams (SSTs), coordinating re-entry meetings, strengthening school-home communication, and ensuring implementation of the district MTSS framework. ELOP administrators support expanded learning opportunities, student engagement initiatives, supervision systems, and positive school climate practices that increase student connection and access to enrichment and intervention supports. Analysis of local data and the 2023 California School Dashboard identified persistent inequities in chronic absenteeism and suspension among unduplicated student groups and school sites identified in the LCAP Plan Summary. Year 2 outcome data from the 2024–2025 Dashboard continues to reflect elevated chronic absenteeism rates for Pacific Islander students (26.4%), Foster Youth (22.4%), Long-Term English Learners (18.9%), and Students with Disabilities (17.9%), all exceeding the district average of 11.5%. Suspension rates also remain elevated for Foster Youth (9.9%), African American students (6.6%), Students with Disabilities (4.6%), and Long-Term English Learners (3.5%). Panorama survey data further indicates continued need to strengthen school climate and student perceptions of safety and belonging, with 63% of students in grades 3–5 reporting positive feelings about school climate and 52% of students in grades 6–8 reporting positive perceptions of school safety. Through strengthened leadership systems and coordinated supports, this action is intended to improve school climate, reduce exclusionary discipline practices, increase student engagement, and		

Action #	Title	Description	Total Funds	Contributing
		support the academic, behavioral, and social-emotional success of unduplicated student groups. Effectiveness will be measured by the following LCAP metrics: LCAP Metrics 1.1 and 1.3:Chronic Absenteeism and Suspension Rates – Reduced rates at supported sites, especially among unduplicated students. LCAP Metrics 1.6-1.12 Panorama Family and Student Climate Data– Increases in safety, climate, and family engagement perceptions.		
1.12	Translation and Interpretation Services	Translation and interpretation services strive to proactively improve communication and engagement for multilingual families within Menifee Union School District by supporting access across more than 39 languages. If the district provides consistent translation, interpretation, and language-accessible communication systems, then families will experience increased understanding of school processes, improved access to resources and services, and stronger participation in school partnerships, which will lead to improved attendance, engagement, and student outcomes, because language-accessible communication strengthens family-school partnerships and reduces barriers that impact student success. This action prioritizes the needs, conditions, and circumstances of English Learner (EL) and Long-Term English Learner (LTEL) families through collaboration among administrators, bilingual staff, contracted interpretation services, instructional leaders, and school teams to embed language accessibility into all aspects of school-home communication. Translation and interpretation supports are utilized for family meetings, IEPs, SSTs, attendance outreach, school events, newsletters, safety communication, and academic and behavioral support processes to ensure families can meaningfully participate in their child's education. Analysis of local data and the 2023 California School Dashboard identified persistent inequities in chronic absenteeism and suspension among English Learners and Long-Term English Learners reflected in the LCAP Plan Summary. Year 2 outcome data from the 2024–2025 Dashboard	$192,515.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continues to reflect elevated chronic absenteeism rates for Long-Term English Learners (18.9%) and Students with Disabilities (17.9%), while suspension rates remain elevated for Long-Term English Learners (3.5%). Panorama Family Survey results also indicate continued need to strengthen family engagement and communication, with only 22% of families reporting strong engagement with their child's school and communication barriers continuing to impact participation and school connectedness. By ensuring families can understand, access, and engage with school systems and supports, this action strengthens equitable access to education, improves family-school partnerships, and supports improved attendance, behavior, and engagement outcomes for unduplicated student groups. Effectiveness will be measured using the following metrics: LCAP Metric 1.1 – Chronic Absenteeism: Decrease in absenteeism for ELs and LTELs as families are more informed and empowered to support attendance. LCAP Metric 1.3 – Suspension Rates: Reduction in suspension rates among ELs and LTELs, supported by improved parent understanding of behavioral expectations and interventions. LCAP Metrics 1.6–1.12 – Panorama Family Engagement and Climate Survey: Increases in family-reported engagement and satisfaction with communication practices. Translation & Interpretation Logs: Number and types of services provided (e.g., IEPs, conferences, schoolwide notices), disaggregated by school and language group.		
1.13	Positive Behavior Intervention	Menifee Union School District will continue districtwide implementation of Positive Behavior Interventions and Supports (PBIS) to strengthen equitable, restorative, and trauma-informed behavior systems aligned to	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Professional Learning and Support	the district MTSS framework. If the district provides ongoing PBIS professional learning and coaching, then staff will implement consistent tiered behavior supports with fidelity, which will lead to improved school climate, reduced behavioral incidents, increased instructional access, and stronger student engagement, because proactive and consistent behavior systems improve student outcomes. Analysis of local data and the 2023 California School Dashboard identified persistent inequities in suspension, chronic absenteeism, and school climate among unduplicated student groups reflected in the LCAP Plan Summary. Year 2 outcome data from the 2024–2025 Dashboard continues to reflect elevated suspension rates for Foster Youth (9.9%), African American students (6.6%), Students with Disabilities (4.6%), and Long-Term English Learners (3.5%), while chronic absenteeism remains elevated for Foster Youth (22.4%), Long-Term English Learners (18.9%), Pacific Islander students (26.4%), and Students with Disabilities (17.9%). This action includes Tier I PBIS refresh training, Tier II and Tier III intervention training, ongoing PBIS coaching, and integration of Character Strong SEL supports. Panorama survey data and MTSS feedback continue to indicate the need for more consistent behavior systems, restorative practices, and school climate supports, particularly in middle grades where only 52% of students report positive perceptions of school safety. Effectiveness will be measured by the following LCAP metrics: LCAP Metric 1.3: Suspension Rate by Subgroup – Targeted reduction for Foster Youth, and LTELs. LCAP Metric 1.6-1.12: Panorama Student Climate and Safety– Improved perceptions of safety, belonging, and support. Behavior Incident and Re-Entry Logs – Increased use of restorative responses and reduced repeat suspensions. Tiered Fidelity Inventory (TFI) – Evidence of PBIS implementation across Tiers I–III at all sites.		

Action #	Title	Description	Total Funds	Contributing
1.14	LCFF Site Allocation Safe and Supportive School Culture	Menifee Union School District will continue to provide Local Control Funding Formula (LCFF) site allocations to support school-level efforts that foster safe, inclusive, engaging, and responsive school cultures aligned to the district MTSS framework. If school sites utilize LCFF allocations to implement targeted climate, engagement, attendance, and behavioral support strategies, then students and families will experience increased connection, participation, and access to supportive learning environments, which will lead to improved attendance, stronger school climate, increased engagement, and reduced behavioral concerns, because site-based, relationship-centered supports strengthen school connectedness and responsiveness to student and family needs. These funds are strategically allocated through School Site Councils and aligned to each site's Single Plan for Student Achievement (SPSA) to address the academic, behavioral, social-emotional, and attendance needs of unduplicated student groups. School sites utilize LCFF allocations to implement initiatives such as attendance incentive programs, restorative practices, family engagement events, Character Strong and SEL supports, campus supervision enhancements, student leadership opportunities, mentoring programs, and other site-specific climate and engagement strategies. Analysis of local data and the 2023 California School Dashboard identified persistent inequities in chronic absenteeism, suspension, and family engagement among unduplicated student groups and school sites reflected in the LCAP Plan Summary. Year 2 outcome data from the 2024–2025 Dashboard continues to reflect elevated chronic absenteeism rates for Foster Youth (22.4%), Long-Term English Learners (18.9%), Pacific Islander students (26.4%), and Students with Disabilities (17.9%). Panorama survey data also reflects continued need to strengthen school climate and family engagement, with only 22% of families reporting strong engagement with schools and 63% of students in grades 3–5 reporting positive feelings about school climate. By providing flexible, site-based LCFF allocations, schools are able to tailor supports and interventions to meet the unique needs of their students and families while maintaining alignment to district goals focused on improving	$147,327.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance, engagement, behavior, and school connectedness for English Learners, Foster Youth, low-income students, and other historically underserved student groups. Effectiveness will be measured by the following LCAP metrics: LCAP Metric 1.1: Chronic Absenteeism by Site and Subgroup – Measurable reductions for targeted student groups. LCAP Metric: 1.9: Panorama Family Engagement and Climate Data – Increased favorability in family participation and connectedness.		
1.15	Visual and Performing Arts	Menifee Union School District will continue expanding access to high-quality Visual and Performing Arts (VAPA) instruction for students in grades K–8 to foster creativity, increase student engagement, and strengthen inclusive, culturally responsive school environments. If the district provides equitable access to visual arts, music, media arts, and performance-based learning opportunities, then students will experience increased engagement, belonging, creativity, and connection to school, which will lead to improved attendance, stronger school climate, and increased student participation, because enrichment opportunities and arts education strengthen student motivation, self-expression, and school connectedness. This action prioritizes access for unduplicated student groups, including English Learners, Foster Youth, Students with Disabilities, and socioeconomically disadvantaged students, who continue to experience disproportionate rates of chronic absenteeism, disengagement, and barriers to school connectedness. Analysis of local data and the 2023 California School Dashboard identified persistent inequities in attendance and engagement among student groups and school sites reflected in the LCAP Plan Summary. Year 2 outcome data from the 2024–2025 Dashboard continues to reflect elevated chronic absenteeism rates for Foster Youth (22.4%), Long-Term English Learners (18.9%), Pacific Islander students (26.4%), and Students with Disabilities (17.9%), all exceeding the district average of 11.5%.	$984,268.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Panorama student survey data also indicates continued need to strengthen student engagement, positive feelings about school climate, and belonging, particularly in upper elementary and middle grades. Current survey results reflect that 63% of students in grades 3–5 reported positive feelings about school climate, while only 52% of students in grades 6–8 reported positive perceptions of school safety. MTSS site feedback consistently highlights the positive impact of VAPA opportunities on student engagement, peer relationships, attendance, confidence, and sense of belonging, particularly for students who may struggle in traditional academic settings. Through this action, students receive access to dedicated VAPA instructional opportunities integrated into the school day and expanded learning programs supported by trained educators. The initiative also strengthens family and community engagement through performances, showcases, exhibitions, and community arts events that celebrate student identity, creativity, and voice while fostering stronger school connectedness. Effectiveness will be measured by the following LCAP metrics: LCAP Metric: Chronic Absenteeism – Reduction among students in VAPA programs, especially ELs, Foster Youth, and SED students. LCAP Metrics 1.6-1.7: Panorama Engagement and Climate Data – Increase in student-reported enjoyment and school connection.		
1.16	Equity Committee	The Menifee Union School District (MUSD) Equity Committee leads systemic equity efforts by supporting professional learning, collaborative reflection, and implementation of inclusive practices designed to improve engagement, belonging, and equitable access to supportive learning environments across all schools. If the district implements a cohesive MTSS structure grounded in data-driven decision-making, then staff will align supports across tiers more effectively, which will lead to improved student outcomes, school climate, and equitable access to instruction,	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		because integrated systems ensure consistent and responsive support for all students. The Equity Committee collaborates with administrators, educators, counselors, and district teams to provide professional learning opportunities focused on equity, culturally responsive practices, restorative approaches, inclusive learning environments, and equitable access to supports for English Learners, Foster Youth, low-income students, Students with Disabilities, and other historically underserved student groups. The committee also participates in conferences, book studies, equity-centered data analysis, and collaborative reflection processes to identify and address patterns of disproportionality in attendance, engagement, discipline, and school climate. Analysis of local data and the 2023 California School Dashboard identified persistent inequities in chronic absenteeism, suspension, and school connectedness among unduplicated student groups and school sites reflected in the LCAP Plan Summary. Year 2 outcome data from the 2024–2025 Dashboard continues to reflect elevated chronic absenteeism rates for Foster Youth (22.4%), Long-Term English Learners (18.9%), Pacific Islander students (26.4%), and Students with Disabilities (17.9%). Suspension rates also remain elevated for Foster Youth (9.9%), African American students (6.6%), Students with Disabilities (4.6%), and Long-Term English Learners (3.5%). Panorama survey data further indicates the need to strengthen student belonging, perceptions of safety, cultural responsiveness, and family engagement, particularly in middle grades and among historically underserved families. Current survey data reflects that only 22% of families report strong engagement with schools and only 52% of students in grades 6–8 reported positive perceptions of school safety. Through professional learning, collaborative inquiry, and equity-centered systems work, the Equity Committee supports efforts to strengthen school climate, improve instructional and behavioral practices, reduce disproportionality, and foster learning environments where all students feel respected, represented, included, and connected.		

Action #	Title	Description	Total Funds	Contributing
		Effectiveness will be measured by the following LCAP metrics: LCAP Metrics 1.1, 1.3: Suspension and Chronic Absenteeism – Decrease in rates for Foster Youth, ELs, and SED students. LCAP Metrics 1.6-1.12: Panorama Student, Staff and Family Survey Data		
1.17	Social Workers	Menifee Union School District will continue to fund and maintain district social workers who provide Tier II and Tier III mental health, behavioral, and social-emotional interventions aligned to the MTSS framework, with a focus on supporting unduplicated student groups, including English Learners, Foster Youth, Students with Disabilities, and socioeconomically disadvantaged students. If district social workers provide coordinated mental health, behavioral, and wraparound supports, then students and families will receive timely interventions that address barriers to engagement and learning, which will lead to improved attendance, increased school connectedness, reduced behavioral incidents, and greater access to instruction, because integrated social-emotional and mental health supports improve student well-being and engagement in school. District social workers collaborate with administrators, counselors, psychologists, community liaisons, and outside agencies to provide individual and group counseling, crisis response, restorative and re-entry supports, parent engagement services, and connections to community mental health providers and wraparound services. Analysis of local data and the 2023 California School Dashboard identified persistent inequities in chronic absenteeism, suspension, and school climate among unduplicated student groups reflected in the LCAP Plan Summary. Year 2 outcome data from the 2024–2025 Dashboard continues to reflect elevated chronic absenteeism and suspension rates for Foster Youth, Long-Term English Learners, Students with Disabilities, and other high-need student groups. Panorama survey data and MTSS feedback also identified ongoing needs related to student safety, emotional well-being, trauma-informed supports, and behavioral health interventions, particularly in middle school settings.	$894,995.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Effectiveness will be measured by the following LCAP metrics: LCAP Metrics 1.1 and 1.3: Chronic Absenteeism and Suspension Rates – Reduced rates among Foster Youth, English Learners, Long-Term English Learners, Students with Disabilities, and socioeconomically disadvantaged students. LCAP Metrics 1.6–1.8: Panorama Climate and Well-Being Indicators – Increased student perceptions of support, safety, belonging, and school connectedness.		
1.18	Mental Health Services and Support	Menifee Union School District continues to expand its network of mental and behavioral health supports to address chronic absenteeism, disengagement, trauma, and social-emotional barriers that disproportionately affect Foster Youth, Students with Disabilities, Long-Term English Learners, English Learners, and socioeconomically disadvantaged students. If the district provides coordinated Tier II and Tier III mental health services through community partnerships and integrated MTSS supports, then students and families will receive increased access to timely counseling, behavioral health interventions, and wraparound services, which will lead to improved attendance, increased engagement, reduced behavioral incidents, and stronger school connectedness, because coordinated mental health systems reduce barriers to learning and improve student well-being. This action strengthens mental and behavioral health interventions aligned to the district MTSS framework and designed to support students experiencing significant social-emotional, behavioral, and mental health needs. Services provided through this action include: Care Solace: A 24/7 referral concierge service connecting students, staff, and families to licensed mental health providers and community-based support services.	$1,533,726.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CareSpace: No-cost counseling services available to Riverside County residents regardless of insurance status. Victor Community Support Services: In-home and school-based counseling, wraparound supports, crisis intervention, and trauma-informed mental health services delivered in partnership with SELPA and school sites. Analysis of local data and the 2023 California School Dashboard identified persistent inequities in chronic absenteeism, suspension, and school climate among unduplicated student groups and school sites reflected in the LCAP Plan Summary. Year 2 outcome data from the 2024–2025 Dashboard continues to reflect elevated chronic absenteeism rates for Foster Youth (22.4%), Long-Term English Learners (18.9%), Pacific Islander students (26.4%), and Students with Disabilities (17.9%). Suspension rates also remain elevated for Foster Youth (9.9%), African American students (6.6%), Students with Disabilities (4.6%), and Long-Term English Learners (3.5%). Panorama survey data further reflects continued need to strengthen student perceptions of safety, belonging, emotional well-being, and support systems, particularly in middle grades where only 52% of students reported positive perceptions of school safety. MTSS site feedback also identified increasing demand for coordinated mental health services, trauma-informed interventions, and wraparound supports for students and families experiencing significant social-emotional and behavioral health challenges. LREBG-Funded Enhancements ($1,258,026): Additional Mental Health Care Services to provide IEP-aligned Tier III therapy referrals, crisis intervention, and re-engagement planning designed to reduce school refusal and support chronically absent students with disabilities. Trauma-Informed Wraparound Services embedded into IEP and MTSS structures for students with repeated suspensions or intensive behavioral and emotional needs. Expansion of Behavioral Intervention Staff (BIS) to provide direct support for students with behavior-related IEP goals while training general education staff in Universal Design for Learning (UDL), trauma-informed		

Action #	Title	Description	Total Funds	Contributing
		practices, and culturally responsive strategies to strengthen Tier I and Tier II interventions. Research from the National Center for Mental Health in Schools, the U.S. Department of Education Return to School Roadmap, and CASEL supports the integration of mental health, SEL, and trauma-informed systems within MTSS frameworks to improve attendance, behavior, engagement, and academic outcomes for high-need student populations. Effectiveness of this action will be monitored through: LCAP Metric 1.1: Chronic Absenteeism rates for Students with Disabilities, Foster Youth, and Long-Term English Learners. LCAP Metric 1.3: Suspension rates for students with IEPs and behavior intervention plans. Mental health referral and service logs documenting number of students served, services provided, and follow-through rates. Panorama SEL and Safety Survey results measuring student perceptions of safety, support, and belonging disaggregated by subgroup. IEP progress monitoring data reflecting student participation, attendance, and behavioral progress for students receiving Tier III supports. Staff training completion and feedback surveys focused on UDL, trauma-informed practices, and BIS-supported intervention strategies.		
1.19	Technology Professional Learning	Action 1.20 – Technology Professional Learning provides educators, counselors, and school leaders with professional learning opportunities focused on effective use of digital tools, Universal Design for Learning (UDL), MTSS-aligned systems, family communication, and strategies that support safe, inclusive, and engaging learning environments. If educators and staff are trained in using technology tools and digital efficiencies, then frustration and barriers related to technology use will decrease, which will lead to increased staff confidence, stronger growth mindset, improved staff social-emotional well-being, and more positive classroom environments for students.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional learning emphasizes technology tools that strengthen classroom management, student engagement, positive behavior systems, accessibility, and two-way communication with families. Training also supports educators in implementing digital tools aligned to MTSS, differentiated instruction, and culturally responsive practices. Analysis of local data and the 2024–2025 Dashboard continues to reflect elevated chronic absenteeism rates for Foster Youth (22.4%), Long-Term English Learners (18.9%), Pacific Islander students (26.4%), and Students with Disabilities (17.9%). Panorama survey data also reflects continued need to strengthen family engagement and school connectedness, with only 22% of families reporting strong engagement with schools. MTSS feedback identified a need for increased staff capacity in using digital platforms to improve communication, accessibility, engagement, and positive school climate across all school sites. Effectiveness will be measured by the following LCAP metrics: LCAP Metric 1.06-1.12 Panorama Student & Family Climate Surveys LCAP Metric 1.1: Chronic Absenteeism LCAP Metric 1.3: Suspension Rate Professional Learning Feedback Forms and Implementation Logs		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Menifee Union School District developed Goal 2 to ensure all students achieve grade-level standards in English Language Arts, mathematics, science, and English language development through rigorous, standards-aligned instruction and equitable access to high-quality learning experiences. This goal was established in response to ongoing academic disparities identified through the California School Dashboard, CAASPP, ELPAC, and CAST results, which indicate that Students with Disabilities, English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students continue to perform below standard in multiple academic indicators. While the district has demonstrated growth in several areas, including improvements in reading, mathematics and English learner progress, achievement gaps persist across student groups and content areas, particularly in literacy, mathematics problem solving, scientific reasoning, and academic language development.

Educational partner feedback from teachers, administrators, students, families, and classified staff emphasized the importance of strengthening teacher clarity, instructional consistency, and access to engaging, inclusive learning environments. Educational partners identified the need for increased professional learning, vertical articulation, job-embedded coaching, collaborative planning through Professional Learning Communities, and targeted intervention systems to better support diverse student needs. In response, Goal 2 prioritizes the implementation of evidence-based instructional practices aligned to essential standards in ELA, mathematics, science, and ELD. This includes strengthening close reading, writing from sources, mathematical discourse, conceptual understanding, inquiry-based science instruction, and integrated language development across all content areas.

Additionally, Goal 2 supports the continued development of a Multi-Tiered System of Supports (MTSS) to ensure students receive timely academic, behavioral, and language interventions. The district will expand inclusive practices and targeted supports for English Learners, Long-Term English Learners, Students with Disabilities, and Foster Youth while increasing opportunities for all students to engage in collaborative learning, critical thinking, STEAM experiences, and career-connected learning pathways that prepare them for long-term success.

In response, Goal 2 actions have been refined and grouped into four strategic focus areas:

1. Academic Core Alignment

This focus area strengthens Tier I instruction through standards alignment, evidence-based instructional practices, and content-specific professional learning designed to improve student achievement across all core content areas.

Key Actions:

K–3 LETRS and UFLI professional learning aligned to the Science of Reading to strengthen foundational literacy instruction.
Emphasis on close listening, close reading, and writing informational text in grades K–8 with targeted focus on RI.1, RI.2, and RI.4 standards.
Development and calibration of writing rubrics and common formative assessments to strengthen instructional consistency and monitor student progress.
Vertical articulation and mapping of essential ELA standards and mathematics fluency standards across grade spans.
Job-embedded coaching cycles that model learning intentions, success criteria, and evidence-based instructional practices.
Implementation of CAST-aligned science instruction through the newly adopted HMH Dimensions NGSS curriculum, including integration of Gizmos to support inquiry-based learning and scientific discourse.

Key Metrics:
CAASPP ELA and Mathematics Distance from Standard (DFS), CAST results, and ELPAC outcomes,

2. Targeted Support for Underserved Students

This focus area addresses academic recovery and opportunity gaps through targeted intervention, inclusive practices, and specialized supports for underserved student groups.

Key Actions:

Tiered intervention systems focused on essential learning in English Language Arts and mathematics.
LREBG- and LCFF-funded high-dosage tutoring and Summer Learning Academies to accelerate learning.
Reduced student-to-staff ratios in RSP and SDC classrooms funded through LREBG resources to provide more intensive individualized support.
Expanded designated and integrated ELD supports through coaching, instructional collaboration, and implementation of Ellevation, iLit, and Lexia English for students scoring Levels 1–2 on the ELPAC.

Key Metrics:
Subgroup performance on CAASPP ELA and Math, CAST, and ELPAC assessments; IEP goal attainment; English Learner reclassification rates; and progress monitoring data for targeted interventions.

3. Teacher Clarity and Collective Efficacy

This focus area builds teacher expertise, instructional consistency, and collective efficacy through collaborative professional learning and leadership development.

Key Actions:

Facilitation of Professional Learning Communities focused on essential standards, common formative assessments, and analysis of student work.
Job-embedded coaching cycles with modeled lessons to strengthen instructional clarity, learning intentions, and success criteria.
Professional learning in evidence-based instructional practices, MTSS-aligned tiered supports, and universally designed instruction to increase access and engagement for all learners.

Key Metrics:
Educator feedback, student progress on formative assessments, implementation data from coaching cycles and PLCs, and survey data related to instructional clarity and effectiveness.

4. Technology and Data Tools for Personalized Learning

This focus area advances personalized learning through the strategic use of instructional technology platforms, adaptive diagnostics, and real-time data analysis.

Key Actions:

Continued implementation of SuccessMaker to provide personalized support in mathematics.
Integration of digital learning tools such as Gizmos, Screencastify, IXL, Lexia, and online writing supports to enhance engagement, differentiation, and access to instruction.
Professional learning focused on using data to guide targeted instruction and intervention.

Key Metrics:
Student growth on diagnostic assessments, platform usage and engagement data, time-on-task analytics, and survey feedback regarding personalized learning supports.

While foundational systems and structures have been established, student achievement data reflects that the district is still in the early stages of realizing the full impact of these efforts. Full implementation of vertically aligned essential standards, high-impact job-embedded coaching, targeted intervention systems, and inclusive instructional practices will require sustained focus and continuous improvement. Goal 2 remains centered on ensuring equitable access to rigorous, standards-aligned learning opportunities while strengthening teacher and student capacity through clear instructional targets, personalized supports, and engaging learning experiences that meet the diverse needs of all students.

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: Dashboard Status: 24.9 points below standard - Low Status Dashboard Change: Declined 3.2 points DFS Dashboard Performance: Orange	Fall 2024 All Students: Dashboard Status 14.1points below standard Dashboard Change: Maintained -1.6 points DFS Dashboard Performance: Orange African American: Dashboard Status: 37.6 points below standard Dashboard Change: Maintained -1.8 points DFS Dashboard Performance: Orange Hispanic: Dashboard Status: 26.4 points below standard - Low Status Dashboard Change:	Fall 2025 All Students: Dashboard Status: 8.1 points below standard Dashboard Change: Increased by 6 points DFS Dashboard Performance: Yellow African American: Dashboard Status: 31.3 points below standard Dashboard Change:Increased by 6.2 DFS Dashboard Performance: Yellow Hispanic: Dashboard Status: 19.5 points below standard	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 Hispanic: Dashboard Status: 12.9 points below standard Dashboard Change: Increased by 12 DFS	Current Difference: ELA Indicator:Distance from Standard All Students: Increased 4.4 points African American: Increased 4.5 points Hispanic: Increased 5.4 points English Learners: Increased 18.3 points Long Term English Learners: Increased by 20.7 points (Baseline Year: 2024-2025) Socio-economically Disadvantaged: Increased 6.8 points Foster Youth: Increased 27.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: Dashboard Status: 62.9 points below standard Dashboard Change: Declined 7 points DFS Dashboard Performance: Orange Socio-economically Disadvantaged (SED): Dashboard Status: 25.9 points below standard Dashboard Change: Declined 14.8 DFS Dashboard Performance: Orange Foster Youth: Dashboard Status: 62 points below standard Dashboard Change: Increased 21.4 points DFS Dashboard Performance: Yellow Students with Disabilities (SWD):	Maintained -1.5 points DFS Dashboard Performance: Orange English Learners: Dashboard Status: 60.7 points below standard Dashboard Change: Maintained 2.2 points DFS Dashboard Performance: Red Long Term English Learners: Dashboard Status: 110.2 points below standard Dashboard Change: Declined by 17.3 DFS Dashboard Performance: Yellow Socio-economically Disadvantaged (SED):	Dashboard Change: Increased by 6.9 DFS Dashboard Performance: Yellow English Learners: Dashboard Status: 44.6 points below standard Dashboard Change: Increased by 16.1 DFS Dashboard Performance: Yellow Long Term English Learners: Dashboard Status: 89.4 points below standard Dashboard Change: Increased by 20.7 DFS Dashboard Performance: Yellow Socio-economically Disadvantaged (SED):	Dashboard Performance: Yellow English Learners: Dashboard Status:50.9 points below standard Dashboard Change: Increased by 12 DFS Dashboard Performance: Yellow Socio-economically Disadvantaged (SED): Dashboard Status: 13.9 points below standard Dashboard Change: Increased by 12 DFS Dashboard Performance: Yellow Foster Youth: Dashboard Status: 50 points below standard	Students with Disabilities: Increased 2.8 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Status:83.8 points below standard Dashboard Change: Increased 3.4 points DFS Dashboard Performance: Orange	Dashboard Status: 24.3 points below standard Dashboard Change: Maintained 1.6 DFS Dashboard Performance: Orange Foster Youth: Dashboard Status: 83.1 points below standard Dashboard Change: Declined 21.1 points DFS Dashboard Performance: Red Students with Disabilities (SWD): Dashboard Status:84.2 points below standard Dashboard Change: Maintained -0.4 points DFS Dashboard Performance: Red	Dashboard Status: 19.1 points below standard Dashboard Change: Increased by 5.2 DFS Dashboard Performance: Yellow Foster Youth: Dashboard Status: 34.2 points below standard Dashboard Change: Increased by 48.9 DFS Dashboard Performance: Yellow Students with Disabilities (SWD): Dashboard Status: 81 points below standard Dashboard Change: Increased by 3.2 DFS Dashboard Performance: Orange	Dashboard Change: Increased by 12 DFS Dashboard Performance: Yellow Students with Disabilities (SWD): Dashboard Status: 63.8 points below standard Dashboard Change: Increased by 20 DFS Dashboard Performance: Yellow	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	CA Dashboard Math Indicator: Distance from Standard	Fall 2023 All Students: Dashboard Status : 37.7 points below standard Dashboard Change: Increased 5.7 points DFS Dashboard Performance: Yellow African American: Dashboard Status: 71.1 points below standard Dashboard Change: Increase 7.5 points DFS Dashboard Performance: Yellow Hispanic: Dashboard Status: 50.8 points below standard - Low Status Dashboard Change: Increased 5.5 points DFS Dashboard Performance: Yellow English Learners:	Fall 2024 All Students: Dashboard Status: 38.4 points below standard Dashboard Change: Maintained -0.8 points DFS Dashboard Performance: Orange African American: Dashboard Status: 72.6 points below standard Dashboard Change: Maintained -1.5 points DFS Dashboard Performance: Orange Hispanic: Dashboard Status: 52 points below standard - Low Status Dashboard Change: Maintained -1.2 points DFS	Fall 2025 All Students: Dashboard Status:33.8 points below standard Dashboard Change: Increased by 4.6 points DFS Dashboard Performance: Yellow African American: Dashboard Status: 71.2 points below standard Dashboard Change:Maintained 1.4 DFS Dashboard Performance: Orange Hispanic: Dashboard Status: 46.6 points below standard Dashboard Change: Increased by 5.4 DFS Dashboard Performance: Yellow	Fall 2026 All Students: Dashboard Status:23.7 points below standard Dashboard Change: Increased by 14 points DFS Dashboard Performance: Green African American: Dashboard Status: 59.1 points below standard Dashboard Change:Increased by 12 DFS Dashboard Performance: Yellow Hispanic: Dashboard Status: 38.8 points below standard Dashboard Change: Increased by 12 DFS Dashboard Performance: Yellow	Current Difference: Math Indicator:Distance from Standard All Students: Increased 3.9 points African American: Maintained 0.1 points Hispanic: Increased 4.2 points English Learners: Increased 11.8 points Long Term English Learners: Increased 13.2 points (Baseline Year: 2024-2025) Socio-economically Disadvantaged: Increased 5.7 points Foster Youth: Increased 6.5 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Status: 79.1 points below standard Dashboard Change: Maintained -1.2 points DFS Dashboard Performance: Orange Socio-economically Disadvantaged (SED): Dashboard Status: 51.2 points below standard Dashboard Change: Increased 3.3 DFS Dashboard Performance: Yellow Foster Youth: Dashboard Status: 82.3 points below standard Dashboard Change: Increased 17.9 points DFS Dashboard Performance: Yellow Students with Disabilities (SWD):	Dashboard Performance: Orange English Learners: Dashboard Status: 79.7 points below standard Dashboard Change: Maintained -0.6 points DFS Dashboard Performance: Orange Long Term English Learners: Dashboard Status:149.1 points below standard Dashboard Change: Declined by 11.2 DFS Dashboard Performance: Red Socio-economically Disadvantaged (SED): Dashboard Status: 49.4 points below standard	English Learners: Dashboard Status: 67.3 points below standard Dashboard Change: Increased by 12.3 DFS Dashboard Performance: Yellow Long Term English Learners: Dashboard Status:135.9 points below standard Dashboard Change: Increased by 13.2 DFS Dashboard Performance: Orange Socio-economically Disadvantaged (SED): Dashboard Status: 45.5 points below standard	English Learners: Dashboard Status:65.1 points below standard Dashboard Change: Increased by 14 DFS Dashboard Performance: Yellow Socio-economically Disadvantaged (SED): Dashboard Status: 39.2 points below standard Dashboard Change: Increased by 12 DFS Dashboard Performance: Yellow Foster Youth: Dashboard Status: 66.3 points below standard Dashboard Change: Increased by 16 DFS	Students with Disabilities: Maintained -1.9 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Status:102.7 points below standard Dashboard Change: Maintained -1.2 points DFS Dashboard Performance: Orange	Dashboard Change: Maintained 1.8 DFS Dashboard Performance: Orange Foster Youth: Dashboard Status: 87.8 points below standard Dashboard Change: Declined 5.5 points DFS Dashboard Performance: Orange Students with Disabilities (SWD): Dashboard Status:102.3 points below standard Dashboard Change: Maintained 0.4 points DFS Dashboard Performance: Red	Dashboard Change: Increased by 3.9 DFS Dashboard Performance: Yellow Foster Youth: Dashboard Status: 75.8 points below standard Dashboard Change: Increased by 12 DFS Dashboard Performance: Yellow Students with Disabilities (SWD): Dashboard Status: 104.6 points below standard Dashboard Change: Maintained -2.3 DFS Dashboard Performance: Red	Dashboard Performance: Yellow Students with Disabilities (SWD): 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	CAASPP CAST (Fall 2024) All Students Met or Exceeded	CAASPP CAST (Fall 2025) All Students	CAASPP CAST (Fall 2026) All Students	Current Difference: All Students: 5.58% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Stnadard: 1.85% Socio-economically Disadvantaged. (SED) Met or Exceeded Standard: 26.34% Foster Youth Met or Exceeded Standard: 9.09% Studentswith Disabilities (SWD) Met or Exceeded Standard: 7.86%	Standard: 35.01% African American Met or Exceeded Standard: 25.59% Hispanic Met or Exceeded Standard: 29.20% English Learners Met or Exceeded Standard: 2.27% Long Term English Learners Met or Exceeded Standard: 0% Socio-economically Disadvantaged. (SED) Met or Exceeded Standard: 31.56% Foster Youth Met or Exceeded Standard: 16.67% Students with Disabilities (SWD) Met or Exceeded Standard: 11.31%	Met or Exceeded Standard: 35.64% African American Met or Exceeded Standard: 27.38% Hispanic Met or Exceeded Standard: 27.67% English Learners Met or Exceeded Standard: 1.75% Long Term English Learners Met or Exceeded Standard: 2.5% Socio-economically Disadvantaged. (SED) Met or Exceeded Standard: 30.77% Foster Youth Met or Exceeded Standard: 27.27% Students with Disabilities (SWD) Met or Exceeded Standard: 11.53%	Met or Exceeded Standard: 45% African American Met or Exceeded Standard: 23% Hispanic Met or Exceeded Standard: 37% English Learners Met or Exceeded Stnadard: 5% Socio-economically Disadvantaged. (SED) Met or Exceeded Standard: 39% Foster Youth Met or Exceeded Standard: 15% Students with Disabilities (SWD) Met or Exceeded Standard: 13%	African American: 12.21% increase Hispanic: 3.2% increase English Learners: 0.1% decrease Long Term English Learners: 2.5% increase (Baseline Year: 2023-2024) Socio economically Disadvantaged: 4.43% increase Foster Youth: 18.18% increase Students with Disabilities: 3.67% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	English Learner Progress Indicator (ELPI) CA Dashboard	Fall 2023 Students making progress toward proficiency: 42.6% Status: Low Maintained 0% Dashboard Performance: Orange	Fall 2024 Students making progress toward proficiency: 49.7% Status: High Increased 7.1% Dashboard Performance: Green	Fall 2025 Students making progress toward proficiency: 51.9% Status: Medium Increase by 2.2% Dashboard Performance: Green	Fall 2026 Students making progress toward proficiency: 48.6% Status: Medium Increase by 12% Dashboard Performance: Green *Updated Desired Outcome: Students making progress toward proficiency: 55% Status: High Increase by 5.3%	Current Difference: Increased 9.3%
2.5	English Learner Reclassification Rate (SIS)	English Learner Reclassification Rate: 10%	English Learner Reclassification Rate: 13%	English Learner Reclassification Rate: 18%	English Learner Reclassification Rate: 20%	Current Difference: 8% increase
2.6	English Learner Enrollment Data % of "At Risk", % LTEL CDE Dataquest	2022-2023 % At Risk (4-5 years EL)=11% % LTEL (6+ years EL)=8.9%	2023-2024 % At Risk (4-5 years EL)=11.1% % LTEL (6+ years EL)=9.1%	2024-2025 % At Risk (4-5 years EL)=14% % LTEL (6+ years EL)=14%	2025-2026 % At Risk (4-5 years EL)=9% % LTEL (6+ years EL)=7%	Current Difference: % At Risk (4-5 years EL) = 3% increase % LTEL (6+ years EL) = 5.1% increase
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	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers	Current Difference: 0% (maintained 100%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 (2024-25) 40% (2 of 5 schools)	Percentage of middle schools implementing at least one coordinated CTE pathway (2025-26) 60% (3 of 5 schools)	Percentage of middle schools implementing at least one coordinated CTE pathway (2026-27) 100% (5 out of 5 schools)	Current Difference: 40% increase
2.9	% of teachers appropriately assigned and fully credentialed. (SARC)	100% (SARC Reports)	100% (SARC Reports)	100% (SARC Reports)	100% (SARC Reports)	Current Difference: 0% (maintained 100%)
2.10	Implementation of Academic Content Standards Local Indicators Self-Reflection Tool	4- Full Implementation	4- Full Implementation	4- Full Implementation	5- Full Implementation and Sustainability	Current Difference: No change (Level 4 full implementation)
2.11	EL Access to CA Standards including ELD Standards, Local Indicators Self-Reflection Tool	4-Full Implementation	4- Full Implementation	4- Full Implementation	5- Full Implementation and Sustainability	Current Difference: No change (Level 4 full implementation)
2.12	Number Unduplicated Access to Rigorous Courses - Advanced Math	51%	44%	47%	55%	Current Difference: 4% decrease
2.13	Number Unduplicated Access to Advanced Electives	55.2%	62%	59.3%	60%	Current Difference: 4.1% increase
2.14	Number of Students with Disabilities Access to Advanced Electives	4.6% 24 out of 513 SPED students, 7th & 8th grade	13%	14.1%	8% *Updated Desired Outcome 16%	Current Difference: 9.5% Increase

Goal Analysis [2025-26]

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

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

In 2025-2026, Menifee Union School District made significant progress in implementing the actions outlined in Goal 2 to improve student achievement across core content areas. The overall implementation included professional learning in reading, writing, mathematics, and science; continued use of personalized learning platforms; targeted professional learning and coaching for English Learners and leadership teams; and expanded instructional supports for underserved student groups focused on close reading, collaborative learning, and gradual release models.

Math Professional Learning (Action 2.01): This action was fully implemented. All K–8 math leads which included special education teachers participated in professional development to expand knowledge of universal access tools, math language handbook, analyzing Momentum diagnostics and Successmaker implementation metrics, and the use of formative assessments to target intervention embedded in SAVVAS enVision curriculum. Job-embedded coaching and lesson study in essential standards and data analysis were delivered at all school sites for all K–8 professional learning teams, and administrators engaged in assessment data analysis and Tier I instructional planning. No substantive differences occurred between planned and actual implementation.

Personalized Learning Tools (Action 2.02): Tools including SuccessMaker were implemented for all K–8 students. Math leads participated in data analysis workshops with curricular and instructional specialists. SuccessMaker access was provided districtwide, although student usage rates varied across schools, presenting a challenge in achieving consistent time-on-task targets needed for optimal growth.

Science Implementation (Actions 2.03 & 2.04): Implementation progressed as planned with all K–8 science teachers participating in a full day of professional learning to launch the newly adopted HMH Dimensions NGSS-aligned science curriculum. Additional summer professional learning and collaboration days provided early activation, and support for professional learning teams to align instruction, plan essential learning, and assessment practices. Grades 5 through 8 science teachers also engaged in dedicated collaboration and calibration sessions to strengthen alignment between HMH instructional planning, CAST expectations, interim assessments, and HMH readiness assessments to support data-informed science instruction and student readiness for NGSS-aligned performance tasks.

Makerspaces and STEAM Labs (Action 2.05): Makerspaces and STEAM labs are now implemented at all school sites to increase hands-on learning and engagement with science and engineering practices K-8. This was achieved through a collaborative effort between library media technicians, newly hired STEAM specialists, and science teachers participating in a Future Ready Library Committee.

ELA/ELD Professional Learning (Actions 2.06–2.09): This area was fully implemented, with LETRS training continuing for 88 K–3 teachers to deepen early literacy instruction. Elementary ELA lead teachers and middle school ELA teachers participated in four writing workshops focused on informational text standards using CAASPP-released questions and rubrics to evaluate student writing and target instruction. Job-embedded coaching was provided at all sites K-8 to vertically articulate the standards of close reading inforamtional text with grade level curriculum and strengthen high-leverage practices such as the gradual release of instruction, using RACE for constructed responses, and collaborative learning routines to engage all students in the rigor of the standard. Original implementation plans included funding for a comprehensive ELA/ELD adoption committee process in anticipation of the expiration of the McGraw Hill Wonders and StudySync curriculum

adoption. However, this action was paused following the State's late announcement of a follow-up ELA/ELD adoption process. As a result, the district extended the current McGraw Hill Wonders and StudySync curriculum adoption and shifted efforts toward strengthening implementation, professional learning, and intervention alignment during the transition period. Targeted ELD Support: All site administrators, special education teachers, and EL guiding coalitions at nine sites engaged in targeted ELD coaching focused on ELLevation strategies and ELPAC-aligned practices. Middle school ELA/ELD teachers, intervention faciltators and paraprofessionals at 5 middle schools fully implemented a designated ELD course for Newcomers and LTELs scoring Level 1 or 2 on the ELPAC, utilizing the newly adopted iLit Designated ELD curriculum.

College and Career Readiness (Action 2.10): Fully implemented through a partnership with ConnectEd to support pathway alignment. Hans Christensen Middle School and Harvest Hill STEAM Academy engaged in project-based lesson design, culminating in a successful student showcase event and celebration with educational partners. Freedom Crest Elementary continues to implement AVID strategies, and a Career Technical Education (CTE) PLC and Advisory Committee was established to calibrate instruction with CTE model standards.

Technological Devices and Network Connectivity (Action 2.11): To ensure equitable access to the curriculum, the district sustained its investment in student Chromebooks, staff technology, and network infrastructure. Usage metrics and surveys confirm that these refreshes successfully supported strong student engagement with both core assessments and intervention platforms

Academic Achievement Site Allocations (Action 2.12): Site-based SPSA allocations were fully implemented. Schools prioritized supporting literacy instruction, Building Thinking Classrooms, tiered intervention, and dedicated planning time for professional learning teams to analyze formative assessments.

High-Dosage Tutoring and Summer Learning Academy (Action 2.13) Tutoring for foster students has serviced 30% of foster students. Summer Learning Academy was fully implemented for eligible elementary and middle school students receiving special education services. Success included students making progress on goals. Challenges included difficulty accessing some of the digital curricular resources through Aeries integration. The team is planning for adjustments and improvements in the 26-27 school year implementation.

Reduced Student-Staff Ratios in Special Education (Action 2.14):The district opened additional mild to moderate Special Day Class (SDC) classrooms to ensure students could remain at their school of residence, minimizing the need for transportation throughout the district. As a result, the district hired additional Paraeducator I and Paraeducator II staff to support classroom needs and maintain appropriate student-to-staff ratios.

Significant successes included the full implementation of job-embedded coaching for close reading informational text with K-8 professional learning teams across all school sites, improved instructional coherence for English Learners fhrough ELD lesson study and site-based coaching, and the successful launch of professional learning for the newly adopted K–8 NGSS curriculum HMH Dimensions. In addition, all K-8 teachers participated in SAVVAS enVision lesson studies with MUSD instructional specialists which focused upon the facilitation of essential standards for fluency and student discourse. Middle Schools also strengthened early college and career readiness pathways through new partnerships and student showcases.

As for challenges with implementation, teachers identified a critical need for additional dedicated planning time to design proactive tiered supports and a desire to expand evidence-based practices such as structured literacy, writing, and Building Thinking Classrooms beyond the

lead teachers. While many technology tools are available, maximizing their instructional impact and identifying screen-time priorities remains a hurdle. In Science, middle school and elementary teachers with larger classes reported a lack of sufficient materials to effectively engage smaller groups in hands-on labs. Additionally, the density of the overall curriculum makes it difficult for elementary teachers to find time to master and implement new science content during the first year of implementation. While some sites successfully utilized STEAM specialists and library media technicians to assist with lab prep, this support was inconsistent across the district.

The implementation of Goal 2 in 2025-2026 was defined by the high-fidelity rollout of core curriculum adoptions and a commitment to building collective teacher efficacy through job-embedded coaching and lesson study. By facilitating collaborative data analysis and standard-aligned instructional planning, we strengthened coherence in Math, ELA, Science, and ELD. Moving forward, MUSD is dedicated to refining the PLC process to ensure a guaranteed and viable curriculum, providing professional learning teams with the structural support and dedicated time necessary to scale evidence-based practices across every classroom.

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.

In 2025–2026, Goal 2 actions were largely implemented as planned across the district, with some material differences between budgeted and estimated actual expenditures due to adjustments in grant funding allocations, staffing logistics, and participation rates in optional professional learning opportunities.

Material differences in Mathematics Professional Learning (Action 2.01) and Science Professional Learning (Action 2.03) were primarily related to adjustments in split funding across multiple grants and lower-than-anticipated participation in optional professional learning sessions offered during summer months or outside of the instructional day.

Makerspaces (Action 2.05) experienced increased expenditures due to the use of additional Title IV funding to expand STEAM labs within library media centers districtwide. Funding supported enhanced student access to science, technology, engineering, arts, and mathematics experiences aligned to Science and Engineering Practices during the instructional day and expanded learning programs. Additional expenditures included makerspace materials, technology resources, equipment, and implementation supports designed to increase hands-on, inquiry-based learning opportunities for students.

ELA/ELD Professional Learning (Action 2.06) experienced material differences due to the pause of the planned ELA/ELD adoption committee process following the State’s late announcement of a follow-up ELA/ELD adoption process. Although LETRS, close listening, close reading, structured literacy, and job-embedded coaching actions were fully implemented, funding sources were adjusted and distributed across multiple grants to sustain curriculum implementation, professional learning, and intervention alignment during the transition period. Additional implementation challenges included substitute shortages, which limited some sites’ ability to consistently release both general education and special education lead teachers for training, lesson study, and collaborative planning opportunities.

Tiered Reading Supports and Supplemental ELA Software (Action 2.07) and English Language Development Supplemental Software and Coaching Support for ELs and LTELs (Action 2.08) also experienced material differences due to split funding adjustments and lower participation in professional learning opportunities offered during instructional breaks and non-contract hours.

High-Dosage Tutoring and Summer Learning Academy (Action 2.13) experienced material differences due to higher-than-anticipated Learning Recovery Emergency Block Grant (LREBG) expenditures associated with Summer Learning Academy implementation and lower-than-anticipated participation in tutoring services for Foster Youth during the school year. As a result, the district identified the need to strengthen communication, outreach, and coordination efforts to expand participation in tutoring services during the 2026–2027 school year.

Overall, most Goal 2 expenditures remained closely aligned with budgeted amounts. Variances primarily reflected adjustments in grant funding sources, expanded STEAM and makerspace opportunities, staffing logistics, and participation rates in optional professional learning opportunities. These differences did not impact the district's commitment to unduplicated student groups, and all actions remained focused on expanding access to rigorous, standards-aligned instruction, intervention supports, enrichment opportunities, and personalized learning experiences for all students.

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

Menifee Union School District has successfully implemented Goal 2 actions, including professional learning in mathematics, science, English Language Arts/English Language Development (ELA/ELD), and English Learner (EL) and Long-Term English Learner (LTEL) coaching support. Improvements in instructional practice are evident through educator surveys, job-embedded coaching feedback, and increased use of digital platforms such as SuccessMaker and Ellevation. However, while implementation progress is strong, CA Dashboard metrics (LCAP Metrics 2.1–2.5) show modest academic gains, highlighting the need for strengthened Tier I instruction, intervention fidelity, and deeper alignment to essential standards.

Math Professional Learning (Action 2.01)

The effectiveness of Action 2.01 in mathematics is evidenced by a combination of standardized metric growth for unduplicated students, high engagement with personalized learning platforms, and the successful adoption of research-based instructional routines. CAASPP data (Metric 2.2) reveals significant progress for high-needs groups between 2023 and 2025, most notably for English Learners and Long-Term English Learners, who improved by 12.3 and 13.2 points respectively, while Socio-economically Disadvantaged students and Foster Youth also demonstrated steady gains. These improvements are mirrored in local Momentum Math data, where the percentage of students meeting or exceeding grade-level expectations more than doubled between the Beginning-of-Year and Middle-of-Year diagnostics. Furthermore, SuccessMaker implementation has been robust, with 84.2% of enrolled students completing placement assessments and 79% of participating students mastering personalized skills, particularly at sites that maintained high time-on-task thresholds. Qualitatively, professional learning initiatives have been highly effective in shifting classroom practice. Educator feedback indicates that over 91.7% of teachers found job-embedded lesson studies and CAASPP-standard data breakdowns highly valuable for their instruction. Strategies such as the "Three Reads" protocol for word problems and micro-routines like "Interpret with Intention" have been noted as highly effective in helping to support "productive struggle" and student discourse. However, some areas of ineffectiveness remain, primarily driven by logistical constraints. Teachers reported significant difficulty managing Tier I differentiation in classes exceeding 30 students and noted that current pacing requirements can conflict with the time needed for students to deeply engage with complex tasks.

Math Personalized Learning (Action 2.02)

Mathematics Personalized Learning demonstrated effectiveness in strengthening implementation of personalized learning pathways and expanding access to targeted mathematics support for students. Mid-year SuccessMaker Math reports indicate that 84.2% of enrolled students successfully completed their initial placement assessments, allowing the majority of students to access individualized instructional pathways aligned to their academic needs. Additionally, 79% of participating students demonstrated progress through mastery of assigned personalized math skills, suggesting positive impacts on student engagement and skill development. Grade 5 demonstrated particularly strong implementation fidelity with a 92.9% completion rate, while Grade 3 data reflected promising achievement trends with 482 students placing on or above grade level.

Districtwide CAASPP Mathematics performance improved by +4.6 points Distance from Standard. Student group outcomes demonstrated stronger growth for several unduplicated student groups, including English Learners improving by +12.3 points, Long-Term English Learners improving by +13.2 points, Foster Youth improving by +12 points, and Socioeconomically Disadvantaged students improving by +3.9 points. These trends indicate that mathematics professional learning, personalized learning systems, and targeted intervention supports contributed to measurable academic growth and strengthened instructional responsiveness for multilingual learners and other unduplicated student groups.

Data analysis also identified opportunities to increase the effectiveness of this action for students requiring additional academic support. Middle school placement data revealed that more than 570 Grade 8 students placed two or more grade levels below their current enrollment, highlighting the continued need for intensified intervention supports, consistent monitoring of personalized learning completion, and stronger alignment between adaptive learning pathways and Tier II and Tier III interventions. In the primary grades, less than half of Kindergarten students completed their initial placement assessments, demonstrating the need for increased administrative monitoring, dedicated scheduling structures, and additional teacher support to ensure all students access personalized learning opportunities. To further improve effectiveness, the district will strengthen implementation monitoring processes, expand site-level accountability for consistent student participation, utilize personalized learning data more intentionally during PLC collaboration, and align intervention supports to the specific learning gaps identified within adaptive platform reports.

Science Professional Learning and Supplemental Software (Actions 2.03–2.04)

Science Professional Learning and Supplemental Software demonstrated effectiveness in strengthening teacher preparedness and implementation of NGSS-aligned instructional practices, while establishing a stronger foundation for long-term science achievement growth. Teacher survey data showed that 93.7% of educators reported confidence in launching their first instructional units following professional learning sessions. Elementary teachers reported improved alignment between science and ELA instruction, supporting interdisciplinary literacy connections, while follow-up trainings for grades 5–8 improved teacher understanding of pacing and sequencing (78.4%) and CAST assessment alignment (74.5%). Teachers also reported that HMH AI supports, Gizmos simulations, and STEM Cases increased student engagement and strengthened differentiated instruction, particularly during complex hands-on investigations and simulations.

Effectiveness of these actions was additionally monitored through supplemental platform usage analytics, teacher feedback surveys, student engagement indicators, and LCAP Metric 2.3 CAST summative performance data disaggregated by student group. Districtwide CAST performance increased to 35.64% of students meeting or exceeding standards. Student group outcomes reflected 30.77% of Socioeconomically Disadvantaged students and 27.27% of Foster Youth meeting or exceeding standards. Early implementation evidence suggests positive progress in strengthening instructional coherence, increasing access to NGSS-aligned simulations, and supporting teacher

understanding of Science and Engineering Practices. Teachers consistently identified close reading, scientific writing, and Claim-Evidence-Reasoning (CER) instructional supports as valuable strategies for improving student access to rigorous science content.

Current CAST outcome data indicates that science achievement growth remains an area for continued improvement, particularly among English Learners, Students with Disabilities, Foster Youth, and Socioeconomically Disadvantaged students. To increase the effectiveness of these actions, the district identified the need to expand collaborative planning opportunities focused on backward planning from CAST-aligned performance expectations, strengthen literacy integration within science instruction, and increase access to hands-on lab materials and smaller-group investigation resources that support deeper engagement in Science and Engineering Practices. Additional focus will be placed on utilizing formative assessment data, CAST interim assessment analysis, and PLC collaboration structures to identify learning gaps earlier and provide more targeted instructional supports for unduplicated student groups.

Makerspaces (Action 2.05)

The Makerspace action was fully implemented across all school sites and demonstrated early effectiveness in increasing student engagement, collaboration, and access to hands-on learning experiences connected to NGSS, Visual Arts, and Media Arts standards. While current CAST baseline and interim science data indicate that overall science achievement has remained relatively stable, the district recognizes that the implementation of STEAM labs and site-based specialists is still in the early stages and has not yet had sufficient time to produce measurable impacts on CAST summative outcomes. Qualitative feedback from teachers and staff has been highly positive, with educators reporting that collaboration between Library Media Technicians, STEAM specialists, and classroom teachers has improved the efficiency and consistency of implementing HMH hands-on science labs and project-based learning experiences. To strengthen long-term effectiveness, the district launched a Future Ready Libraries Committee to increase the rigor of Makerspace activities and align learning experiences more intentionally to NGSS Science and Engineering Practices (SEPs). Observation data, project-based learning artifacts, and educational partner feedback suggest that site-based collaboration systems are becoming more established and are building the instructional capacity needed to support future gains in science achievement and student engagement.

ELA/ELD Professional Learning (Action 2.06)

The participation of eighty-eight K–3 teachers in LETRS Units 5–8 has significantly strengthened foundational literacy expertise across the district, with over 90% of participants reporting increased confidence and a deeper understanding of evidence-based practices. Teacher feedback highlights the high relevance of the training, specifically noting the successful classroom implementation of vocabulary routines, sentence-building activities, and comprehension planning checklists. Because K–2 students do not participate in CAASPP testing, these educator insights coupled with early DIBELS data serve as the primary measures of effectiveness for the foundational literacy program. Middle of Year DIBELS results indicate a positive upward trend, with benchmark achievement increasing by 2% in Kindergarten, 1% in first grade, and 2% in second grade. While these early indicators are promising, teacher feedback also identifies a critical need for job-embedded coaching and dedicated collaboration time to ensure these new strategies are applied with the consistency required to close persistent achievement gaps for English Learners and students with disabilities.

Close Reading and Lesson Study (Action 2.06 Continued)

This job-embedded coaching initiative for all K–8 teachers has successfully established instructional coherence in close reading and evidence-based writing strategies. By calibrating vertical instruction of essential informational text standards (RI.1, RI.2, and RI.4) using grade-level curriculum, the initiative fostered high educator efficacy, with 91.8% of teachers reporting enhanced understanding and 90.8% expressing confidence in implementing the gradual release model. Teacher feedback highlighted live classroom modeling as the most impactful component for scaffolding student discourse about the main or central idea of a text. This increased teacher capacity is beginning to translate into significant student growth according to Metric 2.1 (CA Dashboard ELA). The All Students group improved by 6 points, reaching 8.1 points below standard. Notably, the initiative effectively closed achievement gaps for unduplicated student groups, with English Learners increasing by 16.1 points, Long-Term English Learners (LTELs) increasing by 20.7 points, Hispanic Students increasing by 6.9 points, and Students with Disabilities increasing by 3.2 points. These results demonstrate that targeted coaching and instructional clarity are successfully driving academic recovery and narrowing equity gaps across the district.

Writing Across Content (Action 2.06 Continued)

The districtwide writing initiative of professional learning for ELA lead teachers in grades 3–5 and all middle school ELA teachers has proven highly effective in establishing instructional coherence and increasing educator capacity. By utilizing a distributed leadership model, the initiative successfully bridged research-based frameworks like the Writing Rope with CAASPP rubric calibration for informational text, resulting in 85.7% of participants reporting high satisfaction and over 80% expressing strong confidence in applying new evidence-based strategies. Lead teacher peer coaching and "Lesson Makeover" sessions were particularly effective in helping site PLCs translate essential standards of informational text into practical classroom applications, such as sentence-level mechanics and structured informational writing.

We anticipate this increased instructional clarity and expanded effort will continue to directly contribute to significant academic gains in Year 2 (2025–2026) across all student groups according to Metric 2.1 (CA Dashboard ELA). The All Students group improved by 6 points (reaching 8.1 points below standard), while critical achievement gaps narrowed as English Learners increased by 16.1 points, Long-Term English Learners (LTELs) increased by 20.7 points, and Students with Disabilities improved by 3.2 points. While the initiative is demonstrably effective, teacher feedback indicates that sustaining this momentum will require continued protected time for collaborative planning and the further integration of site-specific student work into PLC data cycles.

Tiered Reading Supports (Action 2.07)

Implementation of tiered reading supports has been found to be highly effective in accelerating growth for students requiring intensive intervention. By implementing SPIRE and Sound Sensible for Tier III instruction, alongside IXL at the middle school level and Lexia Core5 at the Freedom Crest and Ridgemoor elementary sites, we provided targeted, evidence-based pathways for our most at-risk readers. The effectiveness of these multi-tiered systems of support is evidenced by the steady growth in our Metric 3.1 from Year 1 to Year 2. Across the district, we saw an increase in the percentage of students at or above benchmark on universal screeners, including a 7% increase in kindergarten, a 5% increase in third grade, and a 5% increase in eighth grade. At our Lexia pilot sites, internal monitoring confirmed that students engaging consistently with the platform showed accelerated progress in foundational literacy skills compared to their baseline performance. These gains at the foundational level directly supported the substantial recovery observed in our Metric 2.1 CA Dashboard ELA results. Our all students group improved by 6 points, while our most vulnerable populations made even greater strides: English Learners increased by 16.1 points and Long-Term English Learners increased by 20.7 points. These data points confirm that our investment in specialized Tier II and Tier III curricula is successfully closing achievement gaps and moving more students toward grade-level proficiency.

English Learner Supports (Actions 2.08–2.09)

The English Learner supports action has been highly effective in driving growth, as evidenced by Year 2 outcomes where the English Learner Progress Indicator (Metric 2.4) rose to 51.9% and the reclassification rate (Metric 2.5) increased to 18%. By integrating supplemental systems like Lexia English, Ellevation and lesson study with site-based coaching and EL Action Plans (Actions 2.08 and 2.09), we provided the instructional consistency necessary to achieve a 16.1 point increase for English Learners and a 20.7 point increase for LTELs on the CAASPP ELA Dashboard (Metric 2.1). Furthermore, the targeted implementation of iLit for 149 Newcomers and LTELs during the 2025–2026 school year yielded a total reading growth of 1.3 years and a 32% increase in their average Grade Level Equivalent. Despite these successes, our Year 2 data highlights a significant challenge with an increasing number of Long-Term English Learners (LTELs), which underscores the urgency of our expanded interventions. While teacher feedback confirms that "Look Fors" and job-embedded coaching significantly increased capacity, we are now prioritizing enhanced newcomer scaffolds and even more robust LTEL-specific supports to address identified needs for deeper planning and staff buy-in. We remain committed to refining these strategies to ensure our growing LTEL population receives the targeted instruction required to reach full English proficiency.

College and Career Readiness (Action 2.10)

The college and career readiness action is increasing in effectiveness as we begin to establish a continuum of student success from elementary to middle school and on to high school. At Freedom Crest Elementary, the school-wide focus on AVID organizational tools supported improvements in student engagement, organization, and academic ownership, contributing to CAASPP assessment growth with all students increasing 18.2 points in ELA and 7.5 points in Math. Feedback from Freedom Crest indicates that consistent implementation of organizational notebooks and structured note-taking practices across grade levels improved student accountability, engagement, and readiness for rigorous academic tasks.

At the secondary level, the district successfully expanded middle school CTE pathways to 60%, supported by the continued partnership with ConnectED Design Institute, where teachers reported increased confidence in designing project-based learning experiences connected to career awareness and real-world applications at Harvest Hill STEAM Academy and Hans Christensen Middle School. Central to this success was the establishment of a CTE Middle School PLC and Advisory Committee that collaborated with feeder high school CTE teachers to strengthen alignment between middle school exploratory opportunities and high school pathways. This structured collaboration is increasing student awareness of career pathways, strengthening readiness for future technical education opportunities, and supporting the district’s long-term vision for college and career readiness.

Technological Devices and Network Connectivity (Action 2.11)

Implementation of this action was effective in supporting classroom instruction, student engagement, and equitable access to digital learning opportunities. Currently, 87% of teachers at MacBook school sites are effectively utilizing wireless instructional technology, allowing for increased mobility, stronger student engagement, improved audio clarity, and reduced teacher voice fatigue through the use of voice amplification systems.

Effectiveness is monitored through LCAP Metrics 2.1–2.3, including CAASPP ELA and Math DFS growth, CAST science achievement, 1:1 device access, and participation in digital learning platforms and assessments. Between Fall 2024 and Fall 2025, English Learners improved by 16.1 points in ELA DFS and 12.3 points in Math DFS, Long-Term English Learners improved by 20.7 points in ELA DFS and 13.2 points in Math DFS, and Foster Youth improved by 48.9 points in ELA DFS and 12 points in Math DFS, while CAST outcomes also improved for Foster Youth and Students with Disabilities.

Academic Achievement Site Allocations (Action 2.12)

Through the Comprehensive Needs Assessment and SPSA development process, school sites effectively analyzed local academic, attendance, behavior, and English Learner data to identify achievement gaps and customize actions, interventions, and resource allocations aligned to the specific needs of their students and unduplicated student groups. Fall 2025 data demonstrated continued improvement in English Learner outcomes, with the English Learner Progress Indicator (ELPI) increasing to 51.9% of English Learners making progress toward proficiency and the district reclassification rate increasing to 18%. Site-based collaboration time and instructional planning supported educators in analyzing student growth data, refining EL Action Plans, and establishing collective commitments for instructional practices aligned to student needs. Ongoing monitoring of CAASPP Distance From Standard growth, English Learner progress, reclassification rates, and SPSA implementation evidence will continue to guide refinement of site-level supports and strengthen consistency of implementation across schools.

High-Dosage Tutoring and Summer Learning Academy (Action 2.13)

Action 2.13 was partially effective in expanding supplemental academic support and extended learning opportunities for unduplicated student groups, with high-dosage tutoring serving approximately 30% of Foster Youth students and full implementation of the Summer Learning Academy for eligible Students with Disabilities. 2024–2025 CAASPP outcome data showed notable improvement for Foster Youth in ELA, mathematics, and science achievement, while Students with Disabilities demonstrated modest growth in ELA and science but limited progress in mathematics. Continued achievement gaps, along with challenges related to Aeries integration and access to digital curricular resources, highlighted the need for implementation refinements and expanded intervention access in the 2026–2027 school year.

Reduced Student-Staff Ratios in Special Education (Action 2.14)

This action was effective in increasing access to inclusive and stable learning environments for students receiving special education services. By opening additional mild to moderate SDC classrooms and maintaining appropriate student-to-staff ratios through the hiring of additional Paraeducator I and II staff, the district was able to support students in remaining at their school of residence and reduce the need for transportation to other sites. These supports contributed to greater program stability for students and helped prevent the need for movement to more restrictive educational settings.

Overall, Goal 2 implementation demonstrates that sustained investment in professional learning, instructional coaching, targeted intervention systems, and technology integration is strengthening educator capacity and contributing to measurable academic growth for several unduplicated student groups. While Year 2 outcomes reflect encouraging progress in English Language Arts, mathematics, English Learner progress, and targeted intervention supports, persistent achievement gaps for Students with Disabilities, English Learners, Long-Term English Learners, and Foster Youth indicate the continued need for stronger Tier I instruction, intervention fidelity, collaborative planning

time, and aligned instructional systems across all schools. Moving forward, we will continue refining implementation through data-driven coaching, expanded intervention access, enhanced literacy integration across content areas, and deeper alignment to essential standards to accelerate achievement and ensure equitable outcomes for all students.

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.

In reviewing 2025–2026 implementation and outcome data, Menifee Union School District identified the continued need to strengthen instructional coherence, Tier I instructional practices, intervention systems, and collaborative planning structures to address persistent achievement gaps in English Language Arts (ELA), Mathematics, Science, and English Language Development (ELD). Educational partner feedback from teachers, students, families, instructional specialists, administrators, and site leadership teams significantly informed revisions to Goal 2 actions, metrics, and implementation priorities for the 2026–2027 school year.

Goal 2 metrics were refined to strengthen monitoring of implementation and student outcomes, particularly for English Learners and Long-Term English Learners (LTELs). Metrics 2.1–2.3 were revised to include additional LTEL monitoring data to better evaluate achievement gaps, intervention effectiveness, and multilingual learner progress. These refinements were informed by Year 2 California Dashboard results showing English Learners improving from Red to Yellow in English Language Arts, demonstrating positive academic growth trends and evidence of effectiveness for districtwide ELA, ELD, and intervention supports. Metric 2.4 (English Learner Progress Indicator) was also revised after the district exceeded its original Year 3 target ahead of schedule. Fall 2025 California Dashboard data showed 51.9% of English Learners making progress toward English proficiency. As a result, the Year 3 target was increased to 55% to reflect higher expectations for English Learner growth and language acquisition outcomes.

Mathematics Professional Learning (Action 2.01) and Mathematics Personalized Learning (Action 2.02) were revised based on educator and student feedback emphasizing the need for stronger instructional modeling, deeper collaborative planning, mathematical discourse routines, and increased use of Building Thinking Classrooms strategies. Mathematics Professional Learning was expanded to include implementation training for California enVision+ Mathematics, additional lesson study opportunities, collaborative curriculum development, and greater alignment to the California Math Framework. Additional emphasis was placed on common formative assessments, data-informed instruction, and supports for English Learners, LTELs, and Socioeconomically Disadvantaged students.

Science Professional Learning (Action 2.03) and Science Supplemental Software and Supports (Action 2.04) were revised in response to educator and student feedback identifying the need for additional hands-on learning, collaborative planning, literacy integration, and scientific discourse opportunities aligned to NGSS and CAST expectations. Revisions include expanded lesson study, close reading and scientific writing supports, AI-supported instructional tools, NGSS-aligned simulations, pre-organized lab kits, and makerspace experiences supported by Library Media Technicians and STEAM Specialists.

ELA/ELD Professional Learning (Action 2.06) and Tiered Reading Supports and Supplemental ELA Software (Action 2.07) were revised to strengthen full-cycle instructional modeling, collaborative planning, and literacy intervention systems aligned to Science of Reading practices. Refinements include continued job-embedded coaching, lesson study, “Lesson Makeover” workshops, expanded Tier II and Tier III literacy supports, and stronger progress monitoring systems for struggling readers, particularly English Learners, LTELs, and Students with

Disabilities. Tiered Reading Supports was further expanded to include WonderWorks, StudySync Foundational Skills and Word Study, Lexia PowerUp, and IXL supports for middle school intervention programs.

College and Career Readiness (Action 2.10) was refined in response to feedback from students, families, counselors, and Career Technical Education educators emphasizing the need to strengthen career exploration, pathway awareness, and college and career readiness opportunities. Revisions include expanded collaboration between middle school, high school, and community college educators; increased family workshops and career exploration opportunities; and expanded access to college and career readiness software that helps students identify interests, strengths, learning preferences, and future career pathways. The district will also continue expanding field trips, guest speakers, career-connected learning opportunities, and collaboration with community and industry partners to strengthen the TK–12 continuum of college and career readiness.

Collectively, these revisions reflect the district's commitment to continuous improvement through a coherent Multi-Tiered System of Supports framework that prioritizes rigorous instruction, multilingual learner success, intervention alignment, collaborative professional learning, and meaningful student engagement. The updated metrics, actions, and implementation priorities are intended to strengthen instructional consistency, increase equitable access to grade-level learning opportunities, and improve academic outcomes for unduplicated student groups and all students across Menifee Union School District.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Math Professional Learning	This action provides LEA-wide, evidence-based professional learning and collaborative grade-level planning for all K-8 math teachers to support the implementation of the California-adopted SAVVAS enVision+ curriculum. This professional learning is specifically designed to tighten alignment with the California Math Framework and essential learning standards, integrating Math Language Routines (MLRs) to advance student discourse and provide critical scaffolds for multilingual students. To increase student engagement and rigor, teachers will be trained in research-based strategies such as Building Thinking Classrooms, number fluency games, and close reading routines like the Three Reads Protocol. Additionally, specific supports will be provided for grades 3–8 teachers to analyze CAASPP target data and develop common formative assessments aligned to those targets. This data-driven approach will empower educators to make informed, tiered instructional decisions that effectively accelerate learning for students. To ensure equity, high-need sites will	$282,015.00	Yes

Action #	Title	Description	Total Funds	Contributing
		receive additional release time and job-embedded coaching to build collective efficacy and instructional coherence. Progress will be monitored through CAASPP Math DFS growth (LCAP Metric 2.2), SuccessMaker time-on-task reports, and educator feedback surveys to ensure all students, especially those from historically underserved groups, benefit from consistent, high-quality math instruction. If we provide all K-8 math teachers with comprehensive training and collaborative planning time focused on the SAVVAS enVision+ rollover, CA Math Framework alignment, and evidence-based routines, while specifically supporting grades 3–8 in analyzing CAASPP target data to develop aligned common formative assessments,then teachers will shift instructional practices toward more inclusive, discourse-heavy Tier I instruction and make precise, data-informed tiered decisions to accelerate learning. This which will lead to improved conceptual fluency, increased student agency, and narrowed achievement gaps for English Learners, Foster Youth, and Socioeconomically Disadvantaged students as measured by CAASPP and local diagnostic growth, because providing teachers with the pedagogical tools and data-analysis proficiency ensures that rigorous, grade-level content is both accessible and strategically tailored to meet the specific needs of students performing below standard.		
2.2	Math Personalized Learning Software	Aligned with the implementation of the intended K-8 math curriculum and universal screening tools, this action provides a districtwide personalized online math learning platform, SuccessMaker. The platform uses diagnostic data to automatically deliver individualized instruction, adapting in real-time to meet each student's unique needs. SuccessMaker targets foundational math skills and provides intervention and enrichment opportunities within the school day. This action is principally directed toward unduplicated students (SED, EL, LTEL, Foster Youth) who continue to perform below standard in math. SuccessMaker ensures these students receive tailored, differentiated math practice to accelerate growth and close achievement gaps identified on the CA Dashboard.	$228,033.00	No

Action #	Title	Description	Total Funds	Contributing
		Effectiveness is monitored through platform usage data (time-on-task, skills mastered), diagnostic growth (Momentum Math and SuccessMaker reports), and student achievement outcomes, with a focus on increasing the percentage of students moving from "Does Not Meet" to "Meets/Exceeds" standards.		
2.3	Next Generation Science Standards Teacher Training	This action supports professional development, collaborative planning, lesson study, and job-embedded coaching for K–8 science teachers and administrators to strengthen implementation of the HMH Dimensions NGSS-aligned science curriculum. Professional learning focuses on phenomenon-based instruction, Science and Engineering Practices (SEPs), CAST alignment, scientific discourse, close reading, and evidence-based scientific writing. Middle school science teachers will receive additional professional learning focused on close reading and scientific writing strategies to strengthen students' ability to analyze informational text, explain scientific reasoning, and use evidence-based academic language. Science professional learning teams will engage in dedicated collaboration time to backwards plan essential learning, align common formative assessments, and analyze student evidence to strengthen instructional coherence and Tier I science instruction. Teachers will also integrate NGSS-aligned digital simulations, virtual labs, AI-supported instructional tools, and pre-organized lab resources designed to support large class sizes and increase student engagement through hands-on investigation. Ongoing collaboration with Library Media Technicians and STEAM Specialists will support consistent implementation of hands-on labs, makerspace experiences, and STEAM learning opportunities aligned to NGSS instructional practices. If teachers engage in collaborative planning, CAST-aligned professional learning, lesson study, close reading training, and job-embedded coaching, then science instruction will become more inquiry-based, literacy-rich, and aligned to grade-level expectations, which will lead to increased student engagement, stronger scientific reasoning, and improved CAST achievement for all students, particularly English Learners, Long-Term English Learners, Foster Youth, Socioeconomically Disadvantaged students, and Students with Disabilities, because NGSS-aligned inquiry,	$203,864.00	Yes

Action #	Title	Description	Total Funds	Contributing
		discourse, literacy integration, and hands-on learning increase access to rigorous science content and deepen conceptual understanding. Effectiveness will be measured through CAST interim participation, CAST summative achievement data, teacher survey feedback, collaborative planning artifacts, platform usage analytics, and classroom observation evidence of NGSS-aligned instructional practices.		
2.4	Science Supplemental Software	This initiative expands student access to NGSS-aligned digital science simulations and virtual labs, modeled after tasks and item types encountered on the California Science Test (CAST). It ensures that students engage in interactive, real-world science investigations while developing skills needed to demonstrate understanding of the Next Generation Science Standards (NGSS). Supplemental software, such as Gizmos, provides students with opportunities to apply scientific reasoning, analyze data, and engage in phenomena-based inquiry through an online platform. Additionally, the platform includes STEM career connections to deepen students' understanding of science applications in real-world contexts. The action supports teacher collaboration and peer learning by integrating digital simulations into instruction, helping students build independence with online tools. It is designed to enhance formative assessment practices and improve familiarity with the technology-enhanced items on the CAST assessment. Effectiveness will be measured through CAST summative data, platform usage analytics, and teacher survey feedback on the integration of simulations into NGSS instruction.	$37,989.00	Yes
2.5	Makerspaces	This initiative fosters collaboration among administrators, educators, and library media technicians (LMTs) and STEAM specialists to establish and expand Makerspaces and STEAM Labs at all K-8 school sites. These innovative spaces provide students with opportunities to engage in the science and engineering practices outlined in NGSS, as well as explore	$101,696.00	Yes

Action #	Title	Description	Total Funds	Contributing
		visual and performing arts standards through hands-on, self-directed projects. The expansion to STEAM Labs will align student experiences more closely with NGSS performance expectations and CAST item types, emphasizing engineering design, data analysis, and applied scientific inquiry. Visual and media arts integration will encourage creative expression and problem-solving skills necessary for real-world applications. By encouraging exploration, critical thinking, and creativity, the initiative aims to enhance academic achievement in science, math, visual arts, and media arts, with a particular focus on increasing meaningful engagement among unduplicated student groups (SED, EL, LTEL, Foster Youth). Effectiveness will be measured through CAST Interim and summative results, participation tracking in Makerspace/STEAM Lab activities, and student and teacher feedback.		
2.6	ELA/ELD Professional Learning	This action enhances professional development for PK–8 administrators and English Language Arts/English Language Development (ELA/ELD) educators in Menifee Union School District through a comprehensive reboot of McGraw Hill Wonders and StudySync implementation during the State follow-up adoption process. In response to educational partner feedback, professional learning will provide grade-level training and customized collaborative planning time supported by curriculum and instructional specialists to strengthen instructional coherence and collective efficacy across PK–8 classrooms. Professional learning teams will identify essential standards, research- and evidence-based instructional practices, proactive Tier I scaffolds, Tier II common formative assessments, and targeted interventions to ensure all students access rigorous grade-level literacy instruction. Additional training will support Tier III assessment systems, intervention programs, and progress monitoring tools designed to empower all students to become skilled and confident readers. A major focus of this action is building collective teacher efficacy in close listening, close reading, and evidence-based writing practices anchored in the vertical articulation of essential informational text standards, including	$372,352.00	Yes

Action #	Title	Description	Total Funds	Contributing
		RI.1 and RI.2. Job-embedded coaching, lesson study, and collaborative planning will continue to support teachers in implementing the Gradual Release of Responsibility (GRR) model, structured collaborative learning routines, the Three Reads strategy, explicit vocabulary instruction, and scaffolded academic discourse aligned to the California Common Core Standards. Middle school and cross-content educators will continue to strengthen informational text analysis and writing practices aligned to CAASPP performance expectations. To strengthen early literacy instruction, job-embedded coaching and collaborative planning support will be provided to K–2 teacher teams to support effective implementation of the UFLI structured literacy curriculum crosswalked with Wonders instructional resources. Professional learning will focus on foundational literacy instruction, including phonemic awareness, phonics, fluency, vocabulary, and language comprehension, while strengthening alignment between core instruction and intervention supports. Grades 3–8 teachers providing Tier III structured literacy intervention will also receive targeted intervention training, job-embedded coaching, and professional learning team collaboration opportunities to calibrate Tier III instructional programming, assessment systems, intervention delivery, and progress monitoring practices. If teachers engage in collaborative planning, curriculum reboot training, lesson study, job-embedded coaching, and professional learning focused on evidence-based literacy instruction, then classroom instruction will become more coherent, scaffolded, data-informed, and aligned to grade-level expectations, which will lead to improved reading comprehension, academic discourse, writing proficiency, intervention effectiveness, and literacy outcomes for all students, particularly English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities, because research demonstrates that collective teacher efficacy, explicit literacy instruction, collaborative professional learning, and timely intervention systems improve access to rigorous grade-level content and accelerate student achievement. Effectiveness will be monitored through CAASPP ELA results, ELPAC scores, English Learner reclassification rates, local formative assessment outcomes in reading and writing, intervention progress monitoring data, and professional learning feedback surveys.		

Action #	Title	Description	Total Funds	Contributing
2.7	Tiered Reading Supports and Supplemental ELA software	This action invests in tiered literacy supports and supplemental intervention programs designed to address persistent reading gaps among unduplicated student groups, including Socioeconomically Disadvantaged students, English Learners, Long-Term English Learners, Foster Youth, and Students with Disabilities. Science of Reading-aligned intervention programs, including SPIRE, Sound Sensible, WonderWorks, and StudySync Foundational Skills, will support Tier II and Tier III literacy instruction focused on phonemic awareness, phonics, fluency, vocabulary, comprehension, and language development. Lexia Core5 will continue to support targeted elementary intervention, while Lexia PowerUp and IXL will support Tier III middle school literacy intervention and progress monitoring for struggling readers. Professional learning, job-embedded coaching, and collaboration time will support intervention teams in calibrating Tier III instructional practices, placement systems, and progress monitoring. Texthelp Read&Write and Screencastify tools will continue to support equitable access to curriculum through text-to-speech, speech-to-text, annotation, and scaffolded writing supports designed to strengthen academic language and literacy access for English Learners and students with reading disabilities. If students receive timely access to structured literacy intervention programs, adaptive digital supports, and calibrated progress monitoring systems, then educators will provide more targeted and responsive literacy instruction and students will experience increased access to individualized reading support, which will lead to improved foundational literacy skills, reading comprehension, fluency, academic confidence, and ELA achievement outcomes, because research-based structured literacy practices and data-informed intervention systems accelerate literacy development and improve access to grade-level content for students performing below standard. Effectiveness will be measured through local literacy assessments, intervention progress monitoring data, Lexia and IXL usage reports, ELA CAASPP results, and educator feedback surveys.	$238,868.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	English Language Development Supplemental Software and Professional Learning with Coaching Support for ELs and LTELS	This action supports English Learners (ELs) and Long-Term English Learners (LTELs) through supplemental software, targeted curriculum, collaborative planning, professional learning, and job-embedded coaching designed to strengthen Integrated and Designated ELD instruction. Ellevation and Lexia English will support language acquisition, progress monitoring, and reclassification readiness, while iLit will provide targeted Designated ELD instruction for middle school Newcomers and LTELS aligned to ELPAC expectations. Administrators and grades 3–8 ELD lead teachers will engage in collaborative data analysis, co-create English Learner data chat protocols, refine EL Action Plans, and develop individualized supports for At-Risk LTELs and LTELs using ELPAC summative and interim assessment data. Fall 2025 data continue to demonstrate significant need, with English Learners scoring 44.6 points below standard in ELA, LTELs scoring 89.4 points below standard, and 51.9% of English Learners making progress toward English proficiency on the ELPI. The district reclassification rate increased to 18%, demonstrating improvement while reinforcing the need for continued targeted language development support. If educators engage in professional learning, collaborative planning, data analysis, and job-embedded coaching focused on Integrated and Designated ELD instruction, then instructional practices will become more language-rich and responsive to student needs, which will lead to improved English proficiency, literacy outcomes, ELPAC performance, and reclassification rates for English Learners and Long-Term English Learners, because research-based language development instruction and consistent progress monitoring accelerate achievement for multilingual learners.	$145,601.00	Yes
2.9	English Learner Data Services and Coaching Supports for English Learners and Long Term	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	$171,889.00	Yes

Action #	Title	Description	Total Funds	Contributing
	English Language Learners	staff engaged in providing direct support to English Learners. English Learner staff provides training for families, staff, and educators on how to analyze assessment data and utilize supplemental English Language Development supports for English Learners, Long Term English Learners, and their families.		
2.10	College and Career Readiness	This action expands equitable access to college and career readiness opportunities for unduplicated student groups, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students, through the development of a TK–8 continuum of student success aligned to college, career, and future readiness outcomes. Key components include AVID implementation at Freedom Crest Elementary, expansion of middle school CTE pathways, college and career awareness software, project-based learning experiences, and collaborative planning among teachers, counselors, administrators, and CTE educators to strengthen vertical articulation from elementary through high school. Effectiveness of this action continues to increase as systems become more vertically aligned across grade spans. At Freedom Crest Elementary, schoolwide implementation of AVID organizational notebooks, three-column notes, and WICOR strategies contributed to significant academic growth, with All Students increasing 18.2 points in ELA and 7.5 points in Math on CAASPP assessments. Teacher feedback indicated improved student engagement, organization, and metacognitive skills. Additionally, middle school CTE pathway implementation expanded to 60%, while teachers participating in the ConnectED Design Institute reported increased confidence in designing project-based learning connected to career awareness and real-world application. The establishment of a Middle School CTE PLC and Advisory Committee further strengthened alignment with feeder high school pathways and increased student readiness for future career and technical education opportunities. Effectiveness will continue to be monitored through CAASPP achievement data, AVID implementation evidence, CTE pathway expansion metrics, participation data, and educational partner feedback.	$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Technological Devices and Network Connectivity	This action supports the ongoing maintenance and upgrading of network infrastructure, the provision of 1:1 student devices (Chromebooks), ancillary equipment (headphones, chargers, hotspots as needed), and instructional software essential for ensuring equitable access to technology-enhanced learning experiences. The initiative ensures that all students—especially unduplicated students including Foster Youth, English Learners, and Socioeconomically Disadvantaged students—have reliable access to devices and internet connectivity required for daily instruction, assessments (CAASPP, ELPAC, CAST), intervention programs, supplemental learning resources, and family communication platforms. Through the continuous availability of technology tools, students can engage in diverse, personalized, and universally accessible learning experiences. These tools foster critical academic skills, digital literacy, and collaboration, and are essential for developing college- and career-ready graduates. Reliable connectivity and device access ensure that all learners, regardless of background or ability, can fully participate, demonstrate achievement, and thrive within the educational environment. Effectiveness is monitored through student achievement in ELA, math and science, device-to-student ratios, network reliability metrics, and educational partner feedback.	$2,000,000.00	Yes
2.12	Academic Achievement Site Allocations	Each school site will receive supplemental funding to improve academic outcomes in ELA, Math, Science, and ELD, with a specific focus on serving unduplicated students—English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. According to 2024 California School Dashboard data, these student groups continue to perform significantly below standard across academic indicators, highlighting the need for targeted, site-level support. Expenditures will be strategically planned through each school's School Plan for Student Achievement (SPSA) development process, in collaboration with School Site Councils. Site leadership teams will use local	$147,327.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs assessments, disaggregated subgroup data, and EL program reviews to determine high-impact services and interventions. To ensure unduplicated students benefit from these allocations, school sites may implement unique services such as: Designated and integrated ELD supports, including the development of collective commitments for instructional practices that promote language development across content areas Targeted academic interventions before, during, and after school tailored to students performing below grade level Universally designed instructional materials and strategies to ensure access and engagement for students with diverse learning needs Progress monitoring of English Learner goals and reclassification criteria, aligned to site-level EL plans Dedicated support staff or intervention teachers focused on supporting Foster Youth and students with interrupted or unstable schooling Collaborative teacher release time to design common formative assessments, calibrate student work, and align instruction with CA standards and ELPAC/CAASPP expectations This LEA-wide approach supports flexible, site-specific implementation while ensuring that supplemental funds are used to directly address the achievement gaps of unduplicated student groups. The overarching goal is to improve equitable access to grade-level instruction, close proficiency gaps, and accelerate academic progress across all core content areas. Effectiveness of this action will be monitored through CAASPP scores in ELA and Math for unduplicated students, ELPAC performance and reclassification rates for English Learners, CAST scores in Science at Grades 5 and 8, and local assessment data tracked through site SPSAs.		

Action #	Title	Description	Total Funds	Contributing
2.13	High-Dosage Tutoring and Summer Learning Academy	This action provides year-round, structured learning recovery supports through high-dosage tutoring and a 5-week Summer Learning Academy, specifically targeting the needs of Foster Youth, Socio-economically Disadvantaged, English Learners, Long-Term English Learners (LTELs) and Students with Disabilities. High-dosage tutoring, delivered by credentialed teachers and trained paraeducators, is offered after school, on Saturdays, and during intersession periods, with a focus on strengthening foundational skills in English Language Arts (ELA), mathematics, and social-emotional learning (SEL). Instruction is personalized based on diagnostic and formative assessment data, including CAASPP, ELPAC, CAST, and SuccessMaker results. The Summer Learning Academy extends these supports by providing a structured 5-week program centered on literacy, numeracy, and SEL development, aligned to individual student IEP goals. Students receive access to intervention materials such as SPIRE kits, Chromebooks, and iPads to enhance engagement and accessibility. This action is funded through a combination of LCFF in the amount of $25,000.00 and Learning Recovery Emergency Block Grant (LREBG) in the amount of $797,238.00. Research from the Annenberg Institute and the National Bureau of Economic Research (NBER) shows that high-dosage tutoring conducted three or more times per week leads to significant improvements in literacy and math outcomes. Additionally, studies from the RAND Corporation demonstrate that structured summer learning programs are effective in preventing academic regression and accelerating academic growth, particularly for students with disabilities and those performing below grade level. Effectiveness of this action will be measured by monitoring tutoring session attendance and participation rates, summer program attendance rates, pre- and post-assessment gains in ELA and Math, growth in CAASPP ELA/Math Distance from Standard (DFS) scores, ELPAC Summative growth for LTELs, and rates of IEP goal attainment.	$822,238.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.14	Reduced Student-Staff Ratios in Special Education	Based on LREBG needs assessment data identifying significant academic and engagement challenges for Students with Disabilities (SWD), Menifee Union School District will implement LREBG Action 2.14 to reduce student-to-staff ratios in RSP and SDC classrooms in the amount of 1,100,000.00. LREBG data revealed that SWD scored an average of -102.3 Distance from Standard (DFS) in Math and experienced chronic absenteeism rates exceeding 20% at multiple sites. To address these needs, the district will increase paraeducator staffing to ensure smaller group sizes, allowing for more targeted small-group math and ELA interventions, consistent IEP accommodation support, and increased access to inclusive core content instruction. This action supports the Multi-Tiered System of Support (MTSS) by strengthening Tier I and Tier II instruction for SWD. Effectiveness will be monitored through CAASPP Math and ELA DFS growth, RTI Tier I and II intervention data, and paraeducator staffing reports. Research by Blatchford et al. (2007) and the National Center for Education Evaluation demonstrates that reduced student-to-staff ratios significantly improve individualized instruction, increase student engagement, and result in higher academic achievement for students with disabilities.	$1,100,000.00	No

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.

Menifee Union School District is committed to strengthening alignment and coherence across all district systems and structures within a Multi-Tiered System of Support (MTSS) framework to ensure all students receive timely, equitable, and effective academic, behavioral, and social-emotional support. This goal was developed through a comprehensive needs analysis, review of student outcome data, and extensive educational partner feedback from students, families, educators, site leadership teams, Professional Learning Communities (PLCs), the MTSS District Leadership Team, Teacher Clarity District Leadership Team, PAC, DELAC, and the Districtwide Tier III Literacy Task Force.

District data and educational partner feedback identified persistent achievement gaps for unduplicated student groups and Students with Disabilities, as well as inconsistencies in the implementation of Tier I instruction, intervention systems, collaborative planning structures, and data analysis practices across school sites. Educational partners emphasized the need for stronger implementation fidelity, protected time for collaborative planning, clearer and more consistent intervention systems, increased data transparency and communication with families, and greater alignment among assessments, pacing, instructional supports, and Multi-Tiered System of Support (MTSS) processes.

To address these needs, the district has expanded implementation of universal screeners and diagnostic assessments in reading and mathematics aligned to the science of reading, early intervention, and progress-monitoring practices. Districtwide PLCs, supported through data systems including FastBridge, SAVVAS Momentum, SuccessMaker, Ellevation, and Otus, engage educators in collaborative inquiry, data analysis, lesson study, and instructional planning to strengthen Tier 1 instruction and targeted intervention supports. Professional learning under this goal also prioritizes Teacher Clarity and Character Strong to strengthen instructional consistency and equitable access to grade-level learning.

The district has also strengthened leadership structures, including MTSS Guiding Coalitions, PLC systems, instructional coaching, and site-based data chats, to improve alignment between SPSA goals, LCAP priorities, and MTSS implementation. Student and family feedback further reinforced the importance of accessible communication, proactive intervention, relationship-centered practices, and instructional supports that provide clear modeling, scaffolded learning experiences, and timely feedback.

By strengthening assessment systems, collaborative professional learning, leadership capacity, intervention structures, and data-informed instructional practices, this goal is intended to improve implementation coherence across all schools, close equity gaps, and ensure every student has access to high-quality instruction and responsive support systems necessary for academic success and student well-being.

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	Winter 2025: K-8 FastBridge (% at or above Benchmark) Kinder earlyReading English: 47% 1st Grade earlyReading English: 48% 2nd Grade aReading: 57% 3rd Grade aReading: 57% 4th Grade aReading: 47% 5th Grade aREading: 47%	Winter 2026: K-2 DIBELS; 3-8 FastBridge (% at or above Benchmark) Kinder DIBELS: 49% 1st Grade DIBELS: 49% 2nd Grade DIBELS: 59% 3rd Grade aReading FastBridge: 54% 4th Grade aReading FastBridge: 48%	Universal Screening, Reading (2028-29): 75% of MUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)	Baseline Year: 2025-2026 K-2 DIBELS; 3-8 FastBridge (% at or above Benchmark) Kinder DIBELS: 2% increase 1st Grade DIBELS: 1% increase 2nd Grade DIBELS: 2% increase 3rd Grade aReading FastBridge: 3% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			6th: Grade aReading: 52% 7th Grade aREading: 44% 8th Grade aReading: 46%	5th Grade aReading FastBridge: 50% 6th: Grade aReading FastBridge: 51% 7th Grade aReading FastBridge: 48% 8th Grade aReading FastBridge: 47%		4th Grade aReading FastBridge: 1% increase 5th Grade aReading FastBridge: 3% increase 6th: Grade aReading FastBridge: 1% decrease 7th Grade aReading FastBridge: 4% increase 8th Grade aReading FastBridge: 1% increase
3.2	Universal Screener, Math All Students	No universal screening tool was available 2023-24	Winter 2025: SAAVAS Momentum Kinder: 24.1% 1st Grade: 46.9% 2nd Grade: 48.1% 3rd Grade: 59.2%	Winter 2025: SAAVAS Momentum Kinder: 22.5% 1st Grade: 44.5% 2nd Grade: 45.8% 3rd Grade: 59%	Universal Screening, Math (2027-28): 75% of MUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)	Baseline Year: 2025-2026 Kinder: 1.6% decrease 1st Grade: 2.4% decrease 2nd Grade: 2.3% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			4th Grade: 37.3% 5th Grade: 30.7% 6th: Grade: 38.5% 7th Grade: 28.3% 8th Grade: 40.3%	4th Grade: 40.8% 5th Grade: 33.9% 6th: Grade: 37.8% 7th Grade: 32.3% 8th Grade: 32.7%		3rd Grade: 0.2% decrease 4th Grade: 3.5% increase 5th Grade: 3.2% increase 6th: Grade: 0.7% decrease 7th Grade: 4% increase 8th Grade: 7.6% decrease
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	May 2025 Teacher Logins: 228 Student Logins: 6,496	April 2025: Teacher Logins: 168 Student Logins: 5,276	Number of Teacher and Student Logins (May 2026) Teacher Logins: 662 Student Logins: 9,629	Current Difference: Teacher Logins: 305 decrease Student Logins: 1,602 decrease
3.4	PLC Professional Development: Global PD	This platform was not available in 2023-24.	19% of administrators and educators are utilizing the Global PD platform.	88% of administrators are utilizing the Global PD platform. (educators no longer have access due to low usage. Only	Percentage of administrators accessing the Global Professional Development Platform (2027-28): 75%	Baseline Year: 2024-2025 69% increase usage (admin only)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				administrators have licenses.)		
3.5	ELLevation English Learner Data and Instructional Strategies Platform	94% of participating educators have logged onto the platform 37 English Learner Strategy Modules are currently in progress by 24 participating educators and administrators 6% percentage of educators and administrators accessing professional development platform	96% of participating prinipcals and educators have logged onto the platform. 64 English Learner Strategy Modules are currently in progress by 41 participating educators and administrators. 8% of educators and administrators are utilizing Ellevation Professional Development Platform.	99% of participating principals and educators have logged onto the platform. 23 English Learner Strategy Modules are currently in progress by 71 participating educators and administrators.	Percentage of Teacher and Administrator Logins (May 2026) 100% Percentage of teachers accessing the Global Professional Development Platform (2027-28): 75%	Current Difference: 5% increase of participating principals and educators have logged onto the platform. 14 less English Learner Strategy Modules are currently in progress by 47 more participating educators and administrators.

Goal Analysis [2025-26]

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

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

In 2025–2026, Menifee Union School District made substantial progress toward Goal 3 by strengthening the alignment of district systems, instructional practices, and Multi-Tiered System of Support (MTSS) structures to improve outcomes for all students, particularly unduplicated student groups. Through coordinated leadership, expanded professional learning, job-embedded coaching, assessment and intervention systems, and site-based MTSS planning, the district continued building coherence across curriculum, instruction, assessment, student supports, and continuous improvement processes aligned to the LCAP and SPSA goals.

Universal Screeners and Diagnostic Assessments (Action 3.01):

The planned actions were implemented with strong fidelity, as evidenced by high participation rates across universal screeners (DIBELS 99%, FastBridge 92–95%, SAVVAS 87%), ensuring consistent and comprehensive identification of student needs across grade levels. Review of the reports indicates clear patterns of students performing below benchmark across multiple grades, reinforcing the importance of early identification and targeted support, while also highlighting variability in performance across sites and grade levels. While this reflects a key success in implementation and Dashboard results show growth in both ELA (+6 DFS) and Math (+4.6 DFS), performance remains below standard, underscoring the ongoing challenge of translating screening data into accelerated student outcomes and the continued need for stronger instructional alignment and intervention practices.

Professional Learning Communities (PLCs) (Action 3.02):

The planned actions were implemented with strong fidelity, as evidenced by high levels of participation in PLC-focused professional learning opportunities, including districtwide staff development, administrator and Guiding Coalition sessions, and targeted PLC workshops that engaged over 300 educators and leaders throughout the year. These efforts successfully strengthened collective capacity and shared understanding of effective PLC practices; however, a continued area of focus is ensuring that professional learning consistently translates into aligned PLC implementation and measurable instructional improvement across all sites.

In response to this need, three school sites piloted the implementation of the 15 Day Challenge to strengthen backward planning for a guaranteed and viable curriculum. Through this process, partcipating teacher mapped unit pacing around essential learning, identified Tier 1 scaffolds for anticipated student needs, scheduled Tier 2 assessments and follow-up instruction for students requiring additional support, and analyzed student learning through summative assessments aligned to the board-adopted curriculum.

Assessment Systems and MTSS Data Platform (Otus) (Action 3.03):
The planned actions were implemented with consistency, as evidenced by active use of the assessment and MTSS data platform, including 5,392 student logins, 167 teacher logins, and 27 administrator logins, along with teachers creating and administering both simple and advanced assessments throughout the year. This reflects a key success in establishing a system for data collection and use, supported by modest growth in CAASPP and ELPAC outcomes; however, usage patterns concentrated in select months and the need for deeper integration of screener growth data highlight ongoing challenges in ensuring consistent, year-round data use to inform instruction and fully leverage the platform to impact student outcomes.

MTSS District Leadership Team (DLT) (Action 3.04):
The 2025–2026 MTSS District Leadership Team (DLT) meetings and site-based Guiding Coalitions monthly meetings were implemented to strengthen districtwide collaboration, data-informed decision-making, and alignment of MTSS practices through ongoing analysis of student achievement, attendance, behavior, and intervention data. Successes included stronger collaboration across sites, improved alignment between MTSS, LCAP, and SPSA processes, expanded intervention systems, and positive trends in attendance, suspension, and subgroup growth, while challenges included persistent achievement gaps for unduplicated student groups, inconsistent implementation fidelity, limited collaborative planning time, and the need for stronger systems to monitor intervention effectiveness and instructional response.

OpenGov (Action 3.05):
This platform was discontinued due to redundancy with other systems and was not implemented.

Districtwide Professional Learning (Action 3.06):
This action supported two districtwide professional learning days focused on Teacher Clarity practices and Character Strong implementation for all certificated and classified staff. These sessions strengthened shared instructional expectations, student engagement strategies, relationship-centered practices, and consistent approaches to supporting academic achievement, positive behavior, and school climate across all school sites.

Device, Network, and Digital Curriculum Support (Action 3.07):
Action 3.07 Device, Network, and Digital Curriculum Support Staff was fully implemented to maintain reliable technology systems, network infrastructure, digital curriculum access, and assessment platforms across all school sites. Technology staff continued supporting district software systems, devices, online instructional resources, intervention platforms, and MTSS data systems used for CAASPP, CAST, ELPAC, FastBridge, DIBELS, SAVVAS Momentum, and Otus, helping minimize instructional disruptions and strengthen equitable access to instructional and assessment tools for students and staff. Implementation successes included improved district network safety and security measures, expanded staff technology training, and continued reliable access to digital curriculum, screeners, diagnostics, progress monitoring, and data-analysis platforms aligned to LCAP Metrics 2.1–2.5 and 3.1–3.3. Challenges included the ongoing need to maintain and troubleshoot a high volume of devices and digital systems while responding to evolving instructional technology and cybersecurity demands. Educational partner feedback indicated that technology support systems remained responsive and effective, and no substantive changes to the action were identified for the coming year.

Director of Curriculum and Instruction & Support Staff (Action 3.08):
This team led the rollout and implementation of the newly adopted HMH Science curriculum by providing professional learning for all K–8 science teachers, including follow-up training sessions for grades 5–8 focused on instructional planning, assessment alignment, and NGSS implementation. The team also facilitated districtwide professional learning, job-embedded coaching, and collaborative support for K–8 ELA/ELD and Mathematics teachers across all school sites to strengthen Tier 1 instruction, PLC implementation, and data-informed instructional practices.

Additional responsibilities included coordinating LETRS training for K–3 teachers, supporting the New Teacher Induction process in collaboration with Riverside County Office of Education, coordinating the elementary K–5 Visual and Performing Arts rotation, and facilitating Career Technical Education (CTE) Professional Learning Community meetings with local high school CTE teachers and advisory committees. The team also maintained and monitored CTE grants, including CTEIG and K12 Strong Workforce funding, while aligning LCAP and SPSA planning processes with site leadership teams to strengthen coherence across district initiatives and continuous improvement efforts.
The team additionally led the Districtwide ELA Tier III Literacy Task Force, which included site administrators from all schools, general education and special education teacher representatives in grades 3–5, and district leadership team members. The task force collaborated to calibrate practices for using multiple measures to identify students in need of Tier III literacy intervention and determine placement within intervention programs. Teams also reviewed effective instructional models and provided feedback on overcoming barriers related to scheduling, staffing, professional learning, and implementation of Tier III literacy supports. This work informed the development of professional learning communities for Tier III literacy educators and expanded job-embedded coaching supports to strengthen intervention implementation across sites.

Implementation successes included strong educator participation in professional learning, increased collaboration across grade levels and departments, expanded coaching and curriculum support systems, and strengthened alignment between instructional initiatives, MTSS, and LCAP priorities. Positive feedback from educators highlighted the value of job-embedded coaching, collaborative planning opportunities, and support with new curriculum implementation. Challenges included balancing multiple districtwide initiatives simultaneously, limited substitute availability for release time and training participation, and the continued need for sustained coaching and implementation monitoring to ensure consistency across school sites and grade levels.

Intervention Specialists and Site Intervention Facilitators (Action 3.09):
The planned actions were implemented with consistency, with Intervention Facilitators and Specialists supporting targeted instruction, progress monitoring, English Learner supports, and MTSS intervention practices across all school sites. Universal screener and diagnostic data demonstrated evidence of student growth across grade levels, alongside improvements in student achievement outcomes, including a +6 DFS increase in CAASPP ELA, a +4.6 DFS increase in CAASPP Math, a +5.58% increase in students meeting or exceeding standards on CAST, and English Learner Progress increasing to 51.9% (+2.2%, Green), with Long-Term English Learners demonstrating 58.6% progress toward proficiency (+6.3%, Green). Chronic absenteeism also improved, declining to 11.5% (-4.6%), while suspension rates remained stable at 2.7%.

These outcomes reflect positive momentum in strengthening intervention systems, progress monitoring practices, and early identification supports; however, continued variability in student performance and persistent achievement gaps among unduplicated student groups highlight the ongoing challenge of ensuring interventions are consistently implemented and effectively accelerate learning for all students across sites.

Instructional Content Leads (Action 3.10):
Math content leads facilitated alignment and analysis of Common Formative Assessments (CFAs)—collaboratively developed assessments used by PLC teams to measure student understanding of essential standards and guide timely instructional adjustments. They also supported supplemental instructional program implementation for ELA/ELD and NGSS. Their efforts expanded CAST interim assessment participation and CFA use across PLCs.

New Teacher Induction and Academy (Action 3.11):
The planned actions were implemented as intended through a collaborative partnership with the Riverside County Office of Education to support approximately 60 new teachers and 20 intern teachers participating in the district's induction program. New educators and interns participated in a new teacher orientation, seven New Teacher Academy meetings facilitated by MUSD Instructional Specialists, and ongoing mentoring provided by trained MUSD teacher mentors. Professional learning focused on classroom management, Teacher Clarity, district instructional initiatives, MTSS practices, and strategies to support inclusive and engaging learning environments.

Implementation successes included strong mentor support systems, consistent participation in monthly professional learning opportunities, and increased collaboration among new educators across school sites. Feedback from participants reflected appreciation for the practical classroom support, mentoring relationships, and opportunities to collaborate with colleagues. Challenges included balancing release time and scheduling demands for new teachers and mentors, as well as supporting educators entering the profession with varying levels of preparation and experience while implementing multiple district initiatives simultaneously.

Curriculum and Instruction Warehouse and Accounting Technicians (Action 3.12):
The planned actions were implemented as intended, with Warehouse Technicians and the Accounting Technician supporting timely distribution and tracking of adopted instructional materials, MTSS implementation resources, budget monitoring, progress monitoring, compliance documentation, and SPSA and LCAP fiscal alignment processes across all school sites. Warehouse staff collaborated with Library Media Technicians to ensure textbook sufficiency, distribute standards-aligned instructional materials, and develop math fluency and ELA intervention kits to support MTSS implementation. Successes included effective coordination of curriculum deliveries, purchasing processes, intervention resource preparation, inventory management, and cross-department collaboration among Educational Services, Fiscal Services, Library Services, and school sites. Challenges related to supporting multiple district initiatives, curriculum adoptions, and supplemental resource requests were effectively addressed through strong communication protocols, collaborative planning, and ongoing coordination across district teams.

Student Success Services Director and Support Staff (Action 3.13):
Implementation of Action 3.13 was strong and central to strengthening districtwide system coherence within the Multi-Tiered System of Support (MTSS). The Student Success Services Director and support staff coordinated oversight of attendance, discipline, mental health, behavior, family engagement, and tiered intervention systems to ensure alignment across Goal 1 actions and supports. Districtwide monitoring included chronic absenteeism and suspension data disaggregated by student group, participation in tiered support services, Panorama survey data, and educational partner feedback to guide responsive decision-making and continuous improvement.

Key successes included increased alignment and standardization of attendance intervention practices, restorative approaches, counseling and mental health supports, and site-based MTSS systems designed to improve student engagement and connectedness. Challenges included ensuring consistent implementation and data use across all school sites, particularly in addressing persistent disparities in chronic absenteeism and suspension rates among high-need student groups and strengthening proactive behavioral supports during unstructured school settings.

Director of Continuous Improvement and Accountability (Action 3.14):
The planned actions were implemented with strong fidelity, with the Director of Continuous Improvement and Accountability leading the coordination of assessment systems, data analysis, and instructional alignment across the district. High participation in universal screeners (DIBELS 99%, FastBridge 92–95%, SAVVAS 87%) and evidence of student growth across screeners and state measures reflect a key success in establishing coherent systems to monitor progress and inform decision-making. Improvements in CAASPP, ELPAC, and ELA Distance from Standard for English Learners and Long-Term English Learners demonstrate positive momentum; however, performance remains below standard, highlighting the ongoing challenge of translating data systems and supports into accelerated, systemwide student outcomes and the continued need for deeper implementation at the site and classroom level.

Multi-Tiered System of Support Site Allocations (Action 3.15):
Site-level funding was implemented across all schools to align MTSS strategies with SPSA goals and identified student needs. Schools used allocations to support intervention programs, data chats, English Learner Site Plans, common formative assessments, tutoring, restorative practices, student engagement initiatives, and Tier 1–3 academic and behavioral supports.
Successes included stronger alignment between SPSA planning, MTSS systems, and LCAP priorities, increased use of data-driven instructional planning, and positive outcomes related to attendance, ELPI growth, and subgroup achievement gains. Challenges included

variability in implementation fidelity across sites, persistent achievement gaps among Students with Disabilities and Long-Term English Learners, and the continued need for collaboration time, staff training, and consistent use of data-analysis protocols.

Instructional Specialists (Action 3.16):
The planned actions were implemented with consistency through a team of four Instructional Specialists who collectively provided job-embedded coaching and professional learning support for PK–8 educators across all school sites. Specialists supported implementation of close listening and informational text reading strategies in ELA, foundational literacy instruction, counting collections, numeracy routines, problem solving, Building Thinking Classrooms practices, and lesson study cycles aligned to the newly adopted mathematics curriculum. Instructional Specialists also facilitated ELA and Math Lead meetings, supported the New Teacher Academy, and partnered with teacher teams and administrators to conduct data chats, analyze assessment data, and plan instructional next steps.

Additional implementation included site-based ELD coaching at the middle school level with the newly adopted Designated ELD curriculum and coaching support at six elementary school sites to strengthen integrated and designated ELD practices. Successes included increased collaboration within PLCs, expanded teacher access to coaching and lesson study, strengthened implementation of instructional routines and curriculum initiatives, and increased alignment of instructional practices across grade levels and sites. Challenges included balancing the extensive coaching and professional learning needs across all PK–8 sites, supporting multiple district initiatives simultaneously, and ensuring consistent implementation fidelity and follow-through across varying site contexts and staff readiness levels.

Overall, implementation of Goal 3 actions demonstrated strong districtwide commitment to continuous improvement, instructional coherence, and equitable access to high-quality supports and instruction. While positive trends were evident in student achievement, attendance, English Learner progress, professional learning participation, and MTSS implementation, persistent achievement gaps and variability in implementation across sites reinforce the continued need for sustained coaching, collaborative planning, intervention refinement, and consistent use of data-informed practices to accelerate outcomes for all students.

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

During the 2025–2026 implementation of Goal 3, material differences emerged between budgeted and estimated actual expenditures across several actions. These differences were primarily related to adjustments in implementation needs, districtwide salary increases for certificated and classified employees, changes in split-funding allocations, and variations in participation levels for budgeted activities and professional learning opportunities conducted afterschool.

Professional Learning Communities (PLCs) (Action 3.02) :
Material differences were primarily due to the use of additional Educator Effectiveness grant funding, which supported expanded professional learning activities prior to the expiration of the grant.

Director of Curriculum, Instruction and Special Programs & Support Staff (Action 3.08)
Material differences resulted from districtwide salary increases for certificated and classified staff and adjustments to split-funding resources supporting district leadership and instructional support positions.

Instructional Content Leads (Action 3.10):
This action funded nine afterschool Mathematics Lead meetings during the school year, with participation varying based on staff availability. In addition, ELA Lead activities were funded through Goal 2 professional learning actions during the 2026–2027 school year, resulting in expenditure differences within this action.

New Teacher Induction and Academy (Action 3.11):
Material differences were related to changes in the projected number of new teachers participating in induction and the inclusion of intern teachers in the afterschool New Teacher Academy meetings.

Curriculum and Instruction Warehouse and Accounting Technicians (Action 3.12):
Material differences were due to districtwide salary increases for certificated and classified employees and adjustments in split-funding resources supporting warehouse and fiscal coordination services.

Student Success Services Director and Support Staff (Action 3.13):
Material differences resulted from districtwide salary increases for certificated and classified staff and changes in staffing allocations and support staff assignments.

Overall, these variances reflect the dynamic nature of staffing, implementation logistics, and evolving district needs throughout the school year. The district continuously monitored expenditures and adjusted allocations as needed to maintain effective implementation of MTSS-aligned systems, instructional supports, intervention services, and professional learning priorities.

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

Menifee Union School District made measurable progress toward Goal 3 in 2025–2026 by strengthening the alignment of district systems and structures within a Multi-Tiered System of Support (MTSS). Districtwide actions contributed to improvements in student achievement, attendance, English Learner progress, and school engagement outcomes. Year 2 data also demonstrate that achievement and engagement gaps remain for unduplicated student groups, including Foster Youth, English Learners, Long-Term English Learners (LTELs), and Socioeconomically Disadvantaged (SED) students, in addition to Students with Disabilities (SWD).

Universal Screeners and Diagnostics (Action 3.01) were effective in strengthening early identification of student learning needs and supporting earlier intervention through districtwide implementation of DIBELS, FastBridge, and SAVVAS Momentum. Student outcomes reflected modest academic improvement, including a +6 point increase in CAASPP ELA Distance from Standard and a +4.6 point increase in Mathematics Distance from Standard. English Learner Progress data also reflected continued growth, with 51.9% of English Learners and 58.6% of Long-Term English Learners making progress toward English proficiency, both at the Green performance level. Year 2 outcomes indicate that the action could be improved through stronger Tier II and Tier III intervention refinement and increased instructional responsiveness for LTELs and Students with Disabilities, who continue to perform significantly below standard in ELA and Mathematics.

Professional Learning Communities (Action 3.02) were effective in strengthening collaborative planning, instructional alignment, and data-analysis practices across schools. Student outcome trends reflected incremental improvement in ELA, Mathematics, and English Learner

Progress outcomes, suggesting that strengthened PLC practices supported more consistent instructional planning and response to student learning needs. Feedback from the 15-Day Challenge pilot demonstrated improved intervention planning, common formative assessment practices, and collaborative pacing development. The action could be improved through greater consistency of implementation across sites, additional protected collaboration time, and stronger alignment between PLC intervention planning and measurable subgroup achievement outcomes for unduplicated student groups and Students with Disabilities.

Assessment Systems and MTSS Data Platform (Otus) (Action 3.03) was effective in strengthening access to assessment data, progress monitoring, and instructional planning tools. Student outcomes reflected modest gains in CAASPP ELA (+2%), Mathematics (+2.3%), CAST (+1%), and ELPAC proficiency growth (+6.6%). The action could be improved through stronger integration of MTSS intervention monitoring, more consistent use of Otus reporting tools across sites, and expanded staff capacity to analyze and respond to subgroup data, particularly for unduplicated student groups and Students with Disabilities.

The MTSS District Leadership Team (Action 3.04) was effective in strengthening districtwide alignment of academic, behavioral, and social-emotional supports. Districtwide outcomes reflected positive trends, including improvements in CAASPP ELA (+6 DFS), Mathematics (+4.6 DFS), and English Learner Progress outcomes. Several sites also demonstrated reductions in suspension rates and chronic absenteeism and increased implementation of intervention supports such as WIN, RTI, restorative practices, and structured literacy. Chronic absenteeism declined overall to 11.5%. The action could be improved through continued refinement of attendance interventions, behavioral supports, and relationship-centered practices for Foster Youth, LTELs, and Students with Disabilities, who continue to experience disproportionately higher rates of absenteeism and suspension.

OpenGov (Action 3.05) was discontinued due to redundancy and limited impact on MTSS effectiveness. Resources were redirected to systems and actions more closely aligned to instructional planning, intervention monitoring, and student support systems.

Districtwide Professional Learning Days (Action 3.06) were effective in strengthening instructional practices aligned to MTSS, Teacher Clarity, relationship-centered supports, and student engagement strategies. Student outcomes reflected improvement in chronic absenteeism, declining from 24.8% to 11.5%, and increased student engagement in grades 6–8 from 21% to 30% favorable responses. The action could be improved through additional professional learning focused on proactive behavioral supports, differentiated instruction, and intervention strategies for Foster Youth, English Learners, LTELs, Socioeconomically Disadvantaged students, and Students with Disabilities who continue to experience disproportionate outcomes.

Device, Network, and Digital Curriculum Support Staff (Action 3.07) were effective in maintaining equitable access to instructional technology systems, digital curriculum, assessments, and intervention platforms across all school sites. Reliable access to instructional and assessment systems supported implementation of CAASPP, CAST, ELPAC, FastBridge, DIBELS, SAVVAS Momentum, and Otus practices aligned to MTSS processes and instructional planning. The action could be improved through continued expansion of technology training, device management systems, and cybersecurity supports to meet increasing instructional and operational demands.

Director of Curriculum, Instruction and Special Programs & Support Staff (Action 3.08) was effective in strengthening districtwide instructional coherence, professional learning, MTSS alignment, and curriculum implementation. Student outcome data reflected gains in CAASPP ELA (+6 DFS), Mathematics (+4.6 DFS), and English Learner Progress outcomes. Expanded implementation of LETRS, HMH Science, instructional coaching, and Tier III literacy planning supported increased instructional consistency across schools. The action could be

improved through continued monitoring of implementation fidelity, increased collaboration time, and additional intervention refinement to address persistent achievement gaps for unduplicated student groups in addition to Students with Disabilities.

Intervention Specialists and Site Intervention Facilitators (Action 3.09) were moderately effective in strengthening targeted instruction, attendance supports, intervention response, and progress monitoring practices. Districtwide outcomes reflected chronic absenteeism declining to 11.5%, stable suspension rates at 2.7%, and modest gains in CAASPP ELA (+2%), Mathematics (+2.3%), CAST (+1%), and ELPAC proficiency (+6.6%). The action could be improved through more consistent implementation of intervention systems across sites and stronger progress-monitoring practices tied to specific interventions for unduplicated student groups and Students with Disabilities.

Instructional Content Leads (Action 3.10) were effective in strengthening instructional coherence, collaborative planning, and teacher leadership across ELA, ELD, and Mathematics. Student outcome trends reflected improvement in CAASPP ELA, Mathematics, CAST, and English Learner Progress outcomes, supporting stronger alignment of instructional practices and common formative assessment processes. The action could be improved through increased calibration of PLC practices, stronger implementation consistency across sites, and additional support for intervention planning focused on unduplicated student groups in addition to Students with Disabilities.

New Teacher Induction and Professional Learning Academy (Action 3.11) was effective in supporting approximately 60 new teachers, including 20 intern teachers, through mentoring and job-embedded professional learning focused on classroom management, student engagement, and Teacher Clarity practices. Districtwide student outcome trends reflected improved attendance, stable suspension rates, gains in CAASPP ELA and Mathematics, and improved English Learner Progress outcomes. The action could be improved through expanded coaching supports, increased collaboration opportunities, and additional differentiated professional learning for teachers serving unduplicated student groups and Students with Disabilities.

Curriculum and Instruction Warehouse and Accounting Technicians (Action 3.12) were effective in supporting timely access to standards-aligned instructional materials, intervention resources, and textbook sufficiency districtwide. Metrics related to standards implementation remained at full implementation status, supporting continuity of access to instructional materials and intervention supports necessary for MTSS implementation. The action could be improved through continued refinement of inventory systems, intervention material distribution processes, and cross-department coordination during curriculum rollovers and supplemental resource implementation.

Student Success Services Director and Support Staff (Action 3.13) were effective in strengthening attendance systems, behavioral supports, school climate efforts, and student connectedness districtwide. Chronic absenteeism declined from 24.8% to 11.5%, including reductions for English Learners (-16.2%), Socioeconomically Disadvantaged students (-18.5%), Foster Youth (-12.6%), and Students with Disabilities (-14.1%). Long-Term English Learner suspension rates also declined from 10.5% to 3.5%, and Panorama survey data reflected improved student engagement outcomes. The action could be improved through expanded Tier II and Tier III behavioral health supports, greater consistency in PBIS implementation, and increased proactive intervention systems for Foster Youth, English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Director of Continuous Improvement and Accountability (Action 3.14) was effective in strengthening districtwide assessment, progress monitoring, and data-analysis systems supporting MTSS implementation. Student outcome trends demonstrated gains in CAASPP ELA (+6 DFS), Mathematics (+4.6 DFS), CAST (+1%), and English Learner Progress outcomes. The action could be improved through increased

consistency in local data-analysis practices, expanded use of Otus reporting tools, and stronger alignment between assessment data, instructional response, and intervention planning across sites for unduplicated student groups and Students with Disabilities.

Multi-Tiered System of Supports Site Allocations (Action 3.15) were effective in supporting site-based implementation of intervention systems, restorative practices, tutoring, expanded learning opportunities, and professional learning aligned to SPSA and LCAP priorities. Site reflection data demonstrated positive trends in attendance, ELPAC growth, student engagement, and subgroup achievement gains. The action could be improved through stronger implementation fidelity across sites, increased protected collaboration time, and more consistent alignment between data analysis, intervention planning, and instructional response systems for unduplicated student groups in addition to Students with Disabilities.

Instructional Specialists (Action 3.16) were effective in strengthening instructional practices, PLC collaboration, lesson study, and MTSS implementation through coaching, data chats, and targeted professional learning. Student outcome trends reflected continued growth in CAASPP ELA, Mathematics, CAST, ELPAC, and local screener data. Teacher feedback also reflected increased confidence in close reading, academic discourse, structured literacy, and evidence-based instructional practices. The action could be improved through expanded follow-up coaching, increased collaboration time, and additional support to strengthen implementation consistency and intervention effectiveness across school sites serving unduplicated student groups and Students with Disabilities.

Overall, evaluation of Goal 3 actions demonstrates meaningful progress in strengthening districtwide MTSS systems, instructional coherence, attendance supports, and English Learner progress outcomes. Year 2 data also demonstrate the continued need to strengthen intervention effectiveness, implementation fidelity, relationship-centered practices, and data-informed instructional response to accelerate outcomes for Foster Youth, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

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.

Based on a comprehensive review of 2025–2026 implementation data, educational partner input, student voice feedback, and reflections from the MTSS District Leadership Team, Teacher Clarity District Leadership Team, site leadership teams, educators, families, and PLC teams, Menifee Union School District refined several Goal 3 actions and metrics for 2026–2027 to strengthen implementation fidelity, collaborative planning structures, data transparency, and equitable MTSS supports for unduplicated student groups.

Several Goal 3 metrics were refined to improve the district's ability to monitor implementation effectiveness and better align measures with current systems and practices. Metric 3.01 Universal Screener, Reading was updated to reflect the districtwide implementation of Reading Difficulties screening through DIBELS for grades K–2 and FastBridge for grades 3–8 to strengthen early identification and intervention systems. Metric 3.02 Universal Screener, Math was refined to reflect mid-year SAVVAS Momentum screener data as a more consistent measure of mathematics progress monitoring and instructional response. Metric 3.04 was revised to monitor administrator participation and implementation of professional learning through the Global PD platform following adjustments to platform access and utilization trends. These metric refinements support more accurate monitoring of implementation fidelity, intervention systems, collaborative professional learning, and data-informed decision-making across school sites.

Universal Screeners and Diagnostics (Action 3.01) was refined to strengthen districtwide reading and mathematics screening systems through the development of standardized data-analysis protocols, placement rubrics, and consistent progress-monitoring practices. In response to educator feedback regarding the need for stronger early identification and instructional response systems, additional funding was allocated for a Reading Difficulties Risk Screener, K–2 student headphones, and expanded professional learning focused on collaborative data chats and instructional planning. Parent feedback from PAC and DELAC also emphasized the need for increased transparency and accessibility of student assessment information; therefore, the district is working to provide individualized screener reports and progress-monitoring information within the Aeries portal using family-friendly language and accessible reporting formats. These refinements also reflect student feedback requesting clearer modeling, slower pacing when concepts become difficult, and step-by-step instructional support rather than simply providing answers.

Professional Learning Communities (Action 3.02) was expanded in response to educational partner feedback emphasizing the need for protected collaborative planning time, stronger Data Chats, clearer intervention systems, and greater alignment between assessments, pacing, and Tier 2 instructional supports. Site leaders highlighted the importance of inclusive schedules that protect collaboration time for both Special Education and General Education teachers to strengthen push-in support models and implement effective WIN intervention and extension periods. Teachers participating in the 15 Day Challenge pilot reported improved ability to backward plan around essential standards, analyze formative assessment data, develop guaranteed and viable curriculum pacing, and design targeted intervention and enrichment supports. In response, the district will broaden access to the 15 Day Challenge planning process for K–8 teachers prior to the start of the school year and integrate collaborative planning structures into districtwide ELA and Mathematics professional learning. Continued coaching and professional learning will also focus on structured literacy, intervention systems, restorative approaches, trauma-informed practices, and relationship-centered supports to strengthen educator capacity to respond to both academic and social-emotional student needs.

Assessment Systems and MTSS Data Platform (Action 3.03 was refined to include funding and support for a district Report Card Committee to analyze and improve standards alignment, grading practices, and parent communication systems. Additional reflections on prior practice also identified the need for stronger integration of local assessment data, Otus reporting tools, and MTSS intervention monitoring systems to improve consistency in instructional decision-making and progress monitoring across sites.

OpenGov (Action 3.05 was discontinued and removed from the plan due to redundancy with other district systems. Funding was reallocated to higher-impact MTSS actions focused on strengthening assessment transparency, intervention monitoring, collaborative planning systems, and data-informed instructional supports.

These refinements directly reflect districtwide analysis of implementation trends, educational partner feedback, student needs, and ongoing efforts to improve coherence, collaboration, and equitable outcomes across the district’s MTSS framework.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Universal Screeners and Diagnostic Assessments	Menifee Union School District will continue implementing universal screening and diagnostic systems through DIBELS, FastBridge, and SAVVAS Momentum to strengthen alignment within the district's Multi-Tiered System of Support (MTSS). Metric 3.1, Universal Screener Reading, demonstrated areas of growth and continued academic need across grade levels through the use of DIBELS and FastBridge reading benchmark data. Metric 3.2, Universal Screener Math, reflected continued opportunities to strengthen foundational numeracy and grade-level mathematical understanding through the use of SAVVAS Momentum diagnostic and benchmark data. Additionally, the effectiveness of this action will be monitored through Metric 2.1 CAASPP ELA and Metric 2.2 CAASPP Math to evaluate the extent to which universal screening, progress monitoring, and targeted intervention systems are supporting overall academic achievement and grade-level proficiency. If we strengthen the use of universal screening data through consistent progress monitoring, targeted interventions, and alignment of Tier 1 instruction, then educators will more effectively adjust instruction and respond to student needs in real time, which will lead to improved student achievement in ELA and Math and increased rates of students meeting benchmark, because research shows that timely data use, coupled with responsive instruction and intervention, accelerates learning and improves outcomes for all students. Educators will continue utilizing DIBELS, FastBridge, and SAVVAS Momentum data within PLCs and MTSS structures to identify student strengths and areas of need, monitor growth, adjust Tier 1 instruction, and provide timely intervention and enrichment supports. This action supports the district's commitment to a coherent MTSS framework by aligning screening practices, instructional decision-making, progress monitoring, and targeted supports to improve outcomes for all students, particularly English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	$501,875.00	Yes
3.2	Professional Learning Communities	Menifee Union School District will continue strengthening Professional Learning Communities (PLCs) across all sites by providing systematic training in Teacher Clarity practices, collaborative inquiry cycles, and	$247,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
		evidence-based PLC processes. This action supports administrators and educators in effectively utilizing student achievement data, including data from DIBELS, FastBridge, SAVVAS Momentum, diagnostics, and common formative assessments, to plan instruction, target interventions, monitor progress, and respond to essential learning needs. Teachers and administrators engage in ongoing professional development through Global PD, site-based collaboration, and district coaching support to build collective efficacy and support continuous improvement within the district's Multi-Tiered System of Support (MTSS) framework. This action specifically focuses on improving instructional decision-making for unduplicated student groups by ensuring that collaborative data analysis results in timely, targeted academic and behavioral supports. Metric 3.4 data demonstrated increased administrator utilization of the Global PD platform, while Metric 3.5 reflected increased participation and engagement in ELLevation professional learning and instructional strategy modules to support English Learners. Effectiveness of this action will continue to be monitored through PLC implementation surveys, participation rates in professional learning platforms (LCAP Metrics 3.4–3.5), and student achievement outcomes including CAASPP ELA and Math performance, ELPAC progress, and local assessment metrics (LCAP Metrics 2.1–2.5).		
3.3	Assessment Systems and MTSS Data Platform	Menifee Union School District will continue to implement and expand access to Otus as the districtwide online data and assessment platform supporting Professional Learning Communities (PLCs), Multi-Tiered System of Support (MTSS) processes, and instructional decision-making. Through Otus, educators can develop common formative assessments, analyze multiple measures of student performance, and monitor student progress over time. This platform is essential for collaborative data analysis during PLC meetings, intervention planning, and progress monitoring to ensure students meet essential grade-level standards. The district also provides professional development on using Otus effectively, including integrating assessment, progress monitoring, and personalized instructional supports. Effectiveness of this action will be monitored by usage metrics (LCAP Metric 3.3) and and student achievement (LCAP Metrics 2.1-2.3, 2.4-2.5).	$326,907.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	MTSS District Leadership Team (DLT)	Menifee Union School District will continue to facilitate the work of the MTSS District Leadership Team (DLT) to strengthen and refine implementation of the district's Multi-Tiered System of Support framework across all schools. Site leadership teams will continue meeting regularly to review student achievement, attendance, discipline, climate, and intervention data in order to design, monitor, and adjust schoolwide and targeted supports. The MTSS DLT will also analyze districtwide trends, identify areas of need, and develop aligned district strategies to support continuous improvement and implementation fidelity across sites. If the district strengthens collaborative leadership structures, districtwide data-analysis protocols, and aligned MTSS implementation practices through the MTSS District Leadership Team, then educators and site leadership teams will more effectively utilize multiple measures of student data to design timely academic, behavioral, and social-emotional interventions, which will lead to improved student achievement, stronger school climate outcomes, increased attendance, and more equitable access to supports for unduplicated student groups, because research demonstrates that collaborative MTSS systems, data-informed decision-making, and early intervention improve student outcomes and reduce barriers to learning. Menifee Union School District will use LREBG funds in the amount of $100,000 to expand the capacity of the District Leadership Team (DLT) to deliver a coherent Multi-Tiered System of Support (MTSS) that ensures access to grade-level curriculum for Students with Disabilities (SWD). Funding will support the development of tiered instructional resources, alignment of Tier I, II, and III interventions with IEP goals, and expansion of MTSS-aligned academic and behavioral assessments. Progress monitoring tools will be implemented consistently across sites to evaluate intervention fidelity, identify gaps in student progress, and inform instructional decision-making in real time. The DLT will facilitate data-based problem-solving cycles and guide site teams in using disaggregated data to drive targeted supports. Research Basis:	$244,731.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Research from the National Center on Intensive Intervention and OSEP indicates that MTSS frameworks are most effective when paired with regular progress monitoring, which increases student achievement in ELA and Math and ensures equitable access to appropriate interventions for SWD (Fuchs & Fuchs, 2006; NCII, 2021). Progress monitoring is also identified by the Council for Exceptional Children as a high-leverage practice for special education. LCAP Metrics to Monitor Impact: Metric 1.1 Chronic Absenteeim and Metric 1.3 Suspension Metric 2.1 CAASPP ELA Metric 2.2 Math and Metric 2.4 English Learner Progress Indicator (ELPI) Metric 2.14: % of SWD enrolled in advanced coursework Metric 3.1-3.2: Implementation of tiered supports measured through progress on screeners and diagnostics		
3.5	Open Gov	The OpenGov platform, previously identified as a tool for budget transparency and stakeholder access to fiscal data, was discontinued in 2024–25.	$0.00	No
3.6	Districtwide Professional Learning	Menifee Union School District will continue to provide districtwide professional learning focused on strengthening Tier 1 instruction, improving the reliability of Professional Learning Communities (PLCs), supporting Multi-Tiered System of Support (MTSS) implementation, and aligning instruction to essential standards. Professional development opportunities include districtwide Teacher Clarity modules with grade-level collaborative support, Character Strong implementation training, after-school professional learning sessions, and site-based coaching focused on data-informed instructional practices, inclusive instructional strategies, trauma-informed approaches, and collaborative support structures for students.	$2,216,219.00	Yes

Action #	Title	Description	Total Funds	Contributing
		If the district provides districtwide professional learning in Teacher Clarity practices, grade-level collaborative planning, and Character Strong implementation, then educators will more consistently implement clear learning intentions and success criteria, relationship-centered classroom practices, inclusive instructional strategies, and collaborative intervention planning, which will lead to improved student engagement, academic achievement, attendance, and positive school climate outcomes, because research demonstrates that high-quality Tier 1 instruction, explicit learning expectations, strong student relationships, and collaborative professional learning improve instructional effectiveness and student outcomes, particularly for unduplicated student groups. Using Learning Recovery Emergency Block Grant (LREBG) funding in the amount of $135,000.00, Menifee Union School District will implement a districtwide professional learning series to strengthen the capacity of all special education staff—including RSP, SDC, and paraeducators—in fostering safe, inclusive, and engaging learning environments. The training will be grounded in a trauma-informed, multi-tiered system of support (MTSS) and focus on proactive behavior management and student engagement strategies. Key components include: Pro-ACT (Professional Assault Crisis Training): A research-aligned program that trains staff to identify early signs of escalation, apply de-escalation strategies, and reduce the use of restraint or exclusionary discipline practices through trauma-informed and person-centered approaches. Universal Design for Learning (UDL): Strategies to ensure meaningful academic access for unduplicated students, including those with disabilities. Behavioral Intervention System (BIS) Coaching: Site-based coaching to support the implementation of consistent Tier I and II positive behavior supports.		

Action #	Title	Description	Total Funds	Contributing
		These strategies collectively aim to reduce suspensions, improve attendance, and enhance students' emotional and academic engagement—especially for students with disabilities. Implementation will be led by certified trainers and aligned with LCAP Goal 3 to ensure coherence across general and special education settings. Research Foundation: The Pro-ACT model reflects evidence-based practices in trauma-informed care and behavior de-escalation. Research by Sugai & Horner (2009), Bradshaw et al. (2012), and Brunzell et al. (2016) affirms that proactive behavior supports and trauma-informed environments improve student engagement, decrease suspensions, and enhance school climate. Data from SELPAs implementing Pro-ACT report reductions in crisis incidents and increased staff confidence. LCAP Metrics to Monitor Impact: Metric 1.1: Chronic Absenteeism Rate for Students with Disabilities Metric 1.3: Suspension Rate for Students with Disabilities Metrics 2.1, 2.2: CAASPP Distance from Standard (DFS) in ELA and Math Metrics 3.1-3.2: Universal Screeners and Diagnostics student growth data in ELA and Math Metrics 3.3-3.5: Data and Professional Learning Platform usage		
3.7	Device, Network, and Digital Curriculum Support Staff	Menifee Union School District will maintain the Technology Coordinator, Network Engineer, Tech Support Analysts, Technology Aides, and Student Information Systems Specialists to support the integration of technology across all schools. This action ensures that students and educators have reliable access to digital curriculum resources, online assessments, data systems (such as Otus), and intervention platforms critical to Tier 1, Tier 2, and Tier 3 supports within a Multi-Tiered System of Support (MTSS). Staff also	$1,171,259.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support device management (Chromebooks, iPads), internet access, and troubleshooting to minimize instructional disruptions. By ensuring consistent technology infrastructure, the district strengthens equitable access to learning tools and facilitates real-time data analysis, essential for supporting the academic achievement of all students, particularly unduplicated pupils. Effectiveness of this action will be monitored by Technology support request response times and resolution rates, Device-to-student ratios, platform usage rates (LCAP Metric 3.3), and student achievement (LCAP Metrics 2.1-2.5 and 3.1-3.2).		
3.8	Director of Curriculum and Instruction & Special Programs and Support Staff	Menifee Union School District will maintain the Director of Curriculum, Instruction and Special Programs and classified support staff to oversee implementation of the intended curriculum, strengthen Multi-Tiered System of Support (MTSS) structures, and align instructional practices with the Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA). This action supports districtwide efforts to coordinate curriculum implementation, instructional coaching, professional learning, intervention systems, assessment practices, and continuous improvement processes across all school sites. The Director and support staff will lead districtwide implementation of adopted curriculum and instructional initiatives, including HMH Science, ELA/ELD, Mathematics, structured literacy, Career Technical Education (CTE), and Visual and Performing Arts (VAPA) programs. Responsibilities include coordinating job-embedded coaching, facilitating professional learning communities, supporting instructional specialists, monitoring universal screeners and diagnostics, leading MTSS and PLC implementation, supporting New Teacher Induction in collaboration with Riverside County Office of Education, coordinating CTE advisory and articulation efforts, and aligning district initiatives with LCAP and SPSA planning processes. This action also includes facilitation of the Districtwide ELA Tier III Literacy Task Force to strengthen systems for identifying students in need of intensive literacy intervention, calibrating intervention placement practices, refining instructional models, and expanding professional learning and coaching supports for Tier III literacy implementation.	$355,850.00	Yes

Action #	Title	Description	Total Funds	Contributing
		If the district maintains coordinated leadership and support systems for curriculum implementation, professional learning, MTSS structures, PLC practices, and intervention planning, then educators and school leaders will more consistently implement evidence-based instructional practices, analyze multiple measures of student data, align instruction to essential standards, and provide timely academic and behavioral supports, which will lead to improved student achievement, stronger intervention systems, increased instructional coherence, and more equitable outcomes for unduplicated student groups, because research demonstrates that sustained instructional leadership, collaborative professional learning, coaching, and aligned MTSS systems improve educator effectiveness and student outcomes. Effectiveness of this action will be monitored through student achievement outcomes (LCAP Metrics 2.1–2.5 and 3.1–3.2), Local Indicators (LCAP Metrics 2.7 and 2.10), participation and usage of assessment and professional learning platforms (LCAP Metrics 3.3–3.5), and professional learning survey feedback.		
3.9	Intervention Specialists and Site Intervention Facilitators	Menifee Union School District will maintain District Intervention Specialists and Site Intervention Facilitators to strengthen academic, behavioral, and language development supports within the district's Multi-Tiered System of Support (MTSS) framework. These specialists collaborate with site leadership teams, Professional Learning Communities (PLCs), classroom teachers, and intervention teams to support implementation of tiered interventions, administration and analysis of universal screeners and diagnostics, English Learner assessment and reclassification processes, progress monitoring, and early identification of students requiring additional academic or behavioral support. If the district maintains Intervention Specialists and Site Intervention Facilitators to coordinate tiered intervention systems, support data-informed instructional practices, and support implementation of targeted academic, behavioral, and language development support, then educators will more effectively identify student needs, implement timely interventions, monitor student progress, and provide differentiated support aligned to	$1,433,122.00	Yes

Action #	Title	Description	Total Funds	Contributing
		MTSS practices, which will lead to improved student achievement, increased English Learner progress, stronger engagement outcomes, and more equitable access to intervention services for unduplicated student groups, because research demonstrates that early identification, targeted intervention, collaborative problem-solving, and progress monitoring improve academic and behavioral outcomes for students requiring additional support. A specific focus of this action is supporting the academic, language development, and social-emotional needs of unduplicated pupils to ensure equitable access to high-quality intervention systems and coordinated support services across all school sites. Effectiveness of this action will be monitored through student achievement outcomes (LCAP Metrics 2.1–2.5 and 3.1–3.2) and student engagement outcomes (LCAP Metrics 1.1–1.3).		
3.10	Instructional Content Leads	Menifee Union School District will continue to support the work of Instructional Content Leads in English Language Arts (ELA), English Language Development (ELD), and Mathematics to strengthen implementation of a guaranteed and viable curriculum aligned to essential standards and district instructional priorities. Instructional Content Leads collaborate with site administrators, district instructional specialists, and grade-level teams to support curriculum alignment, common formative assessment development, instructional planning for Tier 1 and Tier 2 supports, and the integration of Universal Design for Learning (UDL) practices within Professional Learning Communities (PLCs). Science teacher leaders will also participate in Future Ready Libraries Committees to support the expansion of STEAM Labs, makerspaces, and Engineering Design Challenges aligned to NGSS Science and Engineering Practices across grade spans and instructional domains. These collaborative leadership structures are designed to strengthen instructional coherence, student engagement, and access to hands-on, inquiry-based learning opportunities. If the district develops and supports Instructional Content Leads through collaborative planning, distributed leadership structures, and ongoing professional learning, then educators will more consistently implement	$98,677.00	Yes

Action #	Title	Description	Total Funds	Contributing
		essential standards, analyze student learning through common formative assessments, strengthen Tier 1 instructional practices, and provide timely instructional supports and enrichment opportunities, which will lead to improved student achievement, increased instructional consistency, and greater access to rigorous and engaging learning experiences for unduplicated student groups, because research demonstrates that distributed leadership, collective teacher efficacy, collaborative inquiry, and data-informed instructional planning improve teacher practice and student outcomes. This action specifically supports unduplicated student groups by strengthening equitable access to rigorous core instruction, collaborative intervention planning, and consistent instructional practices across all school sites. Effectiveness of this action will be monitored through student achievement growth (LCAP Metrics 2.1–2.5 and 3.1–3.2) and the use of common formative assessments, PLC data-analysis practices, and instructional adjustments aligned to LCAP Metrics 3.3 and 3.5.		
3.11	New Teacher Induction and Professional Learning Academy	Menifee Union School District will continue to provide comprehensive support to new certificated and classified staff through the New Teacher Induction Program and Professional Learning Academy. New educators participate in structured orientation sessions, monthly New Teacher Academy meetings, district professional learning opportunities, and job-embedded support focused on classroom management, instructional strategies, curriculum implementation, MTSS alignment, student engagement, and inclusive instructional practices. Induction participants are paired with trained mentors to provide individualized coaching, reflection, and ongoing support throughout the two-year induction process. If the district provides structured induction supports, mentoring, collaborative professional learning, and job-embedded coaching for new educators, then teachers and support staff will more effectively implement evidence-based instructional practices, classroom management systems, MTSS supports, and inclusive learning environments aligned to district goals, which will lead to improved instructional quality, stronger student engagement, increased educator effectiveness and retention, and improved academic and social-emotional outcomes for students,	$343,580.00	Yes

Action #	Title	Description	Total Funds	Contributing
		particularly unduplicated student groups, because research demonstrates that comprehensive induction systems, mentoring, and ongoing professional learning improve teacher practice, collective efficacy, and student achievement outcomes. This action specifically supports the development of new educators' capacity to deliver rigorous, differentiated, and inclusive instruction responsive to the academic, behavioral, and social-emotional needs of unduplicated students. Effectiveness of this action will be monitored through participation rates, educator survey feedback, and student achievement outcomes reflected in LCAP Metrics 2.1–2.5 and 3.1–3.2.		
3.12	Curriculum and Instruction Warehouse and Accounting Technicians	Menifee Union School District will continue to maintain Warehouse Technicians and an Accounting Technician to support the management, procurement, distribution, and tracking of curriculum materials, instructional supplies, library resources, and intervention materials across all school sites. This action ensures that students and educators have timely access to standards-aligned instructional materials, digital resources, supplemental intervention supports, and library engagement materials necessary to support high-quality instruction and MTSS implementation. Warehouse staff support district curriculum adoptions, inventory management, distribution of instructional and intervention materials, textbook sufficiency processes, and delivery of supplemental resources that support Tier 1, Tier 2, and Tier 3 instruction. The Accounting Technician supports fiscal accountability, purchasing processes, inventory tracking, and coordination of instructional resource allocations to ensure materials are available and aligned to district instructional priorities and student needs. If the district maintains coordinated systems for procurement, inventory management, fiscal accountability, and distribution of instructional materials and resources, then educators and students will have consistent and timely access to standards-aligned curriculum, intervention materials, library resources, and instructional supplies, which will lead to improved instructional continuity, increased access to high-quality learning materials, and stronger implementation of district curriculum and MTSS systems, because research demonstrates that equitable access to instructional	$332,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resources and standards-aligned materials supports effective teaching, instructional consistency, and improved student outcomes. This action particularly supports unduplicated student groups by ensuring equitable access to curriculum materials, intervention supports, and instructional resources across all school sites. Effectiveness of this action will be monitored through Local Indicators (LCAP Metrics 2.7 and 2.10), student achievement outcomes (LCAP Metrics 2.1–2.5 and 3.1–3.2), and educational partner survey feedback.		
3.13	Student Success Services Director and Support Staff	Menifee Union School District will continue to maintain the Student Success Services Director and support staff to coordinate and strengthen the district's Multi-Tiered System of Support (MTSS) focused on attendance, engagement, behavior, school climate, and social-emotional well-being. Support staff, including attendance clerks, community liaisons, counselors, and social workers, collaborate with school sites to provide tiered interventions, strengthen family engagement, and connect students to academic, behavioral, and community-based supports. If the district provides centralized leadership to align and monitor MTSS, attendance, discipline, and mental health systems using disaggregated data and continuous feedback, then staff will implement supports more consistently and responsively, which will lead to improved student outcomes, engagement, and equitable access to instruction, because aligned systems and data-driven decision-making improve effectiveness across all tiers of support. This action prioritizes proactive, data-informed supports for unduplicated student groups and will be monitored through chronic absenteeism and suspension rates (LCAP Metrics 1.1–1.3), participation in tiered support services, school climate survey results (LCAP Metrics 1.6–1.12), and educator reflection surveys.	$537,320.00	Yes
3.14	Director of Continuous Improvement and Accountability	Menifee Union School District will continue to maintain the Director of Continuous Improvement and Accountability to lead districtwide efforts focused on assessment systems, data analysis, progress monitoring, program evaluation, and continuous improvement processes aligned to the Local Control and Accountability Plan (LCAP) and Multi-Tiered System of Support (MTSS). The Director provides leadership and technical	$266,802.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assistance to school sites in implementing universal screeners, diagnostics, local assessments, school climate surveys, and data-analysis systems to strengthen instructional decision-making and improve outcomes for unduplicated student groups. Key responsibilities include overseeing implementation and monitoring of universal screeners and diagnostic assessments, supporting effective use of the Otus assessment platform, coordinating districtwide assessment and accountability processes, monitoring LCAP metrics, facilitating data-driven professional learning, and supporting site leaders and PLCs in the use of multiple measures to guide instruction and intervention planning. If the district strengthens districtwide data systems by integrating assessment data into PLC cycles, establishing clear expectations for data use, and supporting leaders in monitoring implementation, then educators will more consistently use data to inform instruction, adjust practices, and align supports to student needs, which will lead to improved student achievement across CAASPP, ELPAC, CAST, and local assessments, because research demonstrates that coherent data systems paired with collaborative inquiry and leadership monitoring increase instructional effectiveness and student learning outcomes. Effectiveness of this action will be monitored through student achievement outcomes (LCAP Metrics 2.1–2.5 and 3.1–3.2), implementation fidelity of screeners, diagnostics, and assessment platform usage (LCAP Metrics 3.1–3.3), implementation of school climate and culture surveys, and educational partner feedback regarding the effectiveness of data-driven systems and supports.		
3.15	Multi-Tiered System of Support Site Allocations	Menifee Union School District will continue to provide site-based LCFF allocations to support the development, implementation, and refinement of Multi-Tiered System of Support (MTSS) strategies aligned to each school's Student Plan for Student Achievement (SPSA). Site leadership teams, in collaboration with School Site Councils and educational partners, utilize these funds to strengthen Tier 1 core instruction, Tier 2 targeted interventions, and Tier 3 intensive academic, behavioral, and social-	$147,327.00	Yes

Action #	Title	Description	Total Funds	Contributing
		emotional supports based on site-specific student data and identified needs. Site allocations support instructional materials, intervention programs, student engagement initiatives, positive behavior supports, family engagement activities, supplemental staffing, and schoolwide systems designed to improve outcomes for unduplicated student groups, including English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students. If school sites utilize data-informed LCFF allocations to strengthen Tier 1 instruction and expand targeted intervention and engagement supports aligned to SPSA and MTSS priorities, then educators will more effectively respond to student needs through differentiated instruction, intervention planning, and proactive support systems, which will lead to improved academic achievement, attendance, engagement, and school climate outcomes for unduplicated students, because research demonstrates that site-based decision-making combined with targeted, multi-tiered supports increases responsiveness to student needs and improves equity and student outcomes. Effectiveness of this action will be monitored through chronic absenteeism, suspension, and academic achievement outcomes by school (LCAP Metrics 1.1–1.3, 2.1–2.5, and 3.1–3.2), school climate and engagement survey feedback from students, families, and staff (LCAP Metrics 1.6–1.12), and assessment platform and PLC professional learning usage data (LCAP Metrics 3.3–3.5).		
3.16	Instructional Specialists	Menifee Union School District will maintain District Instructional Specialists to provide job-embedded coaching, professional learning, lesson study facilitation, curriculum alignment support, and data-analysis assistance for K–8 teachers across ELA, ELD, and Mathematics. Instructional Specialists collaborate closely with PLC teams, site leadership, and district administration to strengthen Tier 1 instruction, support Tier 2 intervention planning, and refine MTSS implementation through coaching cycles, collaborative planning, modeling of instructional strategies, and analysis of student learning data.	$708,787.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Instructional Specialists support the development of common formative assessments, implementation of evidence-based instructional practices, differentiation for diverse learners, English Learner supports, and instructional planning aligned to essential standards and student needs. This action places a strong emphasis on improving outcomes for unduplicated student groups by strengthening instructional consistency, intervention responsiveness, and equitable access to rigorous, standards-aligned instruction. If Instructional Specialists provide job-embedded coaching, collaborative planning support, lesson study facilitation, and data-analysis guidance aligned to PLC and MTSS practices, then educators will more consistently implement effective instructional strategies, analyze student data, differentiate instruction, and respond to student learning needs, which will lead to improved student achievement, stronger intervention systems, and increased academic success for unduplicated students, because research demonstrates that ongoing coaching, collaborative inquiry, and high-quality professional learning improve instructional effectiveness and student outcomes. Effectiveness of this action will be monitored through student achievement outcomes (LCAP Metrics 2.1–2.5 and 3.1–3.2), assessment and Ellevation platform usage (LCAP Metrics 3.3 and 3.5), educator participation rates in job-embedded coaching and lesson study, and PLC survey feedback.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Menifee Virtual School will improve academic performance in English Language Arts and Mathematics and reduce chronic absenteeism for student groups demonstrating the greatest need, particularly Socioeconomically Disadvantaged and Hispanic students. Current California School Dashboard data indicates that Menifee Virtual School is performing at the Yellow level overall in English Language Arts, Mathematics, and Chronic Absenteeism. Overall student performance reflects continued growth trends, with English Language Arts improving by 5.7 points to 7.5 points below standard, Mathematics improving by 19.7 points to 46.0 points below standard, and chronic absenteeism improving by 2.1 percentage points to 13.8%. Despite these improvements, achievement gaps remain for key student groups. Hispanic students are performing at the Orange level in English Language Arts at 11.9 points below standard, while Socioeconomically Disadvantaged students are performing at the Yellow level at 26.5 points below standard. In Mathematics, Hispanic students are performing at 54.0 points below standard and Socioeconomically Disadvantaged students are performing at 65.1 points below standard. Chronic absenteeism also remains an area of concern, with Hispanic students at 14.2% chronically absent and Socioeconomically Disadvantaged students at 15.0% chronically absent. Growth data demonstrates positive momentum, with 61.5% of students improving in English Language Arts and 59.7% improving in Mathematics from the prior year. However, the 2023–2024 Teacher Assignment Monitoring Outcome (TAMO) Report identified an additional area of need related to equitable access to appropriately assigned and credentialed teachers. The report indicated that 71% of teachers were appropriately assigned and fully credentialed, while 18.1% were assigned out-of-field and 10.9% were identified as ineffective. These staffing challenges reinforce the need for continued investment in instructional quality, professional learning, targeted intervention supports, and recruitment and retention efforts to ensure students have equitable access to effective instruction. To address identified needs, Menifee Virtual School will continue implementing targeted academic interventions, personalized learning supports, attendance monitoring systems, and expanded virtual and in-person engagement opportunities, while strengthening family engagement and early intervention supports through Community Liaison services and proactive outreach. Additional efforts will focus on improving instructional consistency, strengthening teacher support systems, and expanding evidence-based instructional practices to accelerate learning for student groups performing below standard.	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	This goal is informed by educational partner feedback gathered during the April 2025 needs analysis and the annual comprehensive needs assessment process conducted through the Menifee Virtual School SPSA. Educational partners emphasized the importance of meaningful peer interaction, engaging instructional practices, social-emotional wellness, increased academic support, and consistent access to effective instruction within a virtual learning environment. This goal also fulfills the Equity Multiplier requirements outlined in California Education Code Section 42238.024 by prioritizing services and supports for the school's lowest-performing student groups.	

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Menifee Virtual School developed this Equity Multiplier goal to address persistent academic and engagement challenges experienced by its largest and highest-need student groups, particularly Socioeconomically Disadvantaged students and Hispanic students. Current California School Dashboard data indicates that these student groups continue to experience achievement gaps in English Language Arts and Mathematics. In English Language Arts, Socioeconomically Disadvantaged students are performing at 26.5 points below standard at the Yellow level, while Hispanic students are performing at 11.9 points below standard at the Orange level. In Mathematics, Socioeconomically Disadvantaged students are performing at 65.1 points below standard and Hispanic students at 54.0 points below standard, both at the Yellow level. Chronic absenteeism also remains an area of concern, with an overall rate of 13.8%, including 15.0% for Socioeconomically Disadvantaged students and 14.2% for Hispanic students.

At the same time, Dashboard growth data demonstrates positive momentum, with 61.5% of students improving in English Language Arts and 59.7% improving in Mathematics from the prior year, indicating that targeted supports and interventions are contributing to student growth.

Additional local data from the 2023–2024 Teacher Assignment Monitoring Outcome (TAMO) Report identified a continued need to strengthen equitable access to appropriately assigned and effective teachers. The report indicated that 71% of teachers were appropriately assigned and fully credentialed, while 18.1% were assigned out-of-field and 10.9% were identified as ineffective. This data reinforced the need to strengthen instructional consistency, professional learning, staff support systems, and recruitment and retention efforts to ensure all students, particularly historically underserved student groups, have access to high-quality instruction in the virtual learning environment.

To better understand these challenges and opportunities for improvement, the LEA reviewed qualitative feedback gathered through the April 2025 Needs Assessment Survey and the annual comprehensive needs assessment process conducted for the Menifee Virtual School SPSA. Educational partners emphasized the importance of increased peer interaction, engaging and enriching learning experiences, expanded opportunities for collaboration and connection, enhanced social-emotional learning supports, and additional academic assistance for students

in a virtual setting. Families also expressed a desire for increased teacher interaction, virtual and in-person enrichment opportunities, field trips, clubs, and stronger systems of communication and support.

Based on the convergence of performance data, staffing data, and educational partner feedback, the LEA developed this goal to address academic gaps through targeted instruction and personalized learning supports, strengthen instructional quality and consistency, increase student engagement through enrichment and peer-learning opportunities, strengthen family-school partnerships through proactive communication and outreach, and reduce chronic absenteeism through early intervention and individualized support systems. This Equity Multiplier goal reflects the voices of students and families while fulfilling statutory requirements and the LEA's commitment to equity, engagement, and continuous improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic absenteeism rate (All Students)	N/A	15.9%	13.8%	=<10%	-2.1%
4.2	ELA Distance from Standard	N/A	All Students 13.3 points below SED. 36.2 points below Hispanic 7.5 points below	All Students 7.5 points below SED 26.5 points below Hispanic 11.9 points below	0 points below	All Students +5.8 points SED +9.7 points Hispanic -4.4 points
4.3	Math Distance from Standard	N/A	All Students 65.7 points below SED 84.8 points below Hispanic 64.5 points below	All Students 46 points below SED 65.1 points below Hispanic 54 points below	35 points below	All Students +19.7 points SED +19.7 points Hispanic +10.5 points
4.4	Family Participation in Engagement Activities	N/A	5%	1.7%	25% increase	-3.3%
4.5	Teacher Assignment Monitoring Outcomes	23-24 TAMO Report 71% Clear 18.1% Out-of-field 10.9% Ineffective	not available	not available	26-27 TAMO report 100% Clear 0% Out-of-field 0% Ineffective	not available

Goal Analysis [2025-26]

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

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

Overall, Goal 4 implementation focused on strengthening student engagement, family outreach, and social connection opportunities for Menifee Virtual School students. While several actions were successfully implemented, some planned actions experienced delays due to staffing availability and timelines associated with the use of Equity Multiplier funds.

Action 4.1 Community Liaison was partially implemented during the 2025–2026 school year. Menifee Virtual School hired a full-time bilingual Community Liaison in March 2026 to strengthen communication and engagement with families. Since being hired, the Community Liaison has begun conducting home visits, contacting families, and connecting students and families with food resources, community services, and additional supports aimed at improving attendance and student engagement.

Action 4.2 Targeted Academic Support was partially implemented. Equity Multiplier funds designated for expanded targeted academic intervention supports were not implemented during the school year. However, teachers continued providing individualized and small-group intervention support during the instructional day, serving approximately 70% of the student population through personalized academic assistance and progress monitoring.

Action 4.3 Parent Engagement and Workshops was implemented through family support opportunities focused on the Schools PLP curriculum and virtual learning expectations. Two parent workshops were held to provide families with guidance on navigating the instructional platform, supporting student learning at home, and addressing questions related to curriculum and student progress.

Action 4.4 Social Connection and Enrichment Events was successfully implemented and represented a significant area of success. Menifee Virtual School expanded opportunities for student connection and enrichment through weekly eSports club meetings, monthly Ram Rally events, and ongoing enrichment clubs including poetry and horticulture. The eSports team collaborated with Hans Christensen Middle School and successfully won a local high school championship competition. Monthly Ram Rally events provided students with opportunities to participate in arts and crafts, reading activities, gaming, STEAM labs, and horticulture experiences designed to strengthen school connectedness and peer interaction.

Action 4.5 Professional Learning was not implemented during the 2025–2026 school year due to limited staff availability and scheduling challenges. Planning for implementation has been incorporated into the 2026–2027 school year to better support staff capacity and alignment with the goals of the Equity Multiplier program.

Overall, implementation successes included expanded student engagement opportunities, increased family outreach, and strengthened systems of support for students and families. Challenges included staffing timelines, limited availability for professional learning, and delayed implementation of some Equity Multiplier-funded intervention supports.

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.

Menifee Virtual School remained focused on addressing the academic, engagement, and attendance needs of its highest-need student groups during the 2025–2026 school year. Implementation efforts prioritized strengthening student connectedness, family outreach, and personalized supports through a combination of Equity Multiplier, Supplemental, and Concentration funding sources aligned to the SPSA process. While some actions experienced implementation delays, the school continued to provide meaningful intervention, enrichment, and engagement opportunities designed to improve student outcomes and school connectedness.

Action 4.1 Community Liaison experienced material differences between Budgeted Expenditures and Estimated Actual Expenditures due to delays in the hiring process. Although Equity Multiplier funds were allocated to support the hiring of a full-time bilingual Community Liaison, the position was not filled until March 2026, resulting in lower actual expenditures than originally budgeted during the 2025–2026 school year. Since being hired, the Community Liaison has begun conducting family outreach, home visits, and connecting students and families with community resources and support services. Plans are in place to maximize the impact of Equity Multiplier funding during the 2026–2027 school year through expanded attendance intervention, family engagement, and coordination of student supports.

Actions 4.2 Targeted Academic Support, 4.3 Parent Engagement and Workshops, 4.4 Social Connection and Enrichment Events, and 4.5 Professional Learning experienced material differences because Equity Multiplier funds were not utilized for these actions during the 2025–2026 school year. Instead, these actions were supported through Supplemental and Concentration funding sources aligned to the Menifee Virtual School SPSA process, along with existing site and district resources. Through these funding sources, the school continued to provide individualized and small-group academic interventions, parent workshops, student enrichment opportunities, clubs, Ram Rally events, and ongoing student engagement activities.

Additionally, Action 4.5 Professional Learning was not implemented as originally planned due to limited staff availability and scheduling challenges during the school year. Moving forward, the LEA plans to maximize available resources and strengthen coordination of supports through the SPSA planning process and the leadership of the newly hired Community Liaison to expand intervention systems, family engagement, student connectedness, and staff support during the 2026–2027 school year.

Overall, Menifee Virtual School made progress in expanding systems of support for students and families while continuing to build the infrastructure necessary for long-term implementation of Equity Multiplier services. Lessons learned from the 2025–2026 school year, including staffing timelines and coordination of resources, will inform stronger implementation efforts in 2026–2027. With the addition of the newly hired Community Liaison and continued alignment through the SPSA process, the LEA is well-positioned to strengthen attendance intervention, family engagement, academic support, and student connectedness moving forward.

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

Overall, Menifee Virtual School demonstrated progress toward Goal 4 by strengthening systems of support focused on student engagement, academic growth, attendance, and school connectedness. Evidence from Year 2 outcome data indicates positive progress in English Language Arts and Mathematics performance, expanded student engagement opportunities, and strengthened family outreach systems, while also identifying continued areas for growth related to family participation and staffing capacity.

Action 4.1 Community Liaison for Student Engagement demonstrated early evidence of effectiveness in strengthening family outreach, attendance intervention, and support coordination. Because the bilingual Community Liaison was hired in March 2026, there is insufficient data to directly attribute changes in Goal 4 outcomes to this action. However, overall chronic absenteeism improved from 15.9% to 13.8% (Metric 4.1), and implementation evidence indicates strengthened systems for family communication, attendance follow-up, and resource coordination. Additional data collected during the 2026–2027 school year will be used to evaluate the long-term impact of this action on attendance and family engagement.

Action 4.2 Targeted Academic Support met expectations for effectiveness based on Year 2 academic outcome data. California School Dashboard data demonstrated measurable improvement in both English Language Arts and Mathematics performance for Menifee Virtual School students. English Language Arts performance improved by 5.8 points overall, with Socioeconomically Disadvantaged students improving by 9.7 points. Mathematics performance improved by 19.7 points overall, with both Socioeconomically Disadvantaged students and Hispanic students demonstrating improvement from baseline performance levels. Teachers continued providing individualized and small-group intervention support during the instructional day to address foundational skill gaps and support students performing below grade-level expectations.

Action 4.3 Parent Engagement and Workshops demonstrated partial effectiveness. While participation rates in workshops and engagement activities remained lower than anticipated, families who participated reported that the sessions were valuable in supporting understanding of the Schools PLP curriculum, student learning expectations, and virtual learning systems. Family participation in engagement activities decreased from 5% to 1.7%, indicating that transportation, scheduling, and accessibility barriers continued to impact participation. In response, Menifee Virtual School plans to expand virtual workshop opportunities, recorded sessions, and asynchronous family supports to improve accessibility and increase participation during the 2026–2027 school year.

Action 4.4 Social Connection and Enrichment Events demonstrated effectiveness in increasing student engagement and school connectedness through monthly Ram Rally events, enrichment clubs, eSports, STEAM activities, and peer collaboration opportunities. These activities directly responded to educational partner feedback identifying a need for increased peer interaction and enrichment opportunities within the virtual learning environment. While family participation in engagement activities remained below target (Metric 4.4), Menifee Virtual School expanded opportunities for student participation and connection throughout the school year, supporting school connectedness, engagement, and a positive virtual school experience.

Action 4.5 Professional Learning was not implemented during the 2025–2026 school year due to staffing availability and scheduling challenges. As a result, there is insufficient evidence at this time to evaluate the effectiveness of this action. However, the inclusion of the 2023–2024 Teacher Assignment Monitoring Outcome (TAMO) data identified an ongoing need to strengthen access to appropriately assigned and effective teachers, with the report indicating 71% of teachers were appropriately assigned and fully credentialed, 18.1% were assigned out-of-field, and 10.9% were identified as ineffective. Professional learning and teacher support systems will remain a priority area for implementation during the 2026–2027 school year to strengthen instructional consistency and equitable access to high-quality instruction.

Overall, the actions implemented during the 2025–2026 school year contributed to improved academic growth, expanded family outreach systems, and increased student connectedness for Menifee Virtual School students. The school also identified important lessons related to accessibility, staffing capacity, and coordination of supports that will inform future implementation efforts. With the addition of the Community Liaison and planned expansion of virtual supports, enrichment opportunities, targeted intervention systems, and professional learning,

Menifee Virtual School is positioned to strengthen implementation and continue improving outcomes for students and families during the 2026–2027 school year.

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

A new metric for Teacher Assignment Monitoring Outcomes (TAMO) was added to Goal 4 for the 2026–2027 school year to better monitor equitable access to appropriately assigned and effective teachers at Menifee Virtual School. The inclusion of this metric reflects the LEA's commitment to addressing underlying needs related to teacher credentialing, subject matter preparation, instructional consistency, and teacher retention within the virtual learning environment.

Based on reflections from the 2025–2026 school year, Menifee Virtual School identified several opportunities to strengthen implementation, improve measurement of impact, and increase accessibility and engagement for students and families. Planned changes for the 2026–2027 school year were informed by student performance data, educational partner feedback, participation trends, staffing data, and lessons learned from prior implementation efforts.

Action 4.1 Community Liaison will include additional progress monitoring measures to better evaluate the impact of family outreach and school connectedness efforts. Menifee Virtual School will incorporate family survey data to monitor perceptions of communication, support, and school connectedness. Because the Community Liaison position was filled late in the 2025–2026 school year, additional implementation data, including curriculum-based measures, attendance intervention data, and student engagement indicators, will be monitored during the 2026–2027 school year to better assess long-term impact.

Action 4.2 Targeted Academic Support will be expanded through the recruitment of additional teachers to provide tutoring and intervention support in English Language Arts and Mathematics. This refinement is intended to strengthen individualized academic assistance, improve intervention access, and accelerate learning for students demonstrating academic need.

Action 4.3 Parent Engagement and Workshops will be revised to include teacher-created instructional videos and asynchronous learning supports for families. Educational partner feedback indicated a desire for accessible "how-to" resources that families can access flexibly to better support student learning at home and navigate the virtual learning environment.

Action 4.4 Social Connection and Enrichment Events will continue through ongoing Ram Rally events while expanding opportunities aligned to student interests, engagement, and college and career readiness. Menifee Virtual School also plans to increase field trips, enrichment experiences, and peer collaboration opportunities designed to strengthen school connectedness and student motivation.

Action 4.5 Professional Learning will be implemented during the 2026–2027 school year. Schools PLP will provide professional learning for teachers in August 2026 focused on creating instructional and support videos for families and strengthening effective virtual instructional practices. The training is intended to improve communication, increase family access to instructional support, strengthen tiered instruction, and improve student engagement and academic achievement within the virtual learning environment.

These refinements reflect Menifee Virtual School's commitment to continuous improvement and responsiveness to educational partner feedback and performance data. The planned changes for the 2026–2027 school year are intended to strengthen family engagement, improve access to academic supports, expand student connectedness opportunities, strengthen instructional quality, and increase the effectiveness of intervention and communication systems. Through these adjustments, Menifee Virtual School aims to further improve student engagement, attendance, and academic outcomes for its highest-need student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Community Liaison for Student Engagement	To support implementation of Menifee Virtual School's Equity Multiplier Goal, the LEA will hire a dedicated Community Liaison to improve home-school communication, increase student engagement, and reduce chronic absenteeism. The liaison will play a central role in coordinating with the Site Attendance Team to identify and address barriers to attendance, conduct personalized family outreach, and lead communication efforts—particularly for Socioeconomically Disadvantaged and Hispanic families—around virtual and in-person engagement opportunities. Responsibilities will include promoting enrichment activities, facilitating bilingual family workshops, supporting social-emotional learning events, and maintaining consistent contact with families to foster a sense of connection and trust. Metrics to Monitor Effectiveness: Chronic Absenteeism Rate (year-over-year reduction; disaggregated by subgroup) Family Engagement Metrics (Panorama survey items on communication, connection, and engagement) Participation Rates in enrichment events, virtual clubs, and SEL workshops Parent Contact Logs documenting proactive outreach and support cases Improvement in Attendance Interventions tracked through coordination with Attendance Team	$37,056.00	No

Action #	Title	Description	Total Funds	Contributing
		Qualitative Feedback from families via post-event surveys and mid-year check-ins		
4.2	Targeted Academic Support	Menifee Virtual School will provide small-group tutoring and parent education sessions to support students performing below grade level in ELA and Math. Tutoring will focus on foundational skills and test preparation, using student assessment data to group and monitor progress. Parent sessions will offer strategies to support learning at home, with bilingual support as needed. Metrics to Monitor Effectiveness: Growth on pre/post assessments in ELA and Math Improvement in CAASPP and local test scores Student attendance in tutoring sessions Parent participation in workshops Feedback from families and teachers	$5,000.00	No
4.3	Parent Engagement & Workshops	Menifee Virtual School will offer monthly parent workshops to strengthen family engagement and support student success in a virtual learning environment. Workshop topics will include strategies to improve attendance, digital literacy skills, and tools for supporting learning at home. Sessions will be offered in English and Spanish, with flexible formats to increase access and participation. Metrics to Monitor Effectiveness: Attendance rates at monthly workshops Family feedback on workshop relevance and usefulness	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Increase in parent logins to virtual platforms (e.g., Google Classroom, ParentSquare) Improved student attendance among families who attend		
4.4	Social Connection & Enrichment Events	To support student engagement and social-emotional development, Menifee Virtual School will coordinate bi-monthly virtual clubs and quarterly in-person enrichment events such as study trips, STEM days, and art experiences. These activities are designed to build peer connection, increase student motivation, and provide meaningful opportunities for collaboration beyond academic instruction. Metrics to Measure Effectiveness: Student participation rates in virtual clubs and in-person events Increase in Panorama survey indicators related to school connectedness Attendance improvements among participating students Reduction in chronic absenteeism rates	$7,239.00	No
4.5	Professional Learning	Menifee Virtual School teachers will participate in ongoing professional learning led by curriculum specialists focused on maximizing tiered instruction to meet the diverse needs of virtual learners. Training will support effective implementation of the virtual curriculum, with strategies for differentiating instruction, engaging families, and using data to guide support for students performing below grade level. Metrics to Measure Effectiveness: Evidence of tiered instruction strategies in virtual classroom observations Improvements in student performance and engagement (as reported by teachers)	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Teacher feedback on the usefulness and impact of the training		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$27,772,685.00	$$2,226,142

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
19.518%	0.303%	$414,240.00	19.821%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Parent Communication Tools and School Safety Software **Need:** The identified need for LCAP Action 1.1 is based on persistent disparities in attendance, engagement, and discipline outcomes for unduplicated student groups, highlighting the need for strengthened communication and school safety systems.	This action is principally directed toward meeting the needs of unduplicated student groups, specifically English Learners, Foster Youth, and socioeconomically disadvantaged students, who continue to experience inequitable outcomes related to chronic absenteeism, school connectedness, and family engagement as identified in LCAP Metrics 1.1 and 1.3. These student groups often face barriers to consistent communication, timely access to information, and engagement with school supports and services.	Panorama Family Engagement & Barriers Survey (disaggregated by student group) ParentSquare usage analytics (read rates, translation access, family response rates)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Year 2 data from LCAP Metric 1.1 (Chronic Absenteeism) shows that Pacific Islander students (26.4%), Foster Youth (22.4%), and Long-Term English Learners (18.9%) continue to experience disproportionately high absenteeism rates. LCAP Metric 1.3 (Suspension Rate) also indicates elevated suspension rates for Foster Youth (9.9%), African American students (6.6%), and Students with Disabilities (4.6%). Additionally, LCAP Metrics 1.6 and 1.9 (Student and Family Engagement Surveys) reflect ongoing engagement challenges, particularly in grades 6–8, where only 30% of students reported positive engagement. Family survey feedback also identified communication and access barriers, reinforcing the need for accessible, multilingual communication systems. These data confirm the continued need for ParentSquare and Raptor to strengthen family-school communication, improve access to supports, and promote safe and inclusive school environments for all students. **Scope:** LEA-wide	The implementation of ParentSquare, Raptor, and Informed K-12 addresses these needs by improving multilingual communication, increasing family access to important school information, and strengthening school safety and coordination systems. ParentSquare supports translated two-way communication and timely outreach related to attendance, interventions, behavior, and academic supports, helping schools build stronger partnerships with families of English Learners and socioeconomically disadvantaged students. Informed K-12 improves access to required documents and communication workflows, reducing barriers for families who may need additional support navigating school processes. Raptor supports safe and secure school environments that promote student well-being and connectedness. This action is provided on an LEA-wide basis because unduplicated students are enrolled at every school site throughout the district. Implementing consistent districtwide communication and safety systems ensures equitable access to family engagement, school information, interventions, and support services regardless of where students attend school. An LEA-wide approach also allows the district to maintain consistent communication practices, improve responsiveness to student and family needs, and reduce barriers that disproportionately impact unduplicated student groups.	LCAP Metric 1.1 and 1.3: Chronic Absenteeism and Suspension Dashboard Data for ELs, LTELs, SWD, Foster Youth Advisory Committee Participation Logs: DELAC, SEPAC, DAAPAC, PAC

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
1.2	**Action:** Climate and Culture Survey **Need:** Analysis of local data indicates that unduplicated student groups, particularly Foster Youth, Long-Term English Learners, African American students, and Students with Disabilities, continue to experience disproportionate challenges related to school connectedness, engagement, attendance, and behavior. Year 2 outcome data and California Dashboard indicators demonstrate persistent inequities in chronic absenteeism and suspension rates across several student groups and school sites identified in the LCAP Plan Summary reflections. LCAP Metric 1.6 (Student Engagement Survey) indicates that while elementary engagement improved to 56%, middle school engagement remains significantly lower at 30%, highlighting a continued need to strengthen secondary student connectedness and belonging. Family survey data also identified ongoing barriers to engagement, including communication and scheduling challenges. LCAP Metric 1.1 (Chronic Absenteeism) shows rates remain disproportionately high for Pacific Islander students (26.4%), Foster Youth (22.4%), and Long-Term English Learners (18.9%), exceeding the district average of 11.5%. LCAP Metric 1.3 (Suspension Rate) reflects continued	The Climate and Culture Survey gathers disaggregated feedback from students, families, and staff to better understand the experiences of unduplicated student groups and monitor equitable access to safe, inclusive, and engaging school environments. By embedding survey data into the district's MTSS framework, school and district leadership teams are able to analyze subgroup trends and implement targeted Tier I and site-based supports focused on improving student engagement, school connectedness, safety, relationships, and sense of belonging. Survey findings are used to inform site-based planning, Equity Committee initiatives, social-emotional learning implementation, Tiered Behavior Interventions, and culturally responsive practices, including programs such as Second Step and Character Strong. Unduplicated pupils benefit from these actions through strengthened adult-student relationships, increased opportunities for student voice, and targeted interventions designed to improve attendance, engagement, and school climate outcomes. This action is provided on an LEA-wide basis to ensure all schools consistently monitor climate and engagement data and respond to inequitable outcomes identified in the California School Dashboard and reflected in the LCAP Plan Summary, particularly for Foster Youth, Long-Term English Learners, African American students, and Students with Disabilities who continue to experience disproportionately high rates of chronic absenteeism, suspension, and lower levels of school connectedness.	LCAP Metric 1.6-1.12: Panorama Student and Family Climate Survey (favorable responses in engagement, belonging, and safety disaggregated by subgroup) LCAP Metric 1.1 and 1.3: Chronic Absenteeism and Suspension Rates MTSS site plan updates and implementation fidelity tracking Annual review of subgroup trends presented to leadership and advisory committees (e.g., PAC, DELAC, SEPAC, DAAPAC)

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
	disparities for Foster Youth (9.9%), African American students (6.6%), and Students with Disabilities (4.6%), all of whom remain above district averages. These data demonstrate the continued need to systematically monitor school climate and engagement trends through Panorama surveys and implement equity-focused MTSS Tier I supports and targeted site-level interventions to improve school connectedness, attendance, and behavior outcomes for unduplicated student groups. **Scope:** LEA-wide		
1.3	**Action:** Attendance Intervention and Support **Need:** Analysis of local data and the California School Dashboard identified Menifee Union School District for Differentiated Assistance due to elevated chronic absenteeism and suspension rates among unduplicated student groups, particularly Foster Youth, Students with Disabilities (SWD), and Long-Term English Learners (LTELs). Although Year 2 outcome data demonstrates improvement, significant disparities continue to impact several student groups and school sites identified in the LCAP Plan Summary reflections.	This action is principally directed toward meeting the needs of unduplicated student groups, specifically English Learners, Foster Youth, and socioeconomically disadvantaged students, who continue to experience disproportionately high rates of chronic absenteeism and school disengagement as identified in the California School Dashboard and LCAP Metrics 1.1 and 1.3. These student groups may experience barriers related to housing instability, transportation, healthcare access, family mobility, and limited access to school and community resources, which can negatively impact consistent school attendance and student connectedness. The district's attendance monitoring system supports the early identification of attendance concerns and provides timely interventions designed to improve outcomes for unduplicated	LCAP Metric 1.1: Chronic Absenteeism LCAP Metric 1.2: Positive Attendance/ADA Rates Attendance intervention implementation fidelity, including timeliness of Tier II and Tier III interventions, SART/SARB processes, and attendance monitoring practices Number and percentage of students receiving Tier II and Tier III attendance interventions

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
	LCAP Metric 1.1 (Chronic Absenteeism) indicates that Long-Term English Learners improved to 18.9% and Foster Youth improved to 22.4%; however, both groups continue to exceed the district average of 11.5%. Pacific Islander students currently demonstrate the highest chronic absenteeism rate at 26.4%. Students with Disabilities also continue to experience elevated chronic absenteeism rates at 17.9%. LCAP Metric 1.3 (Suspension Rate) reflects continued disparities for Foster Youth at 9.9%, African American students at 6.6%, and Students with Disabilities at 4.6%. While Long-Term English Learner suspension rates significantly improved from 10.5% to 3.5%, continued monitoring and intervention are necessary to sustain progress. These inequitable attendance and discipline outcomes demonstrate the continued need for targeted attendance intervention systems, family outreach, and tiered supports aimed at reducing chronic absenteeism, increasing student engagement, and improving school connectedness for unduplicated student groups. **Scope:** LEA-wide	students. These supports include family outreach, School Attendance Review Team (SART) processes, School Attendance Review Board (SARB) interventions, attendance incentives, root cause analysis, and individualized attendance support plans. Collaboration among attendance clerks, school counselors, community liaisons, administrators, and county partners strengthens coordinated intervention efforts and increases access to services and supports for students and families experiencing attendance challenges. This action is provided on an LEA-wide basis because unduplicated student groups are enrolled at every school site across the district. A districtwide approach ensures consistent attendance monitoring practices, equitable intervention systems, coordinated family outreach, and access to support services regardless of school assignment. Implementing this action across all schools strengthens the district's ability to respond proactively to attendance concerns and reduce barriers that disproportionately impact unduplicated student groups.	Reduction in the number of unduplicated students identified as chronically absent or newly referred for intensive attendance intervention supports Family outreach logs, documented root cause analyses, and resolution of identified attendance barriers Longitudinal attendance outcomes for unduplicated student groups receiving attendance interventions
1.4	**Action:** Parent Involvement/Education **Need:**	This action is principally directed toward unduplicated student groups by increasing family capacity to support the academic, behavioral, and social-emotional success of their children. The	LCAP Metric 1.1: Chronic Absenteeism Rate (disaggregated by subgroup)

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
	Analysis of local data and the 2023 California School Dashboard highlights the continued need to strengthen family engagement and family capacity-building efforts to address persistent outcome gaps for unduplicated student groups. Although Year 2 data demonstrates improvement, several student groups continue to experience disproportionately high rates of chronic absenteeism and suspension, indicating the need for continued partnership between schools and families. LCAP Metric 1.1 (Chronic Absenteeism) shows that Long-Term English Learners improved to 18.9% and Foster Youth improved to 22.4%; however, both groups remain significantly above the district average of 11.5%. LCAP Metric 1.3 (Suspension Rate) also reflects continued disparities for Foster Youth at 9.9% and African American students at 6.6%, both of whom remain within the Red performance category. Family engagement survey data further indicates that barriers to participation continue to impact many families, including scheduling conflicts, language access, transportation, and communication challenges. These barriers can limit family participation in school activities, reduce school connectedness, and negatively impact student attendance, engagement, and behavior outcomes. As reflected in the LCAP Plan Summary, inequitable outcomes remain most evident among the district's lowest-performing student	district provides parent education opportunities, leadership development, and engagement activities through programs and events such as the CABE Conference, Family Resource Events, Positive Parenting classes, and advisory groups including PAC, DELAC, and DAAPAC. These opportunities are designed to strengthen family voice, build advocacy skills, and increase culturally responsive partnerships between schools and families. To reduce barriers for English Learners, Foster Youth, and low-income families, the district provides interpretation services, multilingual outreach, virtual participation opportunities, and culturally relevant resources to increase equitable access to information and engagement opportunities. These supports help families better navigate school systems, participate in decision-making processes, and connect with available academic, behavioral, and social-emotional supports for students. This action is designed to address inequitable outcomes identified in the California School Dashboard and reflected in the LCAP Plan Summary, particularly among student groups and school sites experiencing the highest rates of chronic absenteeism and suspension. Because these barriers and student needs exist across all district schools, the action is implemented on an LEA-wide basis to ensure consistent family engagement practices, equitable access to supports, and coordinated districtwide efforts to strengthen school-family partnerships and improve student outcomes.	LCAP Metric 1.3: Suspension Rate Participation rates in family events, parent-teacher conferences, and advisory groups

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
	groups and school sites. This action is designed to strengthen family-school partnerships, increase parent leadership opportunities through advisory committees and parent education programs, and empower families as active partners in creating safe, supportive, and inclusive learning environments for all students. **Scope:** LEA-wide		
1.5	**Action:** Community Liaisons **Need:** Unduplicated student groups in Menifee Union School District continue to face persistent barriers that impact attendance, engagement, and school success. Although Year 2 outcome data demonstrates improvement, several student groups continue to experience disproportionately high rates of chronic absenteeism and suspension. LCAP Metric 1.1 (Chronic Absenteeism) indicates that Foster Youth remain at 22.4%, Long-Term English Learners at 18.9%, Pacific Islander students at 26.4%, and Students with Disabilities at 17.9%, all exceeding the district average of 11.5%. LCAP Metric 1.3 (Suspension Rate) also reflects ongoing disparities for Foster Youth at 9.9%, African American students at 6.6%, and Students with Disabilities at 4.6%. Many families of unduplicated pupils continue to	Community Liaisons are principally directed toward supporting unduplicated student groups by providing targeted outreach, relationship-building, and personalized support for families experiencing barriers related to attendance, engagement, housing instability, food insecurity, transportation, language access, and school connectedness. Community liaisons work proactively with families to improve communication, increase participation in school activities and advisory groups, and connect families with school and community resources that support student success. This action addresses inequitable outcomes identified in the 2023 California School Dashboard and reflected in the LCAP Plan Summary, particularly among Foster Youth, Long-Term English Learners, Students with Disabilities, African American students, and other student groups experiencing disproportionately high rates of chronic absenteeism and suspension. Through individualized outreach, attendance support, referrals to services, and collaboration with school teams, community liaisons help reduce barriers	LCAP Metric 1.1: Chronic Absenteeism Rate (disaggregated by student group) LCAP Metric 1.3: Suspension Rate (disaggregated by student group) Number and type of family contacts, referrals, and interventions provided by community liaisons Participation rates in family engagement events, parent-teacher conferences, and advisory committees Family feedback surveys regarding liaison support,

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
	experience barriers related to housing instability, transportation, food insecurity, language access, healthcare needs, and limited familiarity with school systems, all of which contribute to disengagement and negatively impact student outcomes. As identified in the California School Dashboard and reflected in the LCAP Plan Summary, inequitable outcomes remain most evident among the district's lowest-performing student groups and school sites. These data demonstrate the continued need for community liaison services to strengthen family-school partnerships, connect families with essential resources, and reduce barriers impacting attendance, behavior, and student engagement. **Scope:** LEA-wide	that negatively impact student attendance, engagement, and behavior outcomes. This action is implemented on an LEA-wide basis because unduplicated student groups and families experiencing these barriers are enrolled across all district schools. A centralized and consistent districtwide model ensures equitable access to liaison support, coordinated intervention practices, and stronger family-school partnerships for all students, regardless of school site.	school connectedness, and access to resources Longitudinal attendance and behavior outcomes for students and families receiving liaison supports Consistency and timeliness of referral tracking, follow-up documentation, and coordination of MTSS supports across school sites
1.6	**Action:** Teacher Staffing for Effective Learning Environments to Reduce Combo Classes **Need:** Analysis of local data and the 2023 California School Dashboard continues to demonstrate inequitable outcomes in chronic absenteeism and suspension rates among unduplicated student groups and school sites identified in the LCAP Plan Summary reflections. Although Year 2 outcome data reflects improvement across several student groups, persistent disparities remain.	This action is implemented on an LEA-wide basis to equitably address the academic, behavioral, and social-emotional needs of unduplicated student groups who continue to experience disproportionately high rates of chronic absenteeism and suspension across the district. By maintaining lower class sizes and minimizing combination classrooms in grades TK–5, teachers are better able to provide individualized instruction, build stronger relationships with students and families, and create more responsive and supportive classroom environments.	LCAP Metric 1.1: Chronic Absenteeism – Targeted annual decrease in rates among unduplicated student groups. LCAP Metric 1.3: Suspension Rates – Reduction in suspensions for LTELs, Foster Youth, and SWD. LCAP Metric 1.6-1.12 Panorama Family Survey

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
	LCAP Metric 1.1 (Chronic Absenteeism) indicates elevated rates for Pacific Islander students (26.4%), Foster Youth (22.4%), Long-Term English Learners (18.9%), and Students with Disabilities (17.9%), all exceeding the district average of 11.5%. LCAP Metric 1.3 (Suspension Rate) also reflects continued disparities for Foster Youth (9.9%), African American students (6.6%), and Students with Disabilities (4.6%), while Long-Term English Learners improved significantly to 3.5%. Panorama survey data and family engagement feedback also indicate continued barriers related to scheduling conflicts, communication access, and school connectedness. Family engagement data reflects that many families continue to report barriers to participation, while student engagement and belonging remain lower at the secondary level. These data demonstrate the continued need for staffing structures that support smaller class sizes, reduce combination classes, strengthen student-teacher relationships, and increase opportunities for differentiated instruction and responsive classroom supports, particularly for unduplicated student groups. **Scope:** LEA-wide	This action addresses inequitable outcomes identified in the 2023 California School Dashboard and reflected in the LCAP Plan Summary, particularly among Foster Youth, Long-Term English Learners, Students with Disabilities, Pacific Islander students, and other student groups demonstrating elevated attendance and behavior needs. Smaller class sizes increase teacher capacity to differentiate instruction for English Learners, implement trauma-informed and relationship-centered practices, provide timely behavioral and academic interventions, and strengthen Tier I supports aligned to the district MTSS framework. Because unduplicated student groups and related needs exist across all elementary school sites, this action is implemented on an LEA-wide basis to ensure equitable access to high-quality instruction, consistent classroom supports, and positive learning environments for all students, especially those most at risk for disengagement and chronic absenteeism.	– Increases in family engagement and school climate satisfaction.
1.7	**Action:** TK-3 Ratios	This action maintains lower teacher-to-student ratios in grades TK–3 across all elementary school	LCAP Metric 1.1: Chronic Absenteeism by – Focus

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Analysis of local data and the 2023 California School Dashboard continues to demonstrate inequitable outcomes in chronic absenteeism and suspension rates among unduplicated student groups and school sites identified in the LCAP Plan Summary reflections. Although Year 2 outcome data reflects improvement, several student groups continue to experience disproportionately high rates of chronic absenteeism in the early grades. LCAP Metric 1.1 (Chronic Absenteeism) indicates elevated rates for Foster Youth (22.4%), Long-Term English Learners (18.9%), Pacific Islander students (26.4%), and Students with Disabilities (17.9%), all exceeding the district average of 11.5%. LCAP Metric 1.3 (Suspension Rate) also reflects continued disparities for Students with Disabilities and other unduplicated student groups who continue to experience higher suspension rates than district averages. Panorama survey data indicates continued need to strengthen school connectedness and positive school experiences in the elementary grades, with 64% of students in grades 3–5 reporting feeling safe at school and 63% reporting positive feelings about school climate. MTSS site feedback also identified ongoing needs related to student readiness, behavior regulation, language development, and relationship-building in TK–3 classrooms.	sites to address early indicators of disengagement, attendance concerns, and opportunity gaps impacting unduplicated student groups. The early grades are critical for developing academic confidence, language acquisition, relationship-building, behavioral self-regulation, and positive school connectedness. Smaller class sizes allow teachers to provide more individualized instruction, strengthen relationships with students and families, and respond more effectively to students' academic, behavioral, and social-emotional needs. This action addresses inequitable outcomes identified in the 2023 California School Dashboard and reflected in the LCAP Plan Summary, particularly among English Learners, Foster Youth, Students with Disabilities, and socioeconomically disadvantaged students who continue to experience disproportionately high rates of chronic absenteeism and school disengagement. Lower TK–3 ratios increase opportunities for differentiated instruction, early intervention, language development support, and relationship-centered classroom practices aligned to the district MTSS framework. This action is implemented on an LEA-wide basis because unduplicated student groups and related needs exist across all elementary school sites. Providing smaller, supportive classroom environments districtwide helps ensure equitable access to high-quality instruction and proactive supports during the foundational years of learning, reducing the likelihood of future academic, attendance, and behavioral disparities.	on reducing rates in TK–3 unduplicated student groups. LCAP Metric 1.3: Suspension Rates by Grade and Subgroup – Decrease in early grade suspensions, especially among SWD, EL, and SED students. LCAP Metrics 1.6–1.8: Panorama Climate and Safety Surveys – Increases in favorable perceptions of school safety and belonging among third grade students.

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
	These data demonstrate the continued need for smaller TK–3 class sizes to support stronger student-teacher relationships, differentiated instruction, early intervention, and positive classroom environments that improve engagement, attendance, and school connectedness for unduplicated student groups. **Scope:** LEA-wide		
1.8	**Action:** Social Emotional and Behavioral Learning **Need:** Analysis of local data and the 2023 California School Dashboard continues to demonstrate inequitable outcomes in chronic absenteeism, suspension, and school connectedness among unduplicated student groups and school sites identified in the LCAP Plan Summary reflections. Although Year 2 outcome data reflects improvement for several student groups, persistent disparities remain, particularly in grades 4–8. LCAP Metric 1.1 (Chronic Absenteeism) indicates elevated rates for Pacific Islander students (26.4%), Foster Youth (22.4%), Long-Term English Learners (18.9%), and Students with Disabilities (17.9%), all exceeding the district average of 11.5%. LCAP Metric 1.3 (Suspension Rate) also reflects continued disparities for Foster Youth (9.9%), African American students (6.6%), Students with	This action directly supports the needs, conditions, and circumstances of unduplicated student groups by addressing the root causes of disengagement, behavioral incidents, and chronic absenteeism through a comprehensive tiered social-emotional learning (SEL) and behavioral support system. Foster Youth, Long-Term English Learners, Students with Disabilities, African American students, and socioeconomically disadvantaged students continue to experience disproportionately high rates of suspension and chronic absenteeism and may face increased exposure to trauma, housing instability, school transitions, mental health needs, and barriers to school connectedness. This action addresses inequitable outcomes identified in the 2023 California School Dashboard and reflected in the LCAP Plan Summary, particularly among student groups and school sites demonstrating the lowest performance indicators. Year 2 outcome data continues to reflect elevated chronic absenteeism rates for Foster Youth (22.4%), Long-Term English Learners (18.9%),	LCAP Metric 1.3: Suspension Rate – Reduction in suspension rates for Foster Youth, Long-Term English Learners, Students with Disabilities, African American students, and socioeconomically disadvantaged students LCAP Metric 1.1: Chronic Absenteeism – Reduction in K–8 chronic absenteeism rates, disaggregated by student group LCAP Metrics 1.6–1.12: Panorama Survey Indicators – Increases in favorable ratings related to school climate, safety, belonging, engagement,

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	Disabilities (4.6%), and Long-Term English Learners (3.5%). Panorama survey data indicates continued need to strengthen school climate, engagement, and belonging, particularly among students in grades 3–8. Family engagement data also reflects ongoing barriers to school connection and participation. MTSS site feedback identified the need for more consistent Tier I social-emotional learning instruction, strengthened behavioral supports, and additional Tier II interventions for Students with Disabilities, English Learners, and students transitioning into middle school settings. These data demonstrate the continued need for a comprehensive, tiered SEL and behavioral support system to strengthen student engagement, improve school climate and belonging, reduce behavioral incidents, and support positive attendance outcomes for unduplicated student groups. **Scope:** LEA-wide	Pacific Islander students (26.4%), and Students with Disabilities (17.9%). Suspension rates also remain elevated for Foster Youth (9.9%), African American students (6.6%), Students with Disabilities (4.6%), and Long-Term English Learners (3.5%). To address these needs, the district implements Tier I SEL instruction through Character Strong and other schoolwide practices that promote empathy, emotional regulation, relationship skills, perseverance, and positive peer interactions. The district also provides Tier II supports including counseling groups, restorative practices, behavioral interventions, and targeted social-emotional supports for students experiencing trauma-related behaviors, disengagement, or behavioral challenges. These supports are designed to strengthen school climate, student belonging, positive behavior, and student-teacher relationships. This action is implemented on an LEA-wide basis because unduplicated student groups and related social-emotional and behavioral needs exist across all school sites. A consistent districtwide SEL and behavioral support framework ensures equitable access to prevention, intervention, and relationship-centered supports that improve school connectedness, reduce disciplinary exclusions, and promote safe and supportive learning environments for all students.	and positive feelings about school Character Strong Implementation Metrics – Monitoring of Tier I, Tier II, and Tier III lesson delivery, implementation fidelity, student participation, and staff completion of SEL instructional practices
1.9	**Action:** Instructional Minutes Increase **Need:**	This action is principally directed toward meeting the needs of unduplicated student groups, specifically English Learners, Foster Youth, and socioeconomically disadvantaged students, who	LCAP Metric 1.1: Chronic Absenteeism – Decrease for SED, ELs, and Foster Youth.

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	Analysis of local data and the 2023 California School Dashboard continues to demonstrate inequitable outcomes in chronic absenteeism, suspension, and school connectedness among unduplicated student groups and school sites identified in the LCAP Plan Summary reflections. Although Year 2 outcome data reflects improvement across several student groups, chronic absenteeism and suspension rates remain disproportionately high for Foster Youth, Long-Term English Learners, Students with Disabilities, and other unduplicated student groups. LCAP Metric 1.1 (Chronic Absenteeism) indicates elevated rates for Pacific Islander students (26.4%), Foster Youth (22.4%), Long-Term English Learners (18.9%), and Students with Disabilities (17.9%), all exceeding the district average of 11.5%. LCAP Metric 1.3 (Suspension Rate) also reflects continued disparities for Foster Youth (9.9%), African American students (6.6%), Students with Disabilities (4.6%), and Long-Term English Learners (3.5%). Panorama survey data indicates continued need to strengthen student engagement, belonging, and school safety perceptions, particularly in grades 3–8. Current data reflects that 63% of students in grades 3–5 reported positive feelings about school climate, while only 52% of students in grades 6–8 reported positive perceptions of school safety.	continue to experience disproportionately high rates of chronic absenteeism, suspension, disengagement, and barriers to school connectedness as identified in the California School Dashboard and LCAP Metrics 1.1 and 1.3. These student groups often benefit from increased social-emotional supports, positive school relationships, and consistent behavioral expectations that promote student engagement and a sense of belonging at school. The additional instructional minutes provide dedicated time each day for Tier I social-emotional learning (SEL), Positive Behavioral Interventions and Supports (PBIS), relationship-building, and proactive behavioral supports across all school sites. Schools utilize this time to implement Character Strong lessons, PBIS expectations, restorative practices, morning meetings, and SEL community circles that focus on empathy, emotional regulation, perseverance, positive peer interactions, and school connectedness. These practices strengthen classroom environments, improve student-teacher relationships, reduce behavioral disruptions, and support students who may be experiencing social-emotional or behavioral challenges that impact attendance and engagement. This action is provided on an LEA-wide basis because unduplicated student groups are enrolled at every school site throughout the district. Implementing consistent Tier I SEL and PBIS supports across all schools ensures equitable access to positive school climate practices, relationship-centered supports, and proactive	LCAP Metric 1.3: Suspension Rates – Decrease for Foster Youth, LTELs, and SWD. LCAP Metrics 1.6-1.12: Panorama Student Survey – Improved ratings in positive feelings, engagement, and perceptions of safety. Implementation Logs – Track use of added minutes for SEL and Tier 1 behavior practices across sites.

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	MTSS site feedback further identified the need for more consistent Tier I SEL instruction, proactive behavioral supports, restorative practices, and dedicated time within the instructional day for relationship-building and community-building activities. These data demonstrate the continued need for increased instructional minutes to support consistent implementation of SEL and PBIS practices, strengthen classroom climate, reduce behavioral disruptions, and improve attendance, engagement, and school connectedness for unduplicated student groups. **Scope:** LEA-wide	behavioral systems regardless of school assignment. An LEA-wide approach allows the district to maintain consistent expectations and support structures that improve student engagement, attendance, behavior, and school connectedness for unduplicated student groups across the district.	
1.10	**Action:** School Counseling **Need:** Analysis of local data and the 2023 California School Dashboard continues to demonstrate inequitable outcomes in chronic absenteeism, suspension, and school connectedness among unduplicated student groups and school sites identified in the LCAP Plan Summary reflections. Although Year 2 outcome data reflects improvement for several student groups, significant disparities remain for Foster Youth, Long-Term English Learners, English Learners, Students with Disabilities, and other unduplicated student groups.	School counselors address the needs, conditions, and circumstances of unduplicated student groups by providing comprehensive Tier I, Tier II, and Tier III social-emotional, behavioral, and mental health supports aligned to the district MTSS framework. Counselors provide Tier I classroom instruction focused on social-emotional competencies, self-regulation, conflict resolution, mental health awareness, and positive school connectedness to support all students, particularly those experiencing barriers to engagement and learning. Counselors also provide targeted Tier II and Tier III interventions, including small group counseling, check-ins/check-outs, restorative and re-entry meetings, attendance support, crisis response, and referrals to community-based mental health	LCAP Metrics 1.1 and 1.2: Suspension and Chronic Absenteeism Rates – Disaggregated by subgroup. LCAP Metrics 1.6-1.8: Panorama SEL and Climate Indicators – Increased student-reported feelings of safety, support, and belonging. Tier II Service Logs – Monitoring student access to counseling interventions

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	LCAP Metric 1.1 (Chronic Absenteeism) indicates elevated rates for Pacific Islander students (26.4%), Foster Youth (22.4%), Long-Term English Learners (18.9%), and Students with Disabilities (17.9%), all exceeding the district average of 11.5%. LCAP Metric 1.3 (Suspension Rate) also reflects continued disparities for Foster Youth (9.9%), African American students (6.6%), Students with Disabilities (4.6%), and Long-Term English Learners (3.5%). Panorama survey data indicates continued need to strengthen student emotional well-being, belonging, and perceptions of safety, particularly in middle grades where many unduplicated students experience challenges related to school transitions, peer relationships, and engagement. Current survey data reflects that only 52% of students in grades 6–8 reported positive perceptions of school safety. MTSS site feedback further identified the need for expanded Tier II counseling supports, structured re-entry meetings following behavioral incidents or attendance concerns, culturally responsive SEL interventions, and increased mental health and behavioral support systems for students experiencing social-emotional or behavioral challenges. These data demonstrate the continued need for comprehensive school counseling services to provide proactive, relationship-centered supports that reduce barriers to learning, improve engagement, and strengthen school	services for students experiencing academic, behavioral, social-emotional, or attendance concerns. In collaboration with attendance teams, counselors conduct empathy interviews, strengthen home-school partnerships, and support families of chronically absent students to reduce barriers impacting attendance and engagement. This action addresses inequitable outcomes identified in the 2023 California School Dashboard and reflected in the LCAP Plan Summary, particularly among Foster Youth, Long-Term English Learners, Students with Disabilities, and other student groups experiencing disproportionately high rates of chronic absenteeism and suspension. Because social-emotional, behavioral, and mental health needs are evident across all school sites, this action is implemented on an LEA-wide basis to ensure equitable access to counseling services, proactive interventions, and relationship-centered supports that improve engagement, reduce disciplinary exclusions, and strengthen school connectedness districtwide.	and outcomes of re-entry or behavior support plans.

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	connectedness for unduplicated student groups. **Scope:** LEA-wide		
1.11	**Action:** Administrative Support **Need:** Analysis of local data and the 2023 California School Dashboard continues to demonstrate inequitable outcomes in chronic absenteeism, suspension, and school connectedness among unduplicated student groups and school sites identified in the LCAP Plan Summary reflections. Although Year 2 outcome data reflects improvement for several student groups, significant disparities remain for Foster Youth, Long-Term English Learners, Students with Disabilities, African American students, and socioeconomically disadvantaged students. LCAP Metric 1.1 (Chronic Absenteeism) indicates elevated rates for Pacific Islander students (26.4%), Foster Youth (22.4%), Long-Term English Learners (18.9%), and Students with Disabilities (17.9%), all exceeding the district average of 11.5%. LCAP Metric 1.3 (Suspension Rate) also reflects continued disparities for Foster Youth (9.9%), African American students (6.6%), Students with Disabilities (4.6%), and Long-Term English Learners (3.5%).	Dedicated assistant principal and ELOP administrator support addresses the needs, conditions, and circumstances of unduplicated student groups by strengthening schoolwide systems designed to improve attendance, behavior, engagement, and school connectedness. Assistant principals and ELOP administrators support the implementation of MTSS practices by leading school climate initiatives, coordinating Tier I and Tier II interventions, monitoring attendance and behavior data, supporting Student Success Teams (SSTs), facilitating restorative and re-entry meetings, and strengthening school-home communication for students experiencing barriers to engagement and learning. This action supports schools in sustaining robust MTSS leadership teams that proactively address behavioral, attendance, and academic concerns through coordinated intervention systems and positive school climate practices. School leaders also facilitate family engagement strategies, staff development, restorative practices, and collaboration with counseling, attendance, and intervention teams to ensure students receive timely and targeted supports. This action addresses inequitable outcomes identified in the 2023 California School Dashboard	LCAP Metrics 1.1 and 1.3:Chronic Absenteeism and Suspension Rates – Reduced rates at supported sites, especially among unduplicated students. LCAP Metrics 1.6-1.12 Panorama Family and Student Climate Data– Increases in safety, climate, and family engagement perceptions. MTSS Implementation Tracking – Documentation of Tier I systems, Tier II/III intervention plans, and leadership team actions led by assistant principals.

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	Site-level MTSS feedback identified that limited administrative capacity at larger elementary school sites can impact the consistency of Tier I and Tier II intervention systems, attendance and behavior monitoring, re-entry support processes, and proactive family communication for students experiencing significant behavioral, attendance, or social-emotional needs. Panorama survey results further indicate the need to strengthen school-family partnerships and school climate, with only 22% of families reporting strong engagement with schools. These data demonstrate the continued need for additional assistant principal and ELOP administrator support to strengthen implementation of MTSS systems, improve family engagement and communication, increase proactive student supports, and ensure more consistent behavioral, attendance, and intervention practices across school sites. **Scope:** LEA-wide	and reflected in the LCAP Plan Summary, particularly among Foster Youth, Long-Term English Learners, Students with Disabilities, and other student groups experiencing disproportionately high rates of chronic absenteeism and suspension. Because these challenges exist across multiple school sites and disproportionately impact unduplicated student groups districtwide, the action is implemented on an LEA-wide basis with differentiated staffing supports based on enrollment and student need to ensure equitable access to responsive leadership, intervention systems, and positive school climate supports.	
1.13	**Action:** Positive Behavior Intervention Professional Learning and Support **Need:** Analysis of local data and the 2023 California School Dashboard continues to demonstrate inequitable outcomes in suspension, chronic absenteeism, and school climate among	This action addresses the needs, conditions, and circumstances of unduplicated student groups by strengthening consistent, equitable, and restorative behavior support systems aligned to the district MTSS framework. Foster Youth, Long-Term English Learners, Students with Disabilities, African American students, and other high-need student groups continue to experience disproportionately high rates of suspension,	LCAP Metric 1.3: Suspension Rate by Subgroup – Targeted reduction for Foster Youth, and LTELs. LCAP Metric 1.6-1.12: Panorama Student Climate and Safety–

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	unduplicated student groups and school sites identified in the LCAP Plan Summary reflections. Although Year 2 outcome data reflects improvement for several student groups, significant disparities remain for Foster Youth, Long-Term English Learners, Students with Disabilities, African American students, and other high-need student groups. LCAP Metric 1.3 (Suspension Rate) continues to reflect elevated suspension rates for Foster Youth (9.9%), African American students (6.6%), Students with Disabilities (4.6%), and Long-Term English Learners (3.5%). LCAP Metric 1.1 (Chronic Absenteeism) also indicates elevated rates for Foster Youth (22.4%), Long-Term English Learners (18.9%), Pacific Islander students (26.4%), and Students with Disabilities (17.9%), all exceeding the district average of 11.5%. Panorama survey data and MTSS feedback further indicate the need to strengthen student perceptions of safety, belonging, and behavioral support systems, particularly in middle school settings and among students experiencing significant social-emotional, behavioral, or attendance challenges. Current survey results reflect that only 52% of students in grades 6–8 reported positive perceptions of school safety. These data demonstrate the continued need for consistent districtwide PBIS implementation, restorative practices, trauma-informed supports, and proactive behavior	chronic absenteeism, disengagement, and barriers to school connectedness. This action addresses these disparities by equipping staff with Tier I, Tier II, and Tier III PBIS training and coaching to proactively address student behavior, strengthen classroom management practices, and implement consistent, supportive, and restorative approaches to discipline. The integration of Character Strong SEL supports reinforces empathy, emotional regulation, positive peer interactions, perseverance, and accountability to strengthen school climate and student belonging. The action also supports structured re-entry meetings, restorative practices, Check-In/Check-Out systems, and trauma-informed interventions for students returning from suspension, chronic absenteeism, or behavioral incidents to promote successful reintegration and reduce repeated exclusionary discipline. This action addresses inequitable outcomes identified in the 2023 California School Dashboard and reflected in the LCAP Plan Summary, particularly among student groups and school sites demonstrating the highest rates of chronic absenteeism and suspension. Because behavior, engagement, and school climate needs exist across all school sites, this action is implemented on an LEA-wide basis to ensure consistent and equitable PBIS implementation districtwide, while providing intensified coaching and support for schools experiencing the greatest disproportionality in student behavior outcomes.	Improved perceptions of safety, belonging, and support. Behavior Incident and Re-Entry Logs – Increased use of restorative responses and reduced repeat suspensions. Tiered Fidelity Inventory (TFI) – Evidence of PBIS implementation across Tiers I–III at all sites.

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	intervention systems to improve school climate, reduce exclusionary discipline, strengthen student engagement, and increase access to instruction for unduplicated student groups. **Scope:** LEA-wide		
1.14	**Action:** LCFF Site Allocation Safe and Supportive School Culture **Need:** Analysis of local data and the 2023 California School Dashboard continues to demonstrate inequitable outcomes in chronic absenteeism, suspension, school climate, and family engagement among unduplicated student groups and school sites identified in the LCAP Plan Summary reflections. Year 2 outcome data from the 2024–2025 Dashboard continues to reflect elevated chronic absenteeism rates for Foster Youth (22.4%), Long-Term English Learners (18.9%), Pacific Islander students (26.4%), and Students with Disabilities (17.9%), all exceeding the district average of 11.5%. Suspension rates also remain elevated for Foster Youth (9.9%), African American students (6.6%), Students with Disabilities (4.6%), and Long-Term English Learners (3.5%). These disparities contribute to ongoing gaps in instructional access, student engagement, and school connectedness for unduplicated	This action addresses the needs, conditions, and circumstances of unduplicated student groups by providing school sites with flexible LCFF allocations to implement targeted supports that strengthen school climate, increase engagement, improve attendance, and reduce behavioral barriers to learning. School sites utilize these funds to implement site-specific initiatives aligned to their SPSA and informed by local data, stakeholder feedback, and MTSS processes. LCFF site allocations support schools in expanding family engagement opportunities, multilingual communication, culturally responsive programming, restorative practices, SEL implementation, attendance incentive programs, student recognition systems, campus supervision supports, mentoring opportunities, and targeted Tier I and Tier II interventions designed to improve student connectedness and access to supportive learning environments. This action addresses inequitable outcomes identified in the 2023 California School Dashboard and reflected in the LCAP Plan Summary, particularly among student groups and school sites demonstrating elevated rates of chronic	LCAP Metric 1.1: Chronic Absenteeism by Site and Subgroup – Measurable reductions for targeted student groups. LCAP Metric: 1.9: Panorama Family Engagement and Climate Data – Increased favorability in family participation and connectedness. SPSA Goal Progress and Site-Level Reports – Evidence of targeted actions implemented with LCFF funds and their outcomes.

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	student groups. Panorama survey results further indicate the need to strengthen family engagement and school climate, with only 22% of families reporting strong engagement with schools, particularly among multilingual and historically underserved families. MTSS site feedback also identified the need for expanded culturally responsive programming, stronger SEL implementation, attendance engagement strategies, restorative practices, and site-based family engagement efforts designed to better meet the needs of underserved student groups. These data demonstrate the continued need for flexible site-based LCFF allocations that allow schools to implement targeted supports and interventions aligned to the specific needs of their students and communities. **Scope:** LEA-wide	absenteeism, suspension, disengagement, and barriers to family participation. Because unduplicated student groups are enrolled across all district schools and school climate and engagement needs vary by site, this action is implemented on an LEA-wide basis to ensure all schools have equitable access to flexible resources while allowing School Site Councils to tailor strategies and supports based on site-level needs assessments and educational partner input.	
1.15	**Action:** Visual and Performing Arts **Need:** Analysis of local data and the 2023 California School Dashboard continues to demonstrate inequitable outcomes in chronic absenteeism, engagement, and school connectedness among unduplicated student groups and school sites identified in the LCAP Plan Summary reflections. Year 2 outcome data from the 2024–2025 Dashboard continues to	This action addresses the needs, conditions, and circumstances of unduplicated student groups by increasing access to inclusive, engaging, and culturally responsive Visual and Performing Arts (VAPA) experiences that strengthen creativity, confidence, peer collaboration, and school connectedness. VAPA opportunities provide meaningful avenues for self-expression, student voice, and belonging, particularly for students who may experience disengagement or difficulty connecting within traditional academic settings.	LCAP Metric: Chronic Absenteeism – Reduction among students in VAPA programs, especially ELs, Foster Youth, and SED students. LCAP Metrics 1.6-1.7: Panorama Engagement and Climate Data – Increase in student-

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	reflect elevated chronic absenteeism rates for Foster Youth (22.4%), Long-Term English Learners (18.9%), Pacific Islander students (26.4%), and Students with Disabilities (17.9%), all exceeding the district average of 11.5%. These data indicate that many unduplicated students continue to experience limited connection to school environments that foster engagement, belonging, creativity, and positive peer relationships, particularly in grades 4–8. Panorama survey data further reflects the need to strengthen student engagement and positive school experiences, with only 63% of students in grades 3–5 reporting positive feelings about school climate and lower engagement trends identified in middle grades. MTSS site reflections also identified a need for expanded access to enrichment opportunities, culturally affirming activities, student leadership experiences, and creative outlets that promote inclusion, student voice, self-expression, and school connectedness for underserved student groups. This data demonstrates the continued need for expanded VAPA opportunities to support student engagement, improve school climate, and strengthen attendance and belonging for unduplicated students. **Scope:** LEA-wide	Through visual arts, music, media arts, performances, showcases, and enrichment opportunities, students develop positive peer relationships, increased confidence, and stronger connections to school and community. These programs also strengthen school-family partnerships by providing authentic opportunities to celebrate student identity, creativity, culture, and achievement through performances, exhibitions, and community events. This action addresses inequitable outcomes identified in the 2023 California School Dashboard and reflected in the LCAP Plan Summary, particularly among student groups experiencing elevated rates of chronic absenteeism, disengagement, and barriers to school connectedness. Because unduplicated student groups are enrolled across all elementary and middle school sites, this action is implemented on an LEA-wide basis to ensure all students have equitable access to the academic, social-emotional, and engagement benefits of arts education. Providing districtwide access to VAPA opportunities supports positive school climate, increases student engagement and belonging, strengthens relationships, and contributes to improved attendance and school connectedness for historically underserved student groups.	reported enjoyment and school connection. Participation and Event Logs – Track student participation in VAPA programs, performances, and family attendance at VAPA events.

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1.16	**Action:** Equity Committee **Need:** Analysis of local data and the 2023 California School Dashboard continues to demonstrate inequitable outcomes in chronic absenteeism, suspension, engagement, and school connectedness among unduplicated student groups and school sites identified in the LCAP Plan Summary reflections. Year 2 outcome data from the 2024–2025 Dashboard continues to reflect elevated chronic absenteeism rates for Foster Youth (22.4%), Long-Term English Learners (18.9%), Pacific Islander students (26.4%), and Students with Disabilities (17.9%), all exceeding the district average of 11.5%. Suspension rates also remain elevated for Foster Youth (9.9%), African American students (6.6%), Students with Disabilities (4.6%), and Long-Term English Learners (3.5%). These data indicate that many unduplicated student groups continue to experience barriers to engagement, belonging, equitable access to supports, and positive school experiences. Panorama survey data further reflects the need to strengthen student perceptions of school climate, cultural responsiveness, belonging, and safety, with only 63% of students in grades 3–5 reporting positive feelings about school climate and only 52% of students in grades 6–8 reporting positive perceptions of school safety.	This action addresses the needs, conditions, and circumstances of unduplicated student groups by strengthening culturally responsive, equity-centered, and inclusive practices across the district through professional learning, collaborative inquiry, and MTSS-aligned systems support. The Equity Committee supports educators, administrators, counselors, and school teams in recognizing and addressing patterns of disproportionality impacting attendance, discipline, engagement, belonging, and access to supportive learning environments for historically underserved student groups. This action addresses disparities by providing professional learning and collaboration opportunities focused on culturally responsive teaching, anti-bias practices, restorative approaches, inclusive engagement strategies, and equity-centered decision-making. The Equity Committee also supports districtwide equity workshops, empathy interviews, student and family focus groups, and collaborative data reflection processes designed to elevate the voices and lived experiences of students and families from marginalized communities. In partnership with school sites, the committee supports SPSA development, MTSS implementation, and equity-based data analysis to strengthen systems and practices that improve engagement, school climate, attendance, behavior, and access to supports for unduplicated student groups, including students with intersecting needs such as English Learners with Disabilities.	LCAP Metrics 1.1, 1.3: Suspension and Chronic Absenteeism – Decrease in rates for Foster Youth, ELs, and SED students. LCAP Metrics 1.6-1.12: Panorama Student, Staff and Family Survey Data Professional Learning Participation Logs – Documentation of staff and committee attendance at equity trainings and implementation of inclusive teaching practices at sites.

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	MTSS feedback also identified the need for more culturally responsive and equity-centered approaches to engagement, behavior systems, restorative practices, and student supports, particularly for students with intersecting needs, including English Learners with Disabilities and other historically underserved student groups. These data demonstrate the continued need for systemic equity-focused professional learning, collaborative inquiry, and data-driven MTSS practices to strengthen inclusive school environments, reduce disproportionality, and improve outcomes for all students. **Scope:** LEA-wide	This action addresses inequitable outcomes identified in the 2023 California School Dashboard and reflected in the LCAP Plan Summary, including persistent disparities in chronic absenteeism, suspension, school climate, and family engagement across multiple school sites and student groups. Because these equity-related challenges impact students districtwide, this action is implemented on an LEA-wide basis to ensure consistent, equity-centered supports, professional learning, and systems improvement efforts across all schools.	
1.17	**Action:** Social Workers **Need:** Analysis of local data and the 2023 California School Dashboard continues to demonstrate inequitable outcomes in chronic absenteeism, suspension, school climate, and student well-being among unduplicated student groups and school sites identified in the LCAP Plan Summary reflections. Year 2 outcome data from the 2024–2025 Dashboard continues to reflect elevated chronic absenteeism rates for Foster Youth (22.4%), Long-Term English Learners (18.9%), Pacific Islander students (26.4%), and Students with Disabilities (17.9%). Suspension rates also remain elevated for Foster Youth (9.9%), African	This action addresses the needs, conditions, and circumstances of unduplicated student groups by providing coordinated Tier II and Tier III mental health, behavioral, and social-emotional interventions aligned to the district MTSS framework. District social workers support students experiencing trauma, chronic absenteeism, behavioral challenges, emotional dysregulation, family instability, and barriers to school engagement that disproportionately impact Foster Youth, English Learners, Students with Disabilities, and other historically underserved student groups. District social workers provide targeted interventions for students exhibiting mental health, behavioral, or social-emotional needs, often before these challenges escalate into suspension, chronic	LCAP Metrics 1.1 and 1.3: Chronic Absenteeism and Suspension Rates – Reduced rates among Foster Youth, English Learners, Long-Term English Learners, Students with Disabilities, and socioeconomically disadvantaged students. LCAP Metrics 1.6–1.8: Panorama Climate and Well-Being Indicators – Increased student perceptions of support, safety, belonging, and school connectedness.

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	American students (6.6%), Students with Disabilities (4.6%), and Long-Term English Learners (3.5%). These data indicate that many unduplicated student groups continue to experience barriers related to mental health, emotional regulation, trauma, engagement, and access to supportive school environments. Panorama survey data further reflects the need to strengthen student perceptions of safety, belonging, emotional support, and school connectedness, particularly in middle grades where only 52% of students reported positive perceptions of school safety. MTSS feedback also identified increasing demand for Tier II and Tier III mental health, behavioral, and wraparound supports, with district social workers serving a critical role in connecting students and families to counseling services, crisis response, community resources, restorative interventions, and behavioral health supports. These data demonstrate the continued need for coordinated mental health and social-emotional interventions to reduce barriers to learning and improve outcomes for unduplicated student groups. **Scope:** LEA-wide	absenteeism, school avoidance, or disengagement from learning. Services include individual and group counseling, crisis response, restorative and trauma-informed re-entry meetings, risk assessments, behavioral support planning, and collaboration with school teams to coordinate interventions and monitor student progress. Social workers also strengthen home-school partnerships by engaging families in problem-solving processes, facilitating communication and support plans, and connecting students and families to community resources, behavioral health services, and wraparound supports designed to reduce barriers to attendance, engagement, and learning. This action addresses inequitable outcomes identified in the 2023 California School Dashboard and reflected in the LCAP Plan Summary, particularly among student groups and school sites experiencing disproportionately high rates of chronic absenteeism, suspension, disengagement, and unmet social-emotional needs. Because Tier II and Tier III mental health and behavioral support needs exist across all school sites, this action is implemented on an LEA-wide basis to ensure equitable access to coordinated social-emotional, behavioral, and wraparound services for unduplicated student groups districtwide.	ERMHS/Social Worker Service Logs – Tracking student referrals, frequency and type of services provided, crisis response interventions, re-entry meetings, wraparound supports, and student outcomes. ERMHS Assessment Tracking Data – Monitoring the number of requests for ERMHS assessments, assessments completed, timelines for completion, and alignment of supports and interventions to identified student needs.
1.18	**Action:** Mental Health Services and Support	This action addresses the needs, conditions, and circumstances of unduplicated student groups by providing coordinated, trauma-informed, and	Panorama student wellness data and Care Solace usage reports

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	Need: The 2024–2025 California School Dashboard and local district data confirm that unduplicated student groups, specifically Foster Youth, English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities, and socioeconomically disadvantaged students, continue to experience significant mental health, behavioral, and social-emotional challenges that interfere with school success, engagement, and access to instruction. Year 2 outcome data reflects elevated chronic absenteeism rates for Foster Youth (22.4%), Long-Term English Learners (18.9%), Pacific Islander students (26.4%), and Students with Disabilities (17.9%), all exceeding the district average of 11.5%. Suspension rates also remain elevated for Foster Youth (9.9%), African American students (6.6%), Students with Disabilities (4.6%), and Long-Term English Learners (3.5%). These data indicate a continued need for accessible, culturally responsive mental and behavioral health services designed to address trauma, emotional dysregulation, school refusal, chronic absenteeism, and behavioral challenges, particularly for students experiencing compounding socioeconomic, linguistic, and disability-related barriers. Panorama survey data further reflects ongoing concerns related to school climate and student well-being, with only 52% of middle school students reporting positive perceptions of	culturally responsive mental and behavioral health supports aligned to the district MTSS framework. Foster Youth, English Learners, Long-Term English Learners, Students with Disabilities, and socioeconomically disadvantaged students continue to experience disproportionately high rates of chronic absenteeism, suspension, disengagement, and unmet social-emotional and behavioral health needs that interfere with access to instruction and school success. Through Tier II and Tier III MTSS supports, this action increases student and family access to mental health counseling, crisis response, wraparound services, behavioral interventions, and re-engagement supports designed to reduce barriers related to trauma, emotional dysregulation, school refusal, and chronic absenteeism. Services provided through Care Solace, CareSpace, Victor Community Support Services, and district mental health partnerships strengthen coordinated access to licensed clinicians, therapeutic supports, and community-based resources for students and families. LREBG-funded enhancements further strengthen supports for high-need students through Behavioral Intervention Staff (BIS), expanded access to licensed mental health providers, IEP-aligned therapy referrals, trauma-informed wraparound services, crisis intervention, and staff training in Universal Design for Learning (UDL), trauma-informed practices, and culturally responsive intervention strategies. These supports are designed to strengthen Tier I and Tier II systems while increasing access to intensive	LCAP Metrics 1.1-1.2 Absenteeism and re-engagement rates for SWD and Foster Youth Social worker and counselor intervention logs documenting tiered service delivery

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	school safety. These findings suggest continued need to strengthen students' sense of belonging, emotional support, connectedness, and readiness to learn. MTSS team feedback also identified gaps in Tier II and Tier III mental health and behavioral support infrastructure, particularly for students requiring wraparound services, therapeutic interventions, crisis response, behavioral support planning, and re-engagement supports aligned to least restrictive environment practices and IEP goals. These data reinforce the continued need to expand LEA-wide access to coordinated mental health partnerships, counseling services, behavioral interventions, trauma-informed practices, and wraparound systems of support designed to improve attendance, behavior, well-being, and instructional access for high-need student groups. **Scope:** LEA-wide	interventions for students requiring Tier III services. This action addresses inequitable outcomes identified in the 2023 California School Dashboard and reflected in the LCAP Plan Summary, particularly among student groups and school sites experiencing elevated rates of chronic absenteeism, suspension, disengagement, and behavioral health needs. Because mental health and behavioral support needs impact students across all grade spans and school sites, this action is implemented on an LEA-wide basis to ensure equitable access to coordinated mental health, behavioral, and wraparound services for unduplicated student groups districtwide.	
1.19	**Action:** Technology Professional Learning **Need:** Panorama Family Survey data reflects continued barriers to family engagement, communication, and school connectedness, with only 22% of families reporting strong engagement with schools. Analysis of local data and the 2024–2025 California School Dashboard also continues to demonstrate	This action addresses the needs, conditions, and circumstances of unduplicated student groups by strengthening staff capacity to use technology tools and digital systems that improve communication, accessibility, engagement, and inclusive learning environments. Professional learning supports educators, counselors, and school leaders in using platforms such as ParentSquare, learning management systems, digital SEL resources, and MTSS-aligned technology tools to strengthen family-school	LCAP Metric 1.06-1.12 Panorama Student & Family Climate Surveys LCAP Metric 1.1: Chronic Absenteeism LCAP Metric 1.3: Suspension Rate

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	elevated chronic absenteeism and suspension rates among unduplicated student groups, including Foster Youth (22.4% chronic absenteeism, 9.9% suspension), Long-Term English Learners (18.9% chronic absenteeism, 3.5% suspension), Students with Disabilities (17.9% chronic absenteeism, 4.6% suspension), and Pacific Islander students (26.4% chronic absenteeism). These data indicate a continued need to strengthen communication systems, family outreach, student engagement, and access to supportive learning environments through effective use of technology and digital communication tools. MTSS feedback also identified the need to build staff confidence and capacity in using digital platforms, technology efficiencies, and Universal Design for Learning (UDL) practices to reduce barriers to communication, improve accessibility, support positive behavior systems, strengthen family-school partnerships, and increase student connectedness and engagement across all school sites. **Scope:** LEA-wide	partnerships, increase student engagement, and reduce barriers to participation and communication. Training emphasizes trauma-informed practices, Universal Design for Learning (UDL), digital accessibility, and culturally responsive communication strategies designed to better support English Learners, Foster Youth, Students with Disabilities, and other historically underserved student groups. Staff also receive support in using technology tools to strengthen attendance outreach, positive behavior systems, student engagement, and family communication practices. This action addresses inequitable outcomes identified in the 2024–2025 Dashboard and local family engagement and school climate data, particularly among student groups experiencing elevated rates of chronic absenteeism, suspension, disengagement, and barriers to communication and school connectedness. Because these needs exist across all schools and grade spans, this action is implemented on an LEA-wide basis to ensure all staff have access to consistent professional learning and technology tools aligned to district MTSS frameworks and inclusive practices designed to strengthen engagement, communication, and supportive learning environments districtwide.	Professional Learning Feedback Forms and Implementation Logs Family communication metrics from digital platforms (ParentSquare usage analytics)
2.1	**Action:** Math Professional Learning **Need:** This action is principally directed toward unduplicated student groups, including Socio-	This action is principally directed toward meeting the needs of unduplicated student groups, specifically English Learners, Foster Youth, and socioeconomically disadvantaged students, who continue to perform below standard in mathematics as identified in the Fall 2025	Effectiveness will be monitored through: LCAP Metric 2.2: CAASPP Math DFS growth by student group,

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	economically Disadvantaged (SED) students, English Learners (EL), Long-Term English Learners (LTEL), and Foster Youth, who continue to demonstrate the greatest mathematics achievement gaps among student groups identified in the California School Dashboard. In addition, Students with Disabilities also continue to demonstrate significant mathematics achievement gaps and benefit from the supports provided through this action. While inequitable outcomes in mathematics achievement were first identified through the 2023 California School Dashboard and reflected in the LCAP Plan Summary, current Year 2 (Fall 2025) data confirms the ongoing need for intensive academic support and differentiated mathematics instruction. According to the Fall 2025 California School Dashboard Mathematics Indicator, Long-Term English Learners scored 135.9 points below standard, English Learners scored 67.3 points below standard, Socio-economically Disadvantaged students scored 45.5 points below standard, and Foster Youth scored 75.8 points below standard. Students with Disabilities also remained significantly below standard at 104.6 points below standard. Despite improvement trends for several student groups, these outcomes demonstrate persistent disparities in mathematics achievement and access to grade-level learning. These data points support the need for continued investment in high-quality Tier 1	California Dashboard. These student groups often require increased instructional support, access to academic language development, and consistent use of evidence-based instructional practices to strengthen conceptual understanding, mathematical discourse, and achievement in grade-level mathematics standards. This action provides LEA-wide professional learning and collaborative planning designed to strengthen Tier I mathematics instruction through the implementation of SAVVAS enVision+, alignment to the California Mathematics Framework, and the use of research-based instructional strategies that promote engagement, discourse, problem-solving, and equitable access to rigorous grade-level content. Teachers utilize CAASPP target data, common formative assessments, Math Language Routines, and data-informed instructional planning practices to identify learning needs and provide targeted instructional supports for students performing below standard in mathematics. This action is provided on an LEA-wide basis because unduplicated student groups are enrolled across all district schools and benefit from consistent access to high-quality, standards-aligned mathematics instruction and intervention supports. Implementing this action districtwide ensures all school sites have aligned instructional expectations, professional learning opportunities, and collaborative systems that support improved mathematics achievement and equitable learning outcomes for unduplicated student groups.	Momentum Math and SuccessMaker time-on-task and growth reports, Educator survey feedback for professional learning opportunities.

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	mathematics instruction, evidence-based intervention systems, job-embedded coaching, professional learning communities focused on essential standards and student discourse, and data-informed instructional planning designed to accelerate achievement for unduplicated students while also supporting other student groups demonstrating significant academic need. **Scope:** LEA-wide		
2.3	**Action:** Next Generation Science Standards Teacher Training **Need:** This action is principally directed toward unduplicated student groups, including Socio-economically Disadvantaged (SED) students, English Learners (EL), Long-Term English Learners (LTEL), and Foster Youth, who continue to demonstrate significant disparities in science achievement on the California Science Test (CAST). In addition, Students with Disabilities also demonstrate significant science achievement gaps and benefit from the supports provided through this action. Although overall science outcomes have improved since the baseline year, Fall 2025 CAST results indicate that only 1.75% of English Learners, 2.5% of Long-Term English Learners, 27.27% of Foster Youth, 30.77% of Socio-economically Disadvantaged students, and 11.53% of Students with Disabilities met	This action is principally directed toward meeting the needs of unduplicated student groups, specifically English Learners, Foster Youth, and socioeconomically disadvantaged students, who continue to demonstrate lower levels of achievement in science as identified through California Science Test (CAST) results and local assessment data. These student groups often require increased access to academic language development, inquiry-based instruction, hands-on learning opportunities, and literacy-rich science experiences to strengthen understanding of grade-level science standards and scientific practices. This action addresses these needs by providing NGSS-aligned professional learning, collaborative planning, lesson study, CAST assessment literacy training, and job-embedded coaching focused on strengthening Tier I science instruction. Professional learning supports teachers in implementing evidence-based instructional practices that increase scientific discourse, inquiry-based learning, close reading of informational text,	Effectiveness will be monitored through: CAST Interim Assessment participation at Grades 5-8, LCAP Metric 2.3: CAST Summative Achievement Scores disaggregated by student group, Teacher Surveys on professional development usefulness and instructional shifts, Observation of NGSS-aligned instructional practices through classroom walkthroughs and coaching (e.g., evidence of Science and

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	or exceeded science standards, compared to 35.64% of All Students. These persistent achievement gaps demonstrate the continued need for NGSS-aligned professional learning, CAST assessment literacy, collaborative planning, and job-embedded instructional coaching focused on strengthening Tier I science instruction and equitable access to rigorous learning experiences. This action supports educators in implementing three-dimensional instruction, scientific discourse, inquiry-based learning, and scaffolded academic language supports to improve access and achievement for historically underserved student groups. Continued investment in these supports is intended to increase student engagement, deepen conceptual understanding, and improve science outcomes for unduplicated pupils while also benefiting other student groups demonstrating significant academic need. **Scope:** LEA-wide	and evidence-based scientific writing. Additional supports, including digital simulations, virtual labs, hands-on science resources, and collaboration with Library Media Technicians and STEAM Specialists, increase student engagement and improve access to rigorous science learning experiences aligned to grade-level standards. This action is provided on an LEA-wide basis because unduplicated student groups are enrolled across all district schools and benefit from consistent access to high-quality NGSS-aligned instruction, hands-on investigations, and literacy-rich science learning environments. Providing districtwide professional learning and collaborative planning opportunities strengthens instructional coherence across schools and ensures that unduplicated student groups receive equitable access to engaging, standards-aligned science instruction and assessment preparation.	Engineering Practices, phenomenon-based learning).
2.4	**Action:** Science Supplemental Software **Need:** This action is principally directed toward unduplicated student groups, including Socio-economically Disadvantaged (SED) students, English Learners (EL), Long-Term English Learners (LTEL), and Foster Youth, who	This action is principally directed toward meeting the needs of unduplicated student groups, specifically English Learners, Foster Youth, and socioeconomically disadvantaged students, by providing interactive, NGSS-aligned digital science simulations and virtual lab experiences that increase equitable access to rigorous science instruction and assessment-aligned learning opportunities.	Effectiveness are monitored through: Usage analytics of supplemental platforms (e.g., Gizmos, STEM Cases),

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	continue to demonstrate significant disparities in science achievement on the California Science Test (CAST). In addition, Students with Disabilities also demonstrate significant science achievement gaps and benefit from the supports provided through this action. Fall 2025 CAST results show that only 1.75% of English Learners, 2.5% of Long-Term English Learners, 27.27% of Foster Youth, 30.77% of Socio-economically Disadvantaged students, and 11.53% of Students with Disabilities met or exceeded standards in science, compared to 35.64% of All Students. These persistent achievement gaps highlight the continued need for NGSS-aligned professional learning, CAST assessment literacy, collaborative planning, and job-embedded coaching to strengthen Tier I science instruction, increase access to grade-level scientific discourse and inquiry, and improve outcomes for historically underserved student groups. This action supports educators in implementing three-dimensional instruction, scientific reasoning, inquiry-based learning, and scaffolded academic language supports designed to improve access and achievement for unduplicated students while also supporting other student groups demonstrating significant academic need. **Scope:** LEA-wide	Unduplicated student groups often require additional support in developing scientific reasoning, academic language, digital literacy, and conceptual understanding of complex scientific phenomena. Supplemental digital tools such as Gizmos support these identified needs by providing scaffolded, visual, and interactive learning experiences that strengthen access to grade-level science content and scientific practices. These resources allow students to engage in repeated and self-paced exploration of scientific concepts, practice technology-enhanced assessment items aligned to the California Science Test (CAST), and participate in inquiry-based investigations that may not otherwise be accessible through traditional instructional materials alone. The integration of real-world science phenomena, STEM-related problem-solving tasks, and virtual simulations also increases student engagement and relevance for students who may have limited access to science enrichment opportunities outside of school. These tools support teachers in implementing formative assessment practices, scientific discourse, and inquiry-based instruction aligned to the California Next Generation Science Standards (CA NGSS). This action is provided on an LEA-wide basis because unduplicated student groups are enrolled across all district schools and benefit from consistent access to high-quality supplemental science resources and digital learning opportunities. Providing these tools districtwide	LCAP Metric 2.3: CAST summative performance disaggregated by student group, Teacher surveys and feedback on integration of simulations into instruction, Student engagement data in online simulations connected to NGSS domains.

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		ensures equitable access to NGSS-aligned instructional supports, strengthens science instruction across all school sites, and increases readiness for CAST and future STEM learning opportunities for unduplicated student groups.	
2.5	**Action:** Makerspaces **Need:** This action is principally directed toward unduplicated student groups, including Socio-economically Disadvantaged (SED) students, English Learners (EL), Long-Term English Learners (LTEL), and Foster Youth, who continue to demonstrate significant disparities in science achievement on the California Science Test (CAST). In addition, Students with Disabilities also demonstrate significant science achievement gaps and benefit from the supports provided through this action. Fall 2025 CAST results show that only 1.75% of English Learners, 2.5% of Long-Term English Learners, 27.27% of Foster Youth, 30.77% of Socio-economically Disadvantaged students, and 11.53% of Students with Disabilities met or exceeded standards in science, compared to 35.64% of All Students. These persistent achievement gaps highlight the need for expanded access to engaging, NGSS-aligned hands-on learning experiences that strengthen scientific inquiry, engineering design, problem-solving, and academic discourse for historically underserved student groups. Student voice and engagement data further support the need for increased opportunities	This action is principally directed toward meeting the needs of unduplicated student groups, specifically English Learners, Foster Youth, and socioeconomically disadvantaged students, who continue to demonstrate lower levels of science achievement and engagement as identified through California Science Test (CAST) results and local data. These student groups often benefit from increased access to hands-on, inquiry-based learning experiences that strengthen scientific reasoning, academic language development, collaboration, and real-world application of grade-level science concepts. This action addresses these needs by expanding access to NGSS-aligned Makerspaces and STEAM Labs that emphasize scientific inquiry, engineering design, critical thinking, creativity, collaboration, and applied problem-solving. Through ongoing collaboration among teachers, administrators, Library Media Technicians, and STEAM Specialists, students participate in engaging, standards-aligned learning experiences connected to NGSS performance expectations, CAST item types, and integrated visual and media arts standards. These learning environments provide opportunities for students to engage in hands-on investigations, collaborative problem-solving, and literacy-rich science experiences that increase engagement and deepen conceptual understanding.	Effectiveness will be measured by: LCAP Metric 2.3: CAST Interim and Summative Assessment Results in science for Grades 5 and 8, Student and teacher surveys measuring perceptions of engagement, access, and learning outcomes, Observation and review of project-based learning artifacts connected to NGSS, Visual Arts, and Media Arts standards.

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	for hands-on investigation, collaborative problem-solving, creativity, and authentic application of learning through Makerspaces and STEAM Labs. This action is designed to increase equitable access to inquiry-based science and integrated STEAM experiences aligned to NGSS performance expectations, CAST item types, and visual and media arts standards. These learning opportunities support student engagement, critical thinking, collaboration, and academic language development for unduplicated students while also benefiting other student groups demonstrating significant academic need. **Scope:** LEA-wide	This action is provided on an LEA-wide basis because unduplicated student groups are enrolled across all district schools and benefit from equitable access to inquiry-based STEAM experiences and hands-on learning opportunities. Providing consistent access to Makerspaces and STEAM Labs across all K–8 schools ensures that unduplicated student groups have access to engaging and standards-aligned learning environments that strengthen science achievement, increase student engagement, and support readiness for future STEM and career pathway opportunities.	
2.6	**Action:** ELA/ELD Professional Learning **Need:** This action is principally directed toward unduplicated student groups, including English Learners (EL), Long-Term English Learners (LTEL), Foster Youth, and Socio-economically Disadvantaged (SED) students, who continue to demonstrate significant disparities in literacy achievement and language development. In addition, Students with Disabilities also continue to demonstrate significant literacy achievement gaps and benefit from the supports provided through this action. Inequitable outcomes in English Language Arts (ELA) and English Learner Progress (ELPI) were first identified in the 2023	This action is principally directed toward meeting the needs of unduplicated student groups, specifically English Learners, Foster Youth, and socioeconomically disadvantaged students, who continue to demonstrate lower levels of achievement in literacy, reading comprehension, and writing as identified through state and local assessment data. These student groups often require increased access to explicit literacy instruction, academic language development, evidence-based interventions, and consistent instructional practices that support reading proficiency and grade-level learning. This action builds teacher capacity to deliver evidence-based ELA/ELD instruction that strengthens foundational literacy, reading comprehension, academic discourse, and	Effectiveness will be monitored through: LCAP Metric 2.1: CAASPP ELA DFS growth and ELA subgroup performance (Annual Dashboard results), LCAP Metric 2.4 2.5: ELPI and EL Reclassification rates (annual increase goal), Local writing and close reading benchmark assessments,

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	California School Dashboard data and continue to persist among student groups identified in the LCAP Plan Summary reflections. Fall 2025 California School Dashboard ELA data show that English Learners scored 44.6 points below standard, Long-Term English Learners scored 89.4 points below standard, Foster Youth scored 34.2 points below standard, and Socio-economically Disadvantaged students scored 19.1 points below standard. Students with Disabilities also scored 81 points below standard in ELA. Although student groups demonstrated growth from prior years, achievement gaps remain significant and require continued targeted support. Additionally, the English Learner Progress Indicator (ELPI) showed 51.9% of English Learners making progress toward proficiency in Fall 2025, demonstrating improvement while highlighting the ongoing need to strengthen integrated and designated ELD supports. These data highlight the need for continued professional learning and job-embedded coaching focused on close listening, close reading, academic discourse, vocabulary development, evidence-based writing, structured literacy instruction, and tiered intervention systems. Strengthening Tier I instruction, calibrating Tier III intervention programming, and improving the use of formative assessment and progress monitoring systems are critical to ensuring	evidence-based writing through PK–8 curriculum reboot training, collaborative planning, lesson study, and job-embedded coaching. Professional learning and coaching support educators in strengthening Tier I instruction, implementing structured literacy practices, identifying common formative assessments, and calibrating targeted interventions and progress monitoring systems to better support students performing below grade level. Additional job-embedded coaching supports K–2 implementation of the UFLI structured literacy curriculum aligned to Wonders resources, while Grades 3–8 Tier III intervention teachers receive specialized training and collaboration to strengthen structured literacy intervention programming. These supports increase instructional consistency and improve educators' ability to provide targeted literacy instruction and intervention for students requiring additional academic support. This action is provided on an LEA-wide basis because unduplicated student groups are enrolled across all district schools and benefit from consistent access to high-quality, standards-aligned literacy instruction and intervention systems. Providing districtwide professional learning, coaching, and collaborative planning opportunities ensures that all schools implement evidence-based instructional practices designed to improve literacy outcomes and equitable access to rigorous grade-level instruction for unduplicated student groups.	Teacher surveys on professional learning impact, Completion and application of LETRS practices.

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	historically underserved student groups have equitable access to rigorous grade-level literacy instruction and timely intervention supports. These actions are intended to accelerate literacy achievement and language development for unduplicated students while also supporting other student groups demonstrating significant academic need. **Scope:** LEA-wide		
2.7	**Action:** Tiered Reading Supports and Supplemental ELA software **Need:** This action is principally directed toward unduplicated student groups, including English Learners (EL), Long-Term English Learners (LTEL), Foster Youth, and Socio-economically Disadvantaged (SED) students, who continue to demonstrate significant literacy achievement gaps in English Language Arts. In addition, Students with Disabilities also continue to demonstrate significant literacy achievement gaps and benefit from the supports provided through this action. Inequitable outcomes in ELA and English Learner Progress (ELPI) were first identified in the 2023 California School Dashboard data and continue to persist among student groups identified in the LCAP Plan Summary reflections.	This action addresses the needs of unduplicated pupils by providing intensive, evidence-based structured literacy intervention and adaptive support systems aligned to the Science of Reading for students performing below standard in English Language Arts. Tier II and Tier III intervention programs, including SPIRE, Sound Sensible, WonderWorks, StudySync Foundational Skills, Lexia Core5, Lexia PowerUp, and IXL, strengthen foundational literacy skills, fluency, comprehension, vocabulary, and language development for English Learners, Long-Term English Learners, Foster Youth, Socioeconomically Disadvantaged students, and Students with Disabilities. Job-embedded coaching, intervention calibration, and progress monitoring systems further support consistent and responsive intervention practices across grade spans. Texthelp Read&Write and Screencastify support equitable access to literacy instruction through text-to-speech, speech-to-text, annotation, and scaffolded writing supports that strengthen	Effectiveness will be monitored using: Progress monitoring reports from SPIRE and Sound Sensible, Lexia usage and skill attainment reports at targeted sites, Teacher survey feedback on program implementation and impact, LCAP Metric 2.1:CAASPP ELA DFS changes disaggregated by student group (especially ELs, LTELs, Foster Youth, and SED),

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	Fall 2025 California School Dashboard ELA data show that Long-Term English Learners scored 89.4 points below standard, English Learners scored 44.6 points below standard, Foster Youth scored 34.2 points below standard, and Socio-economically Disadvantaged students scored 19.1 points below standard. Students with Disabilities also scored 81 points below standard in ELA. Additionally, 51.9% of English Learners made progress toward English proficiency on the English Learner Progress Indicator (ELPI), demonstrating growth while reinforcing the continued need for targeted literacy and language supports. Structured literacy intervention programs, adaptive digital supports, assistive technology tools, and progress monitoring systems are designed to address foundational reading, fluency, comprehension, language development, and executive functioning needs for students performing below standard and requiring targeted intervention support. These supports are intended to strengthen access to rigorous grade-level instruction, improve literacy outcomes for unduplicated students, and provide additional support for other student groups demonstrating significant academic need. **Scope:** LEA-wide	academic language development, executive functioning, and independent learning. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all school sites and require consistent access to high-quality intervention systems, assistive technology tools, and structured literacy supports to address persistent reading gaps and improve access to rigorous grade-level instruction.	ELPAC 2.4-2.5: ELPI and EL Reclassification rates as an indirect measure of language development progress.
2.10	**Action:** College and Career Readiness	This action increases and improves services for unduplicated student groups, including English	Effectiveness will be monitored through:

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	Need: This action is principally directed toward unduplicated student groups, including Socio-economically Disadvantaged (SED) students, English Learners (ELs), and Foster Youth, who continue to experience persistent opportunity gaps in academic achievement, college and career readiness, and future pathway awareness. In addition, other student groups demonstrating significant academic need, including Students with Disabilities, also benefit from the supports provided through this action. This action is designed to increase equitable access to college and career exploration, leadership development, goal setting, academic planning, and the cultivation of academic behaviors that promote long-term success and student engagement. Inequitable outcomes in English Language Arts (ELA), mathematics, and English Learner Progress (ELPI) were first identified in the 2023 California School Dashboard data and highlighted in the LCAP Plan Summary reflections. Current Fall 2025 data continue to demonstrate significant disparities, with English Learners scoring 44.6 points below standard in ELA and 67.3 points below standard in mathematics, Socio-economically Disadvantaged students scoring 19.1 points below standard in ELA and 45.5 points below standard in mathematics, and Foster Youth scoring 34.2 points below standard in ELA and 75.8 points below standard in mathematics. Additionally, 51.9% of English Learners made	Learners, Foster Youth, and Socioeconomically Disadvantaged students, by expanding equitable access to early college and career readiness opportunities across the LEA. AVID implementation at Freedom Crest Elementary provides students with structured opportunities to develop organization, critical thinking, note-taking, collaboration, goal-setting, and student agency skills through schoolwide implementation of WICOR strategies, organizational notebooks, and three-column notes. Professional learning and collaborative planning support teachers in integrating AVID strategies into core instruction to strengthen academic readiness and equitable access to rigorous learning experiences for historically underserved student groups. This action also expands middle school Career Technical Education (CTE) pathways, project-based learning opportunities, and college and career awareness tools to increase student exposure to future educational and career opportunities aligned to local workforce and high school pathway options. Partnerships with ConnectED Design Institute, feeder high school CTE teachers, and the districtwide Middle School CTE PLC and Advisory Committee strengthen vertical articulation and alignment of student experiences from elementary through middle school and into high school. Providing these opportunities on an LEA-wide basis ensures that unduplicated pupils across all school sites have equitable access to foundational college and career readiness experiences, structured pathway exploration, and engaging	LCAP Metric 2.1:CAASPP ELA DFS growth by student group (ELs, LTELs, Foster Youth, and SED), LCAP Metric 2.2: CAASPP Math DFS growth by student group,(ELs, LTELs, Foster Youth, and SED), LCAP Metric 2.8: CTE pathway participation rates, disaggregated by student group (ELs, LTELs, Foster Youth, and SED), Freedom Crest Elementary AVID site team reflections and student engagement feedback, Educational partner feedback from CTE needs analysis sessions, Evaluation of potential college and career awareness software for future districtwide implementation.

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
	progress toward English proficiency on the English Learner Progress Indicator (ELPI), and the district reclassification rate increased to 18%. Limited access to early college and career exploration, structured pathway opportunities, and experiences that build academic identity and future readiness has historically reduced awareness and preparation for postsecondary opportunities among these student groups. Reinforcing AVID implementation at FCE, middle school CTE pathways, college and career awareness tools, project-based learning opportunities, and structured academic planning supports is intended to strengthen student engagement, organization, collaboration, academic readiness, and future pathway awareness from elementary through middle school. These supports are designed to improve access, motivation, and long-term success for unduplicated students while also benefiting other student groups demonstrating significant academic need. **Scope:** LEA-wide	learning opportunities designed to increase student engagement, academic readiness, future pathway awareness, and long-term postsecondary success.	
2.11	**Action:** Technological Devices and Network Connectivity **Need:** This action is principally directed toward unduplicated student groups, including Foster Youth, English Learners (ELs), and Socio-	This action addresses the needs of unduplicated student groups, including Foster Youth, English Learners, and Socioeconomically Disadvantaged students, by ensuring equitable access to the technological devices, instructional software, and network connectivity necessary for full participation in instruction, intervention, assessment, and communication systems. Persistent achievement	Effectiveness will be monitored through: LCAP Metrics 2.1-2.2: Annual CAASPP ELA and Math DFS changes, disaggregated by subgroup

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	economically Disadvantaged (SED) students, who continue to demonstrate persistent academic disparities across multiple indicators. In addition, other student groups demonstrating significant academic need, including Students with Disabilities, also benefit from the supports provided through this action. This action is designed to ensure equitable access to digital learning tools, instructional technology, connectivity, and technology-enhanced instructional resources necessary to support rigorous learning opportunities, intervention access, communication, and academic engagement. Inequitable outcomes in English Language Arts (ELA), mathematics achievement, science achievement, and English Learner Progress (ELPI) were first identified in the 2023 California School Dashboard data and highlighted in the LCAP Plan Summary reflections across student groups and school sites performing at the lowest levels. Current Fall 2025 California School Dashboard data continue to demonstrate significant need. English Learners scored 44.6 points below standard in ELA and 67.3 points below standard in mathematics, while Socio-economically Disadvantaged students scored 19.1 points below standard in ELA and 45.5 points below standard in mathematics. Foster Youth scored 34.2 points below standard in ELA and 75.8 points below standard in mathematics. Additionally, Fall 2025 CAST results show that only 1.75% of English	gaps in ELA, Math, Science, and English language development demonstrate the continued need for reliable access to technology-enhanced learning experiences, digital intervention platforms, online assessments, and supplemental instructional resources. This action removes barriers to learning by providing students with 1:1 Chromebooks, ancillary equipment such as headphones, chargers, and hotspots as needed, as well as consistent access to instructional software and digital learning tools that support personalized learning, academic intervention, language development, and assessment readiness. Reliable connectivity also strengthens access to family communication platforms and virtual learning supports. Providing these services on an LEA-wide basis ensures that all students, regardless of background, income level, or program status, have equitable access to technology resources and digital learning opportunities across all school sites. This action is designed to increase participation, engagement, digital literacy, and access to rigorous grade-level instruction while reducing structural barriers that disproportionately impact historically underserved student groups.	LCAP Metric 2.3: Annual CAST Science Achievement growth for Grades 5 and 8 Device-to-student ratios (maintaining 1:1), Monitoring student participation rates in digital learning opportunities, assessments, and intervention programs.

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
	Learners, 30.77% of Socio-economically Disadvantaged students, and 27.27% of Foster Youth met or exceeded standards in science. Reliable access to technological devices, instructional software, assistive technology, and network connectivity remains essential to reducing barriers to learning and ensuring equitable participation in digital instruction, intervention programs, assessments, supplemental learning platforms, and family communication systems. Consistent access to 1:1 devices, connectivity supports, and technology-enhanced learning tools increases opportunities for personalized learning, digital literacy, academic engagement, and access to rigorous grade-level instruction for historically underserved student groups while also supporting other students demonstrating significant academic need. **Scope:** LEA-wide		
2.12	**Action:** Academic Achievement Site Allocations **Need:** This action is principally directed toward unduplicated student groups, specifically Socio-economically Disadvantaged (SED) students, English Learners (ELs), Long-Term English Learners (LTELs), and Foster Youth, who continue to demonstrate persistent academic achievement gaps across content	This action is principally directed toward meeting the needs of unduplicated student groups, specifically English Learners, Foster Youth, and socioeconomically disadvantaged students, by providing flexible supplemental funding to school sites based on identified academic, language development, intervention, and engagement needs. These student groups continue to demonstrate achievement gaps and inequitable outcomes identified through state and local assessment data, the Comprehensive Needs	Effectiveness will be monitored using: LCAP Metrics 2.1-2.2: Annual CAASPP ELA and Math DFS changes, disaggregated by subgroup, LCAP Metric 2.3: Annual CAST Science

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
	areas. In addition, Students with Disabilities also continue to demonstrate significant academic disparities and benefit from the supports provided through this action. Inequitable outcomes in English Language Arts (ELA), mathematics achievement, science achievement, and English Learner Progress (ELPI) were first identified in the 2023 California School Dashboard data, particularly among student groups and school sites performing at the lowest levels, as highlighted in the LCAP Plan Summary reflections. Current Fall 2025 California School Dashboard data continue to demonstrate significant disparities. English Learners scored 44.6 points below standard in ELA and 67.3 points below standard in mathematics, while Long-Term English Learners scored 89.4 points below standard in ELA and 135.9 points below standard in mathematics. Foster Youth scored 34.2 points below standard in ELA and 75.8 points below standard in mathematics, and Socio-economically Disadvantaged students scored 19.1 points below standard in ELA and 45.5 points below standard in mathematics. Students with Disabilities also demonstrated significant need, scoring 81 points below standard in ELA and 104.6 points below standard in mathematics. Additionally, Fall 2025 CAST results reflected continued disparities for English Learners, Foster Youth, Socio-economically Disadvantaged students, and Students with Disabilities, reinforcing the need for targeted site-level academic and intervention supports.	Assessment process, and School Plan for Student Achievement (SPSA) development. Supplemental site funding supports schools in implementing research-based interventions, strengthening standards-aligned instruction, expanding small-group and targeted supports, refining English Learner Action Plans, increasing collaborative planning opportunities, and providing professional learning aligned to the needs of unduplicated student groups. Site-based actions may include literacy and mathematics intervention systems, English Learner progress monitoring, reclassification supports, formative assessment systems, attendance and engagement supports, and targeted instructional interventions designed to improve student achievement and access to grade-level learning. Funding decisions are developed collaboratively through the SPSA process with School Site Councils and educational partners using disaggregated local and state data to ensure equitable and data-informed allocation of resources. This process allows school sites to identify the greatest areas of need for unduplicated student groups and implement responsive actions and services aligned to student performance data and school priorities. This action is provided on an LEA-wide basis because unduplicated student groups are enrolled across all district schools and require equitable access to supplemental resources and targeted supports. Providing supplemental funding districtwide ensures that all school sites have the	Achievement growth for Grades 5 and 8, LCAP Metric 2.4: ELPAC proficiency growth rates and reclassification rate increases Local formative and curriculum-based assessment data, Monitoring SPSA action implementation and evaluation at the site level.

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	This action provides flexible, needs-based funding allocations to school sites to support implementation of supplemental programs, differentiated instruction, intervention systems, English Learner reclassification supports, collaborative planning, extended learning opportunities, and professional learning aligned to the specific needs identified through each site's Comprehensive Needs Assessment and School Plan for Student Achievement (SPSA) process. These site-based supports are intended to improve access to rigorous instruction, targeted intervention, and equitable learning opportunities for unduplicated students while also supporting other student groups demonstrating significant academic need. **Scope:** LEA-wide	flexibility to implement actions and services that address the identified needs of their unduplicated student populations while maintaining alignment to district priorities, equitable practices, and continuous improvement efforts designed to accelerate academic growth and improve outcomes for historically underserved student groups.	
2.13	**Action:** High-Dosage Tutoring and Summer Learning Academy **Need:** Current Fall 2025 California School Dashboard data continue to demonstrate significant need. Foster Youth scored 34.2 points below standard in ELA and 75.8 points below standard in mathematics, while English Learners scored 44.6 points below standard in ELA and 67.3 points below standard in mathematics. Long-Term English Learners scored 89.4 points below standard in ELA and	This action is principally directed toward meeting the needs of unduplicated student groups, specifically English Learners, Foster Youth, and socioeconomically disadvantaged students, who continue to demonstrate persistent academic and language development gaps as identified through state and local assessment data. These student groups often require increased instructional time, targeted intervention, personalized academic support, and expanded access to learning opportunities to accelerate progress toward grade-level standards.	Effectiveness will be monitored using: LCAP Metrics 2.1-2.2: Academic Performance: CAASPP ELA and Math Distance from Standard (DFS), ELPAC Summative growth for LTELs, and IEP goal attainment for SWD, Program Participation: Attendance rates in tutoring, high-dosage

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	135.9 points below standard in mathematics, and Socio-economically Disadvantaged students scored 19.1 points below standard in ELA and 45.5 points below standard in mathematics. Students with Disabilities demonstrated the greatest academic need, scoring 81 points below standard in ELA and 104.6 points below standard in mathematics. Additionally, only 51.9% of English Learners made progress toward English proficiency on the English Learner Progress Indicator (ELPI), reinforcing the need for expanded academic and language development supports. These data reflect an urgent need for supplemental, individualized academic support and expanded learning opportunities for students disproportionately impacted by interrupted learning, housing instability, chronic absenteeism, language acquisition barriers, and limited access to extended academic services. High-dosage tutoring and the Summer Learning Academy directly address these needs by providing structured instructional time outside the regular school day, personalized intervention based on student assessment data, and targeted small-group and individualized support in literacy, mathematics, language development, and social-emotional learning. This action further prioritizes Foster Youth and supports Students with Disabilities through coordination with district and site support staff to strengthen continuity of services, trauma-informed practices, IEP goal alignment, and	This action provides high-dosage tutoring, expanded learning opportunities, and a structured Summer Learning Academy designed to strengthen literacy, mathematics, language development, and student engagement. High-dosage tutoring provides targeted small-group and individualized support multiple times per week using diagnostic and formative assessment data to personalize instruction and address identified learning needs. Students participating in tutoring and summer learning programs also receive access to intervention materials, technology devices, and supplemental supports that increase participation and accessibility. Foster Youth receive prioritized support through coordination with district and site staff to strengthen continuity of services, maintain consistent relationships with caring adults, and reduce barriers related to mobility, attendance, and interrupted learning. The Summer Learning Academy extends structured academic instruction and intervention opportunities beyond the regular school year to reduce learning loss, strengthen readiness for the upcoming school year, and provide additional support for students performing below grade level. This action is provided on an LEA-wide basis because unduplicated student groups are enrolled across all district schools and benefit from equitable access to intensive intervention, expanded learning time, and personalized academic support. Providing these services districtwide ensures consistent access to targeted supports aligned to identified student needs and	intervention, and Summer Academy programs, Formative Assessments: SuccessMaker diagnostics, site-based benchmarks, and pre/post assessments in literacy and math,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	consistent access to caring adults and intervention resources critical to academic and social-emotional success. These supports are intended to improve equitable access to intervention, accelerate academic growth, and strengthen student engagement and success for unduplicated students while also supporting other student groups demonstrating significant academic need. **Scope:** LEA-wide	strengthens the district's ability to improve literacy, mathematics achievement, language development, and overall academic outcomes for unduplicated student groups experiencing the greatest disparities.	
3.1	**Action:** Universal Screeners and Diagnostic Assessments **Need:** This action is principally directed toward unduplicated student groups, including Socio-economically Disadvantaged (SED) students, English Learners (ELs), Long-Term English Learners (LTELs), and Foster Youth, who continue to demonstrate the largest achievement gaps in English Language Arts and mathematics as evidenced by Year 2 LCAP metrics and Fall 2025 California School Dashboard results. In addition, Students with Disabilities (SWD) also continue to demonstrate significant academic disparities and benefit from the supports provided through this action. Inequitable outcomes in English Language Arts, mathematics achievement, and English Learner Progress were first identified in the 2023 California School Dashboard data highlighted within the	This action is principally directed toward meeting the needs of unduplicated student groups, specifically English Learners, Foster Youth, and socioeconomically disadvantaged students, by ensuring equitable access to early identification systems, progress monitoring tools, and academic intervention supports across all school sites. State and local data continue to demonstrate significant achievement gaps in English Language Arts and Mathematics for unduplicated student groups, particularly in foundational literacy, numeracy, and overall academic performance. Current LCAP and California School Dashboard data indicate that English Learners, Foster Youth, Long-Term English Learners, socioeconomically disadvantaged students, and Students with Disabilities continue to perform below standard in both ELA and mathematics. Local universal screener data from DIBELS, FastBridge, and SAVVAS Momentum further demonstrate that many students require differentiated instruction, targeted intervention, and ongoing progress	Effectiveness will be monitored through: LCAP Metrics 2.1-2.2: Academic Performance: CAASPP ELA and Math Distance from Standard (DFS), ELPAC Summative growth for LTELs, and IEP goal attainment for SWD, LCAP Metrics 3.1-3.2: Universal Screeners ELA and Math-Growth trends on universal screener assessments (Rate of Improvement), Student progress on Momentum Math Diagnostic benchmarks,

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	LCAP Plan Summary reflections, particularly among student groups and school sites performing at the lowest levels. ELA – Metric 2.1 English Learners: 44.6 points below standard Long-Term English Learners: 89.4 points below standard Foster Youth: 34.2 points below standard Students with Disabilities: 81 points below standard Socio-economically Disadvantaged students: 19.1 points below standard Mathematics – Metric 2.2 English Learners: 67.3 points below standard Long-Term English Learners: 135.9 points below standard Foster Youth: 75.8 points below standard Students with Disabilities: 104.6 points below standard Socio-economically Disadvantaged students: 45.5 points below standard English Learner Progress – Metric 2.4 ELPI 51.9% of English Learners made progress toward English proficiency (+2.2%, Green) Additionally, Metric 3.1 Universal Screener Reading and Metric 3.2 Universal Screener Mathematics data from DIBELS, FastBridge, and SAVVAS Momentum demonstrated continued variability in benchmark	monitoring to meet grade-level benchmark expectations. This action addresses these identified needs by providing districtwide implementation of universal screening systems, data analysis protocols, and intervention practices that support timely identification of learning needs and responsive instructional planning. DIBELS, FastBridge, and SAVVAS Momentum provide educators with actionable data to strengthen Tier I instruction, identify students requiring Tier II and Tier III interventions, monitor student progress, and adjust supports based on student performance. These systems strengthen the district's Multi-Tiered System of Support (MTSS) framework and support evidence-based instructional decision-making designed to improve outcomes for unduplicated student groups. This action is provided on an LEA-wide basis because unduplicated student groups are enrolled across all district schools and require consistent access to screening, intervention, and progress monitoring systems regardless of school assignment. Implementing this action districtwide ensures equitable access to data-informed instructional supports, reduces variability in intervention practices across schools, and strengthens the district's ability to provide timely academic support and accelerate achievement for unduplicated student groups.	Reduction in the percentage of students scoring in the "at risk" bands across reading and math, Staff professional learning participation rates and self-reported confidence in using screener data.

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	performance across grade levels, indicating that many students continue to require differentiated Tier 1 instruction, progress monitoring, and targeted intervention supports to meet grade-level expectations. These data highlight the continued need for early and accurate identification of student learning needs through universal screening, progress monitoring, and responsive intervention systems. DIBELS, FastBridge, and SAVVAS Momentum provide timely diagnostic information that supports differentiated Tier 1 instruction and targeted Tier 2 and Tier 3 interventions within the district's Multi-Tiered System of Support (MTSS) framework. Strengthening implementation and use of these systems will support educators in responding to student needs in real time, improving instructional decision-making, and increasing student achievement outcomes in English Language Arts and mathematics for unduplicated student groups while also supporting other student groups demonstrating significant academic need. **Scope:** LEA-wide		
3.2	**Action:** Professional Learning Communities **Need:** This action is principally directed toward unduplicated student groups, including English	This action is implemented LEA-wide to ensure all school sites benefit from high-functioning Professional Learning Communities (PLCs) that use student data to guide instruction, intervention, and progress monitoring for unduplicated student	PLC Stage of Implementation Surveys (measuring movement toward Stages 5–7)

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
	Learners, Long-Term English Learners (LTELs), Foster Youth, and Socio-economically Disadvantaged (SED) students, who continue to experience persistent achievement gaps in English Language Arts and mathematics. In addition, Students with Disabilities also continue to demonstrate significant academic disparities and benefit from the supports provided through this action. Current Year 2 LCAP Metrics 2.1 and 2.2 reflect continued disparities in academic achievement: ELA – Metric 2.1 English Learners: 44.6 points below standard Long-Term English Learners: 89.4 points below standard Foster Youth: 34.2 points below standard Students with Disabilities: 81 points below standard Socio-economically Disadvantaged students: 19.1 points below standard Mathematics – Metric 2.2 English Learners: 67.3 points below standard Long-Term English Learners: 135.9 points below standard Foster Youth: 75.8 points below standard Students with Disabilities: 104.6 points below standard Socio-economically Disadvantaged students: 45.5 points below standard Science – Metric 2.3 CAST	groups. Current Year 2 LCAP metrics continue to demonstrate significant achievement gaps: ELA – Metric 2.1 CAASPP ELA LTELs: 110.2 points below standard Foster Youth: 83.1 points below standard English Learners: 60.7 points below standard SED students: 24.3 points below standard Math – Metric 2.2 CAASPP Math LTELs: 149.1 points below standard (Red) Students with Disabilities: 102.3 points below standard (Red) Foster Youth: 87.8 points below standard (Orange) English Learners: 79.7 points below standard (Orange) SED students: 49.4 points below standard Additionally, Metrics 3.1 and 3.2 from DIBELS, FastBridge, and SAVVAS Momentum demonstrated continued academic need across grade levels, while Metrics 3.4 and 3.5 reflected increased participation in professional learning platforms supporting data-informed instructional practices. Providing this action LEA-wide ensures educators across all sites are equipped to conduct collaborative data analysis, implement Teacher Clarity practices, align instruction to essential standards, and provide timely targeted intervention within the district's MTSS framework.	LCAP Metrics 3.1-3.2: Universal Screeners ELA and Math-Growth trends on universal screener assessments (Rate of Improvement), LCAP Metrics 2.1-2.3, 2.4-2.5: Student achievement growth on screeners, CAASPP, CAST, and ELPAC LCAP Metrics 3.4-3.5: Participation rates in Global PD and ELlevation professional development

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	English Learners: 1.75% met or exceeded standards Long-Term English Learners: 2.5% met or exceeded standards Foster Youth: 27.27% met or exceeded standards Students with Disabilities: 11.53% met or exceeded standards English Learner Progress – Metric 2.4 ELPI 51.9% of English Learners made progress toward English proficiency (+2.2%, Green) Inequitable outcomes in English Language Arts, mathematics achievement, science achievement, and English Learner Progress are also evident in the 2023 California School Dashboard data highlighted in the LCAP Plan Summary reflections, particularly among student groups and school sites performing at the lowest levels. Additionally, Metric 3.1 Universal Screener Reading and Metric 3.2 Universal Screener Mathematics data from DIBELS, FastBridge, and SAVVAS Momentum demonstrated continued areas of academic need across grade levels, reinforcing the importance of timely instructional response and intervention planning. Metric 3.4 demonstrated increased administrator participation in Global PD professional learning, while Metric 3.5 reflected increased engagement in ELLevation instructional strategy modules and		

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	professional learning supports for English Learners. Feedback from the MTSS District Leadership Team, school-level LCAP reflections, and PLC implementation discussions identified the continued need for stronger systems to support collaborative data analysis, alignment of essential standards, and targeted intervention planning. Professional Learning Communities serve as a key structure to address these gaps by ensuring educators collaboratively analyze student data, identify instructional responses, monitor progress, and implement targeted supports for unduplicated student groups within the district's Multi-Tiered System of Support (MTSS) framework while also strengthening supports for other student groups demonstrating significant academic need. **Scope:** LEA-wide		
3.3	**Action:** Assessment Systems and MTSS Data Platform **Need:** This action is principally directed toward unduplicated student groups, including English Learners, Long-Term English Learners (LTELs), Foster Youth, and Socio-economically Disadvantaged students, who continue to demonstrate substantial academic achievement gaps as reflected in current Year	This action is principally directed toward meeting the needs of unduplicated student groups, specifically English Learners, Foster Youth, and socioeconomically disadvantaged students, who continue to demonstrate significant academic achievement gaps in English Language Arts and Mathematics as identified through state and local assessment data. These student groups benefit from timely identification of learning needs, consistent progress monitoring, and targeted instructional interventions supported through data-informed decision-making practices.	LCAP Metric 3.3: Otus platform usage rates (teacher, student, administrator logins) Number of common formative assessments created and used in PLCs LCAP Metrics 3.1-3.2: Universal Screeners ELA and Math-Growth trends

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
	2 LCAP Metrics 2.1 and 2.2. In addition, Students with Disabilities also continue to demonstrate significant academic disparities and benefit from the supports provided through this action. ELA – Metric 2.1 English Learners: 44.6 points below standard Long-Term English Learners: 89.4 points below standard Foster Youth: 34.2 points below standard Students with Disabilities: 81 points below standard Socio-economically Disadvantaged students: 19.1 points below standard Mathematics – Metric 2.2 English Learners: 67.3 points below standard Long-Term English Learners: 135.9 points below standard Foster Youth: 75.8 points below standard Students with Disabilities: 104.6 points below standard Socio-economically Disadvantaged students: 45.5 points below standard Science – Metric 2.3 CAST English Learners: 1.75% met or exceeded standards Long-Term English Learners: 2.5% met or exceeded standards Foster Youth: 27.27% met or exceeded standards	This action provides districtwide access to Otus and related professional learning to support educators in monitoring student progress, developing common formative assessments, analyzing multiple measures of student performance, and responding to learning gaps in a timely manner. The platform strengthens collaborative data analysis within Professional Learning Communities (PLCs), improves progress monitoring practices, and supports intervention planning aligned to the district's Multi-Tiered System of Support (MTSS) framework. Educators use these tools to identify student learning needs, monitor intervention effectiveness, and provide targeted academic supports based on real-time student data. By implementing a consistent districtwide assessment and data platform, the district reduces disparities in how student data is collected, analyzed, and applied across school sites. This action supports more equitable access to evidence-based instructional planning, intervention systems, and collaborative data practices designed to improve outcomes for unduplicated student groups. This action is provided on an LEA-wide basis because unduplicated student groups are enrolled across all district schools and require consistent access to high-quality data systems and instructional supports regardless of school assignment. Providing these tools and professional learning districtwide ensures educators across all schools can utilize actionable	on universal screener assessments (Rate of Improvement), LCAP Metrics 2.1-2.3, 2.4-2.5: Student achievement growth on screeners, CAASPP, CAST, and ELPAC Survey feedback from educators regarding effectiveness of the Otus platform for instructional planning

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
	Students with Disabilities: 11.53% met or exceeded standards English Learner Progress – Metric 2.4 ELPI 51.9% of English Learners made progress toward English proficiency (+2.2%, Green) Inequitable outcomes in English Language Arts, mathematics achievement, science achievement, and English Learner Progress are also evident in the 2023 California School Dashboard data highlighted in the LCAP Plan Summary reflections, particularly among student groups and school sites performing at the lowest levels. Additionally, Metric 3.3 Otus Common Formative Assessment Usage data demonstrated a decline in teacher and student platform usage during Year 2, indicating the continued need to strengthen consistent implementation of districtwide assessment and data-analysis systems to support instructional decision-making and intervention planning. Analysis from the LCAP Plan Summary, MTSS District Leadership Team feedback, and site reflections identified inconsistent use of student data to inform instruction, monitor progress, and implement timely interventions across school sites. Educational partners emphasized the need for stronger systems to support collaborative data analysis, common formative assessment development, and ongoing progress monitoring within PLC and	student data to strengthen instruction, monitor progress, and provide timely interventions that improve academic outcomes for unduplicated student groups.	

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	MTSS structures. Expanding the effective use of Otus as a districtwide assessment and data platform is intended to improve data accessibility, strengthen instructional responsiveness, and ensure more timely and targeted support for unduplicated student groups while also supporting other student groups demonstrating significant academic need. **Scope:** LEA-wide		
3.4	**Action:** MTSS District Leadership Team (DLT) **Need:** Menifee Union School District's unduplicated student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Socio-economically Disadvantaged (SED) students, continue to demonstrate persistent performance gaps across academic, engagement, and school climate indicators. In addition, Students with Disabilities (SWD) also continue to demonstrate significant academic and behavioral disparities and benefit from the supports provided through this action. ELA – Metric 2.1 English Learners: 44.6 points below standard Long-Term English Learners: 89.4 points below standard Foster Youth: 34.2 points below standard	This action is principally directed toward meeting the needs of unduplicated student groups, specifically English Learners, Foster Youth, and socioeconomically disadvantaged students, who continue to demonstrate significant disparities in academic achievement, attendance, and student engagement as reflected in current LCAP metrics and California Dashboard data. Current Year 2 LCAP metrics indicate that Long-Term English Learners performed 149.1 points below standard in Mathematics and 110.2 points below standard in English Language Arts. Foster Youth experienced chronic absenteeism rates of 25.9% and suspension rates of 9.5%. English Learner Progress data showed that 51.9% of English Learners and 58.6% of Long-Term English Learners made progress toward English proficiency, reinforcing the continued need for coordinated academic, behavioral, and intervention supports for unduplicated student groups. Additional local and state data also indicate significant needs among Students with Disabilities, who performed more than 100 points	Metric 1.1 Chronic Absenteeim and Metric 1.3 Suspension Metric 2.1 CAASPP ELA Metric 2.2 Math and Metric 2.4 English Learner Progress Indicator (ELPI) Metric 2.14: % of SWD enrolled in advanced coursework Metric 3.1-3.2: Implementation of tiered supports measured through progress on screeners and diagnostics Participation rates in monthly MTSS site leadership meetings and DLT sessions

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
	Students with Disabilities: 81 points below standard Socio-economically Disadvantaged students: 19.1 points below standard Mathematics – Metric 2.2 English Learners: 67.3 points below standard Long-Term English Learners: 135.9 points below standard Foster Youth: 75.8 points below standard Students with Disabilities: 104.6 points below standard Socio-economically Disadvantaged students: 45.5 points below standard Science – Metric 2.3 CAST English Learners: 1.75% met or exceeded standards Long-Term English Learners: 2.5% met or exceeded standards Foster Youth: 27.27% met or exceeded standards Students with Disabilities: 11.53% met or exceeded standards English Learner Progress – Metric 2.4 ELPI 51.9% of English Learners made progress toward English proficiency (+2.2%, Green) Chronic Absenteeism – Metric 1.1 All Students: 11.5% English Learners: 10.1%	below standard in Mathematics and 84.2 points below standard in English Language Arts. This action supports regular Multi-Tiered System of Support (MTSS) site team meetings and District Leadership Team (DLT) collaboration to strengthen the district's coordinated systems of academic, behavioral, and social-emotional support. Through these structures, school and district leaders analyze disaggregated student data, identify instructional and behavioral needs, monitor intervention effectiveness, and coordinate supports aligned to district LCAP goals and student performance data. This systems-level collaboration strengthens the capacity of schools to implement timely interventions, improve progress monitoring practices, and respond proactively to the needs of students experiencing barriers to academic success. Providing this action on an LEA-wide basis promotes coherence and consistency in MTSS implementation across all schools and ensures that unduplicated student groups receive equitable access to coordinated academic, behavioral, and social-emotional supports regardless of school assignment. Districtwide collaboration and leadership structures strengthen shared ownership of student outcomes, support equitable and data-informed decision-making, and improve the implementation of targeted strategies designed to accelerate outcomes for unduplicated student groups within the district's MTSS framework.	Educational partner feedback from MTSS DLT and site leadership team surveys

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
	Long-Term English Learners: 18.9% Foster Youth: 22.4% Students with Disabilities: 17.9% Socio-economically Disadvantaged students: 13.7% Suspension Rates – Metric 1.3 All Students: 2.7% English Learners: 2.9% Long-Term English Learners: 3.5% Foster Youth: 9.9% Students with Disabilities: 4.6% Socio-economically Disadvantaged students: 3.1% School-level data in the 2023 California School Dashboard, as highlighted in the LCAP Plan Summary reflections, further illustrate inequitable outcomes in English Language Arts, mathematics achievement, English Learner Progress, chronic absenteeism, and suspension rates, particularly among student groups and school sites performing at the lowest levels. These data highlight the need for sustained district leadership structures that coordinate, monitor, and strengthen implementation of academic, behavioral, attendance, and social-emotional supports for unduplicated student groups across all school sites through the district's Multi-Tiered System of Support (MTSS) framework. This action supports alignment of districtwide systems, data analysis, professional learning, intervention		

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
	planning, and continuous improvement efforts intended to improve student outcomes, increase equitable access to supports, and strengthen implementation consistency across school sites while also supporting other student groups demonstrating significant academic and behavioral need. **Scope:** LEA-wide		
3.6	**Action:** Districtwide Professional Learning **Need:** This action is principally directed toward unduplicated student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Socio-economically Disadvantaged (SED) students, who continue to experience persistent academic, attendance, and school climate disparities across Menifee Union School District. In addition, Students with Disabilities (SWD) also continue to demonstrate significant academic, behavioral, and engagement disparities and benefit from the supports provided through this action. Chronic Absenteeism – Metric 1.1 (2025–2026 Year 2 Outcomes) All Students: 11.5% English Learners: 10.1% Long-Term English Learners: 18.9% Foster Youth: 22.4%	This action is implemented LEA-wide to ensure that every educator, regardless of school site, receives consistent access to high-quality professional learning focused on supporting the needs of unduplicated students. Districtwide training builds teacher capacity in foundational practices—such as setting clear learning intentions and success criteria, using data to plan instruction, and applying inclusive strategies for English Learners, Students with Disabilities, Foster Youth, and SED students. Given that unduplicated pupils across Menifee USD face significant achievement gaps in ELA and math—as well as elevated chronic absenteeism and suspension rates—ensuring every classroom is led by a teacher equipped with evidence-based, culturally responsive strategies is essential. LEA-wide implementation promotes instructional coherence, eliminates site-level disparities in training quality, and strengthens Tier I instruction systemically to close gaps and accelerate learning for the district's most vulnerable students.	Metric 1.1: Chronic Absenteeism Rate for Students with Disabilities Metric 1.3: Suspension Rate for Students with Disabilities LCAP Metrics 2.1-2.5 and 3.1-3.2:Student growth data on CAASPP, CAST, ELPAC, and local screeners LCAP Metrics 3.3-3.5: Data and Professional Learning Platform usage Educator feedback and reflection surveys on the impact of professional learning

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
	Students with Disabilities: 17.9% Socio-economically Disadvantaged students: 13.7% Suspension Rates – Metric 1.3 (2025–2026 Year 2 Outcomes) All Students: 2.7% English Learners: 2.9% Long-Term English Learners: 3.5% Foster Youth: 9.9% Students with Disabilities: 4.6% Socio-economically Disadvantaged students: 3.1% ELA – Metric 2.1 English Learners: 44.6 points below standard Long-Term English Learners: 89.4 points below standard Foster Youth: 34.2 points below standard Students with Disabilities: 81 points below standard Socio-economically Disadvantaged students: 19.1 points below standard Mathematics – Metric 2.2 English Learners: 67.3 points below standard Long-Term English Learners: 135.9 points below standard Foster Youth: 75.8 points below standard Students with Disabilities: 104.6 points below standard Socio-economically Disadvantaged students: 45.5 points below standard		

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
	Science – Metric 2.3 CAST English Learners: 1.75% met or exceeded standards Long-Term English Learners: 2.5% met or exceeded standards Foster Youth: 27.27% met or exceeded standards Students with Disabilities: 11.53% met or exceeded standards English Learner Progress – Metric 2.4 ELPI 51.9% of English Learners made progress toward English proficiency (+2.2%, Green) Although districtwide improvements were made in attendance and engagement outcomes, data continue to show that Foster Youth, Long-Term English Learners, Students with Disabilities, and other unduplicated student groups experience higher rates of absenteeism and suspension and lower levels of school engagement compared to their peers. In addition, the 2024 California School Dashboard identified Long-Term English Learners and Foster Youth in Red or Orange performance levels for several engagement and climate indicators, reinforcing the need for continued targeted supports. Educational partner feedback, Panorama survey results, and MTSS District Leadership Team reflections further identified the need for stronger relationship-centered practices,		

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
	increased student connectedness, improved family engagement, trauma-informed supports, and more consistent implementation of proactive behavioral and social-emotional systems across all school sites. These findings demonstrate the continued need for coordinated districtwide supports that strengthen safe, engaging, inclusive, and supportive learning environments for unduplicated student groups while also supporting other student groups demonstrating significant academic and behavioral need. **Scope:** LEA-wide		
3.7	**Action:** Device, Network, and Digital Curriculum Support Staff **Need:** This action is principally directed toward unduplicated student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Socio-economically Disadvantaged (SED) students, who continue to demonstrate persistent academic disparities across multiple student achievement indicators. In addition, Students with Disabilities (SWD) also continue to demonstrate significant academic disparities and benefit from the supports provided through this action. ELA – Metric 2.1	This action is implemented LEA-wide to ensure that all students, particularly unduplicated student groups such as English Learners, Foster Youth, and Socioeconomically Disadvantaged students, have consistent access to the digital tools necessary for equitable instruction and intervention. Maintaining districtwide technology staffing guarantees that every school site can support reliable use of student devices, digital curriculum platforms, assessment systems like FastBridge and SAVVAS Momentum, and instructional software critical to MTSS implementation. This infrastructure is essential for delivering real-time, data-driven instruction and timely interventions aligned to individual student needs. Providing this action across the LEA eliminates disparities in technology access and ensures that	Technology support request response times and resolution rates, Device-to-student ratio, LCAP Metric 3.3 Otus platform usage rates , LCAP Metrics 2.1-2.5 and 3.1-3.2:Student growth data on CAASPP, CAST, ELPAC, and local screeners, Student and staff survey feedback on digital learning access and support.

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
	English Learners: 44.6 points below standard Long-Term English Learners: 89.4 points below standard Foster Youth: 34.2 points below standard Students with Disabilities: 81 points below standard Socio-economically Disadvantaged students: 19.1 points below standard Mathematics – Metric 2.2 English Learners: 67.3 points below standard Long-Term English Learners: 135.9 points below standard Foster Youth: 75.8 points below standard Students with Disabilities: 104.6 points below standard Socio-economically Disadvantaged students: 45.5 points below standard Science – Metric 2.3 CAST English Learners: 1.75% met or exceeded standards Long-Term English Learners: 2.5% met or exceeded standards Foster Youth: 27.27% met or exceeded standards Students with Disabilities: 11.53% met or exceeded standards English Learner Progress – Metric 2.4 ELPI 51.9% of English Learners made progress toward English proficiency (+2.2%, Green)	all classrooms are equipped to support high-quality, standards-aligned learning environments. This is especially important for students facing persistent academic gaps, helping to close opportunity gaps and increase engagement, progress monitoring, and instructional equity.	

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
	School-level data in the 2023 California School Dashboard, as highlighted in the LCAP Plan Summary reflections, further illustrate inequitable outcomes in English Language Arts, mathematics achievement, science achievement, English Learner Progress, and other student outcome indicators, particularly among student groups and school sites performing at the lowest levels. Metrics 3.1 and 3.2 further demonstrated the ongoing need for consistent access to digital assessment systems, universal screeners, diagnostics, and intervention platforms used to monitor student progress and guide instructional response within the district's Multi-Tiered System of Support (MTSS) framework. In addition, LCAP Metric 3.3 platform usage data reflected the importance of maintaining reliable technology infrastructure and support systems to ensure educators and students can consistently access digital curriculum resources, assessment tools, data platforms, and intervention supports necessary to improve student achievement outcomes. These data demonstrate the continued need for equitable access to devices, digital curriculum, assessment platforms, intervention systems, assistive technology, and technology support services to ensure unduplicated student groups receive timely intervention, progress monitoring, and differentiated instructional support aligned to their academic needs. These supports are intended to		

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
	strengthen equitable access to rigorous instruction, improve instructional responsiveness, and increase academic achievement outcomes for unduplicated students while also supporting other student groups demonstrating significant academic need. **Scope:** LEA-wide		
3.8	**Action:** Director of Curriculum and Instruction & Special Programs and Support Staff **Need:** This action is principally directed toward unduplicated student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Socio-economically Disadvantaged (SED) students, who continue to demonstrate persistent academic disparities across multiple student achievement indicators. In addition, Students with Disabilities (SWD) also continue to demonstrate significant academic disparities and benefit from the supports provided through this action. ELA – Metric 2.1 English Learners: 44.6 points below standard Long-Term English Learners: 89.4 points below standard Foster Youth: 34.2 points below standard	This action is principally directed toward meeting the needs of unduplicated student groups, specifically English Learners, Foster Youth, and socioeconomically disadvantaged students, who continue to demonstrate persistent achievement gaps across multiple academic, attendance, and engagement indicators. These student groups often require consistent access to high-quality instruction, coordinated intervention systems, academic and behavioral supports, and equitable learning opportunities to improve student outcomes. This action supports centralized instructional leadership and districtwide systems designed to strengthen curriculum implementation, assessment practices, Multi-Tiered System of Support (MTSS) structures, professional learning, intervention planning, and instructional coaching across all schools. Through coordinated leadership and support structures, the district ensures that educators have access to aligned curriculum systems, data-informed instructional practices, collaborative planning opportunities, and evidence-based interventions that support student	Participation in professional learning and coaching activities and educator feedback collected through surveys LCAP Metrics 2.1-2.5 and 3.1-3.2: Student achievement data in CAASPP, CAST, ELPAC, screeners, and diagnostics LCAP Metrics 2.7 and 2.10 Local Indicators

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
	Students with Disabilities: 81 points below standard Socio-economically Disadvantaged students: 19.1 points below standard Mathematics – Metric 2.2 English Learners: 67.3 points below standard Long-Term English Learners: 135.9 points below standard Foster Youth: 75.8 points below standard Students with Disabilities: 104.6 points below standard Socio-economically Disadvantaged students: 45.5 points below standard Science – Metric 2.3 CAST English Learners: 1.75% met or exceeded standards Long-Term English Learners: 2.5% met or exceeded standards Foster Youth: 27.27% met or exceeded standards Students with Disabilities: 11.53% met or exceeded standards English Learner Progress – Metric 2.4 ELPI 51.9% of English Learners made progress toward English proficiency (+2.2%, Green) School-level data in the 2023 California School Dashboard, as highlighted in the LCAP Plan Summary reflections, further illustrate inequitable outcomes in English Language	learning and engagement. These systems particularly benefit unduplicated student groups who may experience barriers related to language development, interrupted learning, inconsistent access to interventions, or increased academic and social-emotional needs. This action is provided on an LEA-wide basis because unduplicated student groups are enrolled across all district schools and benefit from consistent districtwide implementation of professional learning, instructional coaching, MTSS refinement, curriculum systems, and intervention supports. Providing this action across all schools reduces variability in instructional practices and access to support services, strengthens implementation fidelity, promotes equitable access to effective instruction and intervention, and supports improved academic outcomes for unduplicated student groups with the greatest identified needs.	

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
	Arts, mathematics achievement, English Learner Progress, and other student outcome indicators, particularly among student groups and school sites performing at the lowest levels. These data demonstrate the need for coordinated instructional leadership, aligned professional learning systems, and ongoing coaching support to strengthen curriculum implementation, Multi-Tiered System of Support (MTSS) structures, intervention planning, and instructional coherence across all schools. Educational partner feedback and educator survey data further emphasized the importance of sustained professional learning, collaborative planning, lesson study, data analysis, and job-embedded coaching to improve educator capacity in implementing evidence-based instructional practices and responding effectively to student learning needs. These supports are intended to strengthen high-quality Tier I instruction, improve intervention responsiveness, and increase academic achievement outcomes for unduplicated student groups while also supporting other student groups demonstrating significant academic need. **Scope:** LEA-wide		
3.9	**Action:** Intervention Specialists and Site Intervention Facilitators	This action is principally directed toward meeting the needs of unduplicated student groups, specifically English Learners, Foster Youth, and socioeconomically disadvantaged students, who	LCAP Metrics 1.1-1.3: Chronic Absenteeism, Positive Attendance, and Suspension rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Socio-economically Disadvantaged (SED) students, continue to demonstrate significant achievement gaps across core content areas. In addition, Students with Disabilities (SWD) also continue to demonstrate significant academic disparities and benefit from the supports provided through this action. ELA – Metric 2.1 English Learners: 44.6 points below standard Long-Term English Learners: 89.4 points below standard Foster Youth: 34.2 points below standard Students with Disabilities: 81 points below standard Socio-economically Disadvantaged students: 19.1 points below standard Mathematics – Metric 2.2 English Learners: 67.3 points below standard Long-Term English Learners: 135.9 points below standard Foster Youth: 75.8 points below standard Students with Disabilities: 104.6 points below standard Socio-economically Disadvantaged students: 45.5 points below standard Science – Metric 2.3 CAST	continue to demonstrate significant gaps in English Language Arts, mathematics, English Learner progress, chronic absenteeism, and suspension outcomes as identified in the LCAP Plan Summary and state and local assessment data. These student groups often require targeted academic, behavioral, and language development interventions in order to access grade-level standards and improve student outcomes. District Intervention Specialists and Site Intervention Facilitators collaborate with school leadership teams, Professional Learning Communities (PLCs), and classroom teachers to analyze assessment data, monitor student progress, support intervention planning, and implement Tier II and Tier III supports aligned to identified student needs. These staff members also support English Learner assessment and reclassification processes, progress monitoring systems, and early identification practices to ensure timely and responsive intervention services for students requiring additional academic and language development support. This action is provided on an LEA-wide basis because unduplicated student groups are enrolled across all district schools and benefit from consistent access to trained personnel, coordinated intervention systems, and aligned Multi-Tiered System of Support (MTSS) practices. Implementing this action districtwide ensures equitable access to targeted academic and behavioral supports, strengthens consistency in intervention delivery across school sites, and improves the district’s capacity to provide timely,	LCAP Metrics 3.1-3.2: Student progress monitoring data from screeners, diagnostics, and formative assessments LCAP Metrics 2.1-2.5 Student achievement data in CAASPP, CAST, ELPAC, Site-level MTSS intervention tracking and reflection logs

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
	English Learners: 1.75% met or exceeded standards Long-Term English Learners: 2.5% met or exceeded standards Foster Youth: 27.27% met or exceeded standards Students with Disabilities: 11.53% met or exceeded standards English Learner Progress – Metric 2.4 ELPI 51.9% of English Learners made progress toward English proficiency (+2.2%, Green) Metrics 3.1–3.2 further demonstrated continued variability in reading and mathematics benchmark performance across grade levels through DIBELS, FastBridge, and SAVVAS Momentum data, reinforcing the need for differentiated instruction, timely intervention, and responsive instructional planning within the district's Multi-Tiered System of Support (MTSS) framework. Educational partner feedback identified the need for stronger instructional coherence, more consistent Tier I instruction, expanded use of common formative assessments, and distributed teacher leadership to strengthen collaborative planning, intervention planning, and data-informed instructional adjustments for unduplicated student groups. This action supports teacher leadership structures, collaborative professional learning, and ongoing instructional refinement intended to strengthen implementation of evidence-based	data-informed interventions designed to improve outcomes for unduplicated student groups with the greatest identified needs.	

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
	practices, improve intervention responsiveness, and increase academic achievement outcomes for unduplicated students while also supporting other student groups demonstrating significant academic need. **Scope:** LEA-wide		
3.10	**Action:** Instructional Content Leads **Need:** Unduplicated student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Socio-economically Disadvantaged (SED) students, continue to demonstrate significant achievement gaps across core content areas. In addition, Students with Disabilities (SWD) also continue to demonstrate significant academic disparities and benefit from the supports provided through this action. ELA – Metric 2.1 English Learners: 44.6 points below standard Long-Term English Learners: 89.4 points below standard Foster Youth: 34.2 points below standard Students with Disabilities: 81 points below standard Socio-economically Disadvantaged students: 19.1 points below standard	Instructional Content Leads ensure districtwide collaboration around curriculum, assessment, and intervention design, directly supporting the academic progress of unduplicated students. Leads focus on strengthening instructional clarity, ensuring access to essential standards, and embedding Tier 2 supports into everyday instruction. Providing this leadership LEA-wide ensures consistency across sites, narrows opportunity gaps, and improves collective teacher efficacy to meet the diverse needs of unduplicated students.	LCAP Metrics 2.1-2.5 and 3.1-3.2: Student achievement growth in ELA, Math, and Science on CAASPP and local assessments LCAP Metric 3.3: Use of common formative assessments in PLCs and data-driven instructional adjustments LCAP Metrics 3.5 Usage of Ellevation platform

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
	Mathematics – Metric 2.2 English Learners: 67.3 points below standard Long-Term English Learners: 135.9 points below standard Foster Youth: 75.8 points below standard Students with Disabilities: 104.6 points below standard Socio-economically Disadvantaged students: 45.5 points below standard Science – Metric 2.3 CAST English Learners: 1.75% met or exceeded standards Long-Term English Learners: 2.5% met or exceeded standards Foster Youth: 27.27% met or exceeded standards Students with Disabilities: 11.53% met or exceeded standards English Learner Progress – Metric 2.4 ELPI 51.9% of English Learners made progress toward English proficiency (+2.2%, Green) Metrics 3.1–3.2 further demonstrated continued variability in reading and mathematics benchmark performance across grade levels through DIBELS, FastBridge, and SAVVAS Momentum data, reinforcing the need for differentiated instruction, timely intervention, and responsive instructional planning within the district's Multi-Tiered System of Support (MTSS) framework.		

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
	Educational partner feedback identified the need for stronger instructional coherence, more consistent Tier I instruction, expanded use of common formative assessments, and distributed teacher leadership to strengthen collaborative planning, intervention planning, and data-informed instructional adjustments for unduplicated student groups. This action supports teacher leadership structures, collaborative professional learning, and ongoing instructional refinement intended to strengthen implementation of evidence-based instructional practices, improve instructional responsiveness, and increase academic achievement outcomes for unduplicated student groups while also supporting other student groups demonstrating significant academic need. **Scope:** LEA-wide		
3.11	**Action:** New Teacher Induction and Professional Learning Academy **Need:** This action is principally directed toward addressing the needs of unduplicated student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Socio-economically Disadvantaged (SED) students, who continue to experience persistent academic and engagement challenges across district metrics. In addition,	This action is principally directed toward meeting the needs of unduplicated student groups, specifically English Learners, Foster Youth, and socioeconomically disadvantaged students, who continue to demonstrate the greatest academic, attendance, and engagement gaps across district metrics. These student groups benefit from consistent access to effective Tier I instruction, positive classroom environments, culturally responsive teaching practices, and differentiated supports that increase access to grade-level learning and student engagement.	New teacher participation and completion rates in Induction and New Teacher Academy Mentor assignment and support documentation LCAP Metrics 1.1, and 1.3 Chronic Absenteeism, and Suspension rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students with Disabilities (SWD) also continue to demonstrate significant academic and behavioral disparities and benefit from the supports provided through this action. ELA – Metric 2.1 English Learners: 44.6 points below standard Long-Term English Learners: 89.4 points below standard Foster Youth: 34.2 points below standard Students with Disabilities: 81 points below standard Socio-economically Disadvantaged students: 19.1 points below standard Mathematics – Metric 2.2 English Learners: 67.3 points below standard Long-Term English Learners: 135.9 points below standard Foster Youth: 75.8 points below standard Students with Disabilities: 104.6 points below standard Socio-economically Disadvantaged students: 45.5 points below standard Science – Metric 2.3 CAST English Learners: 1.75% met or exceeded standards Long-Term English Learners: 2.5% met or exceeded standards Foster Youth: 27.27% met or exceeded standards	The New Teacher Academy supports new educators in developing the knowledge and instructional practices necessary to effectively serve diverse student populations through professional learning focused on classroom management, Teacher Clarity practices, Multi-Tiered System of Support (MTSS) implementation, and districtwide instructional initiatives. Through mentoring, job-embedded coaching, collaborative professional learning, and targeted training in Universal Design for Learning (UDL), culturally responsive practices, data-informed instruction, and differentiated supports, new teachers strengthen their capacity to provide accessible, standards-aligned instruction and respond effectively to varying student learning needs. This action is provided on an LEA-wide basis because unduplicated student groups are enrolled across all district schools and benefit from consistent instructional expectations, classroom practices, and support systems implemented by well-prepared educators. Providing districtwide support for new teachers ensures greater consistency in instructional quality, strengthens implementation of evidence-based practices across schools, and improves the district's capacity to create safe, inclusive, and academically rigorous learning environments that support improved outcomes for unduplicated student groups.	LCAP Metrics 2.1-2.5 and 3.1-3.2:Student achievement growth linked to classrooms supported through induction Educator and administrator survey feedback on induction program impact

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
	Students with Disabilities: 11.53% met or exceeded standards English Learner Progress – Metric 2.4 ELPI 51.9% of English Learners made progress toward English proficiency (+2.2%, Green) Chronic Absenteeism – Metric 1.1 Foster Youth: 22.4% Long-Term English Learners: 18.9% Students with Disabilities: 17.9% Socio-economically Disadvantaged students: 13.7% English Learners: 10.1% Suspension Rates – Metric 1.3 Foster Youth: 9.9% Students with Disabilities: 4.6% Long-Term English Learners: 3.5% Socio-economically Disadvantaged students: 3.1% English Learners: 2.9% These data demonstrate the continued need to prepare and support new educators in implementing effective, inclusive, and equity-focused instructional and classroom management practices from the outset of their careers. Educational partner feedback and Multi-Tiered System of Support (MTSS) reflections further emphasized the importance of ongoing mentoring, job-embedded coaching, collaborative professional learning,		

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
	and induction supports to strengthen new educator capacity in supporting unduplicated student groups through differentiated instruction, MTSS practices, student engagement strategies, restorative and positive classroom environments, and culturally responsive instructional practices. These supports are intended to improve instructional consistency, strengthen equitable access to learning, and increase positive academic and engagement outcomes for unduplicated student groups while also supporting other student groups demonstrating significant academic and behavioral need. **Scope:** LEA-wide		
3.12	**Action:** Curriculum and Instruction Warehouse and Accounting Technicians **Need:** This action is principally directed toward supporting unduplicated student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Socio-economically Disadvantaged (SED) students, by ensuring timely, equitable access to adopted core and supplemental instructional materials across all school sites. In addition, Students with Disabilities (SWD) also continue to demonstrate significant academic disparities and benefit from the supports provided through this action.	By maintaining centralized curriculum and inventory support staff, the district guarantees that all students including unduplicated student groups such as English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students receive the resources required to fully engage with grade-level standards and targeted interventions. Providing this action districtwide ensures consistency in material distribution, prevents disparities in access across school sites, and directly supports the implementation of curriculum adoptions, science pilots, and MTSS-aligned interventions. This logistical infrastructure is critical to closing opportunity gaps and supporting equitable instructional delivery for students with the highest academic and engagement needs.	LCAP Metrics 2.7 and 2.10: Timely distribution of materials to sites aligned to curriculum and MTSS timelines LCAP Metrics 2.1-2.5 and 3.1-3.2: Monitoring student achievement outcomes tied to new curriculum adoptions (ELA, Math, NGSS) Site feedback surveys regarding access to needed materials and library resources

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
	ELA – Metric 2.1 English Learners: 44.6 points below standard Long-Term English Learners: 89.4 points below standard Foster Youth: 34.2 points below standard Students with Disabilities: 81 points below standard Socio-economically Disadvantaged students: 19.1 points below standard Mathematics – Metric 2.2 English Learners: 67.3 points below standard Long-Term English Learners: 135.9 points below standard Foster Youth: 75.8 points below standard Students with Disabilities: 104.6 points below standard Socio-economically Disadvantaged students: 45.5 points below standard English Learner Progress – Metric 2.4 ELPI 51.9% of English Learners made progress toward English proficiency (+2.2%, Green) This action addresses the need to ensure the efficient procurement, inventory management, organization, and distribution of instructional materials while maintaining accurate tracking of site and grade-level allocations and spending. Reliable systems for managing instructional materials are critical to ensuring students have timely access to standards-aligned curriculum, intervention resources,		

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
	supplemental instructional materials, and multilingual supports necessary to fully participate in learning. These supports strengthen instructional equity by ensuring consistent access to curriculum aligned with district initiatives, Universal Design for Learning (UDL), and the district's Multi-Tiered System of Support (MTSS) framework. Ensuring equitable access to high-quality instructional materials supports implementation of differentiated instruction, intervention systems, English Learner supports, and rigorous grade-level learning opportunities for unduplicated student groups while also benefiting other student groups demonstrating significant academic need. **Scope:** LEA-wide		
3.13	**Action:** Student Success Services Director and Support Staff **Need:** This action is principally directed toward unduplicated student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Socio-economically Disadvantaged (SED) students, who continue to experience disproportionately high rates of chronic absenteeism, suspension, and disengagement from school. In addition, Students with Disabilities (SWD) also continue to demonstrate significant	This action is implemented LEA-wide to ensure consistent, system-level support for student attendance, behavior, and social-emotional wellness across all school sites. It is especially critical for campuses identified in the LCAP Plan Summary as having the highest rates of chronic absenteeism, suspension, and academic underperformance among unduplicated students, including English Learners, Foster Youth, Long-Term English Learners, and Socioeconomically Disadvantaged students. By maintaining centralized leadership through the Student Success Services Director and support staff who provide school-level support to	LCAP Metrics 1.1-1.3: Chronic absenteeism and suspension rates disaggregated by student group Participation rates in tiered support services (mental health, behavior interventions, academic support) LCAP Metrics 1.6-1.12: School climate survey results and Panorama

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
	attendance, behavioral, and engagement disparities and benefit from the supports provided through this action. According to Year 2 Goal 1 metrics: Chronic Absenteeism – Metric 1.1 All Students: 11.5% English Learners: 10.1% Long-Term English Learners: 18.9% Foster Youth: 22.4% Students with Disabilities: 17.9% Socio-economically Disadvantaged students: 13.7% Suspension Rates – Metric 1.3 All Students: 2.7% English Learners: 2.9% Long-Term English Learners: 3.5% Foster Youth: 9.9% Students with Disabilities: 4.6% Socio-economically Disadvantaged students: 3.1% Additionally, LCAP Metrics 1.6 and 1.9 related to student and family engagement surveys reflect ongoing engagement challenges, particularly in grades 6–8, where only 30% of students reported positive engagement. Family survey feedback also identified communication and access barriers, reinforcing the need for accessible, multilingual communication systems and stronger school-home partnerships.	counselors, social workers, community liaisons, and attendance clerks, the district ensures that every site has access to a structured MTSS framework for engagement and behavioral interventions. The team works directly with the high-need schools identified in the LCAP Plan Summary to implement targeted strategies that reduce chronic absenteeism and suspensions and strengthen student connectedness. Delivering this action on an LEA-wide basis ensures alignment of intervention systems, reduces service disparities between schools, and guarantees that the most vulnerable students—especially those in schools with historically low outcomes—receive timely, coordinated, and equitable support.	data regarding student connectedness Educational partner feedback from site teams and MTSS District Leadership Team reflection surveys

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
	Educational partner feedback and site-level needs assessments emphasized the importance of coordinated attendance intervention systems, mental health supports, family engagement, restorative practices, and proactive behavioral interventions to improve school connectedness and reduce barriers to learning for historically underserved student groups. This action addresses those needs by maintaining the Student Success Services Director and support staff, who oversee and coordinate the district's Multi-Tiered System of Support (MTSS) focused on attendance, behavior, school connectedness, family engagement, and social-emotional well-being through data-informed and equitable systems of support. These coordinated efforts are intended to strengthen positive school climate, improve student engagement and attendance outcomes, and ensure unduplicated student groups receive timely and responsive supports while also benefiting other student groups demonstrating significant behavioral and engagement needs. **Scope:** LEA-wide		
3.14	**Action:** Director of Continuous Improvement and Accountability **Need:**	This action is implemented LEA-wide to ensure that every school site has access to coordinated systems for assessment, data analysis, and progress monitoring, key components of effective instructional decision-making and intervention	LCAP Metrics 2.1-2.5 and 3.1-3.2:Student achievement outcomes in CAASPP, CAST, ELPAC,

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
	This action is principally directed toward unduplicated student groups—including English Learners, Long-Term English Learners, Foster Youth, and Socio-economically Disadvantaged students—who continue to demonstrate significant academic achievement gaps across Menifee Union School District. In addition, Students with Disabilities (SWD) also continue to demonstrate significant academic disparities and benefit from the supports provided through this action. ELA – Metric 2.1 English Learners: 44.6 points below standard Long-Term English Learners: 89.4 points below standard Foster Youth: 34.2 points below standard Students with Disabilities: 81 points below standard Socio-economically Disadvantaged students: 19.1 points below standard Mathematics – Metric 2.2 English Learners: 67.3 points below standard Long-Term English Learners: 135.9 points below standard Foster Youth: 75.8 points below standard Students with Disabilities: 104.6 points below standard Socio-economically Disadvantaged students: 45.5 points below standard Science – Metric 2.3 CAST	planning for unduplicated students. By maintaining the Director of Continuous Improvement and Accountability, the district provides centralized leadership to support universal screener implementation, monitor Otus platform use, and align LCAP metrics with instructional and programmatic goals. While implemented districtwide, this action prioritizes targeted support for high-need sites identified in the LCAP Plan Summary, where unduplicated students face the most significant academic gaps. These schools receive direct assistance with data interpretation, site goal alignment, and strategy evaluation to strengthen their MTSS implementation and improve outcomes for English Learners, Long-Term English Learners, Foster Youth, and SED students. Providing this action across the LEA ensures system-wide consistency in data use and accountability while enabling differentiated support where it is most needed to close persistent equity gaps.	and local diagnostic assessments LCAP Metrics 3.1-3.3: Implementation fidelity of screeners, diagnostics, and Otus platform usage Implementation of school climate and culture survey Educational partner survey feedback on the effectiveness of data-driven supports

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
	English Learners: 1.75% met or exceeded standards Long-Term English Learners: 2.5% met or exceeded standards Foster Youth: 27.27% met or exceeded standards Students with Disabilities: 11.53% met or exceeded standards English Learner Progress – Metric 2.4 ELPI 51.9% of English Learners made progress toward English proficiency (+2.2%, Green) Metrics 3.1–3.2 further demonstrated continued variability in reading and mathematics benchmark performance across grade levels through DIBELS, FastBridge, and SAVVAS Momentum data. School-level data in the 2023 California School Dashboard, as highlighted in the LCAP Plan Summary reflections, further illustrate inequitable outcomes in English Language Arts, mathematics achievement, English Learner Progress, chronic absenteeism, and suspension rates—particularly among student groups and school sites performing at the lowest levels. These persistent disparities underscore the need for a centralized leadership role to guide implementation of districtwide assessment systems, monitor academic progress, coordinate timely instructional responses, and		

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
	strengthen continuous improvement processes across all school sites. MTSS District Leadership Team feedback and site-level needs assessments emphasized the need for greater coherence in data use, goal-setting, progress monitoring, and evaluation practices to better support unduplicated student groups. This action addresses those needs by maintaining the Director of Continuous Improvement and Accountability to lead implementation of universal screeners and diagnostics (Metrics 3.1–3.2), support effective use of the Otus platform (Metric 3.3), oversee LCAP goal monitoring (Metrics 2.1–2.5), and strengthen districtwide systems for data analysis and instructional responsiveness. This role ensures school sites are supported in using real-time data to identify learning gaps early, deliver targeted interventions, monitor student progress, and continuously improve outcomes for historically underserved student groups while also supporting other student groups demonstrating significant academic need. **Scope:** LEA-wide		
3.15	**Action:** Multi-Tiered System of Support Site Allocations **Need:** This action is principally directed toward unduplicated student groups, including English	This action is implemented LEA-wide to ensure that every school site has access to flexible funding needed to develop and implement MTSS-aligned strategies that directly address the academic, behavioral, and engagement needs of their student populations. While available to all schools, this action is specifically designed to	Site SPSA plans and budgets aligned to MTSS goals and LCAP metrics LCAP Metrics 1.1-1.3 and 2.1-2.5, 3.1-3.2: Monitoring of chronic

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
	Learners, Long-Term English Learners, Foster Youth, and Socio-economically Disadvantaged students, who continue to show the greatest needs across academic achievement, attendance, and behavioral indicators. In addition, Students with Disabilities (SWD) also continue to demonstrate significant academic, attendance, and behavioral disparities and benefit from the supports provided through this action. ELA – Metric 2.1 English Learners: 44.6 points below standard Long-Term English Learners: 89.4 points below standard Foster Youth: 34.2 points below standard Students with Disabilities: 81 points below standard Socio-economically Disadvantaged students: 19.1 points below standard Mathematics – Metric 2.2 English Learners: 67.3 points below standard Long-Term English Learners: 135.9 points below standard Foster Youth: 75.8 points below standard Students with Disabilities: 104.6 points below standard Socio-economically Disadvantaged students: 45.5 points below standard Science – Metric 2.3 CAST	support unduplicated student groups;English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students who experience the greatest disparities in outcomes. By providing school-specific LCFF allocations, the district empowers site leadership teams and School Site Councils to design targeted interventions aligned with SPSA goals, using local data to inform investments in Tier I instruction, Tier II and III supports, and family and community engagement. These strategies are critical for addressing persistent gaps in achievement (Metrics 2.1–2.2), English Learner Progress Indicator (Metric 2.4), chronic absenteeism (Metric 1.1), and suspension rates (Metric 1.2). Implementing this action on an LEA-wide basis ensures that all schools especially those with high concentrations of at-risk students can implement responsive, data-driven MTSS systems that are tailored to local needs while aligned to district priorities for equity and continuous improvement.	absenteeism, suspension, and academic achievement rates by school LCAP Metrics 1.6-1.12: School climate survey and engagement feedback from students, parents, and staff. LCAP Metrics 3.3-3.5: Data and Professional Learning platform usage rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners: 1.75% met or exceeded standards Long-Term English Learners: 2.5% met or exceeded standards Foster Youth: 27.27% met or exceeded standards Students with Disabilities: 11.53% met or exceeded standards English Learner Progress – Metric 2.4 ELPI 51.9% of English Learners made progress toward English proficiency (+2.2%, Green) Chronic Absenteeism – Metric 1.1 Foster Youth: 22.4% Long-Term English Learners: 18.9% Students with Disabilities: 17.9% Socio-economically Disadvantaged students: 13.7% English Learners: 10.1% Suspension Rates – Metric 1.3 Foster Youth: 9.9% Students with Disabilities: 4.6% Long-Term English Learners: 3.5% Socio-economically Disadvantaged students: 3.1% English Learners: 2.9% School-level and student group data from the 2023 California School Dashboard, as highlighted in the LCAP Plan Summary reflections, further illustrate inequitable		

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
	outcomes in English Language Arts, mathematics, science, and English Learner Progress, particularly among student groups and school sites performing at the lowest levels. These metrics underscore the need for differentiated and responsive systems at the site level. Needs identified through MTSS District Leadership Team feedback and School Plan for Student Achievement (SPSA) analyses emphasize the importance of providing schools with flexible funding to design and implement Multi-Tiered System of Support (MTSS) strategies that address specific student group needs. This action supports those needs by allocating LCFF funds directly to school sites to strengthen Tier I instruction, build effective Tier II and Tier III intervention systems, and develop site-based practices that promote academic achievement, increase engagement, and reduce absenteeism and suspensions for unduplicated student groups. These allocations enable site teams to align interventions with local data, educational partner feedback, and SPSA goals to ensure resources are strategically used to close equity gaps and improve outcomes for historically underserved students while also supporting other student groups demonstrating significant academic and behavioral need. **Scope:**		

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		
3.16	**Action:** Instructional Specialists **Need:** Unduplicated student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Socio-economically Disadvantaged (SED) students, continue to demonstrate persistent academic achievement gaps in English Language Arts, mathematics, science, and English Learner Progress. In addition, Students with Disabilities (SWD) also continue to demonstrate significant academic disparities and benefit from the supports provided through this action. According to Year 2 LCAP metrics: ELA (Metric 2.1) Long-Term English Learners: 89.4 points below standard English Learners: 44.6 points below standard Foster Youth: 34.2 points below standard Students with Disabilities: 81 points below standard Socio-economically Disadvantaged students: 19.1 points below standard Mathematics (Metric 2.2) Long-Term English Learners: 135.9 points below standard	This action is implemented LEA-wide to ensure that all schools benefit from access to high-quality instructional coaching, collaborative lesson study, and professional learning support. Instructional Specialists work directly with educators to improve Tier 1 instruction, guide data-informed lesson planning, and support the development of common formative assessments all of which are essential for accelerating learning among unduplicated students, including English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students. While support is provided across the district, services are strategically prioritized for high-need sites identified in the LCAP Plan Summary those with the largest achievement gaps and the highest concentrations of at-risk students. Instructional Specialists at these schools lead focused job-embedded coaching cycles, model research-based instructional strategies, and help PLCs analyze assessment data to design responsive instruction and interventions. Implementing this action LEA-wide ensures all teachers have equitable access to expert instructional support, while allowing for intensified, differentiated assistance at the schools where unduplicated students face the most significant academic challenges. This structure supports instructional coherence across the district and advances progress toward closing equity gaps in ELA, math, and English language development.	LCAP Metrics 2.1-2.5 and 3.1-3.2: Student achievement growth in screeners, CAASPP, CAST, and ELPAC LCAP Metric 3.3: Assessment platform usage LCAP Metric 3.4 Ellevation data and professional learning platform usage Participation rates in professional learning and lesson study cycles facilitated by Instructional Specialists PLC reflection and feedback on instructional improvement efforts

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
	English Learners: 67.3 points below standard Foster Youth: 75.8 points below standard Students with Disabilities: 104.6 points below standard Socio-economically Disadvantaged students: 45.5 points below standard English Learner Progress (Metric 2.4 ELPI) 51.9% of English Learners made progress toward English proficiency (+2.2%, Green) Science (Metric 2.3 CAST) English Learners: 1.75% met or exceeded standards Long-Term English Learners: 2.5% met or exceeded standards Foster Youth: 27.27% met or exceeded standards Students with Disabilities: 11.53% met or exceeded standards School-level and student group data highlighted in the LCAP Plan Summary reflections further demonstrate inequitable outcomes across English Language Arts, mathematics, science, and English Learner Progress, particularly among student groups and school sites performing at the lowest levels. Additional LCAP metrics also indicate varying levels of implementation fidelity related to PLC collaboration, use of assessment and instructional data systems such as Otus and Ellevation (Metrics 3.3 and 3.5), and		

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
	consistent implementation of Tier I and Tier II instructional supports across school sites. Instructional Specialists are needed to provide job-embedded coaching, collaborative planning support, modeling of effective instructional practices, lesson study facilitation, and data-analysis support to classroom teachers and PLC teams. Their work strengthens Tier I instruction, supports differentiated instructional planning, facilitates common formative assessment development, and guides intervention planning to accelerate learning for students most at risk of academic failure. These roles are critical to building educator capacity districtwide and ensuring unduplicated student groups receive high-quality, standards-aligned instruction, differentiated supports, and timely interventions needed to improve academic outcomes. The work of Instructional Specialists also supports implementation consistency across schools and strengthens the district's Multi-Tiered System of Support (MTSS) framework while benefiting other student groups demonstrating significant academic need. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.12	**Action:** Translation and Interpretation Services **Need:** Analysis of local data and the 2023 California School Dashboard continues to demonstrate inequitable outcomes in chronic absenteeism, suspension, and school engagement for English Learners (ELs), Long-Term English Learners (LTELs), and other unduplicated student groups identified in the LCAP Plan Summary reflections. Language barriers continue to impact family-school communication, access to supports, and meaningful participation in school systems for many multilingual families. Year 2 outcome data from the 2024–2025 Dashboard indicates that Long-Term English Learners continue to experience elevated chronic absenteeism rates at 18.9% and suspension rates at 3.5%, both exceeding district averages. English Learners also continue to experience disproportionate attendance and engagement challenges requiring targeted family communication and support systems. Panorama Family Survey results further indicate the need to strengthen family engagement and communication, with only 22% of families reporting strong engagement with their child's school. Families identified	This action addresses the needs, conditions, and circumstances of English Learners (ELs), Long-Term English Learners (LTELs), and multilingual families by ensuring equitable access to school information, meetings, services, and decision-making opportunities through a proactive LEA-wide translation and interpretation system. Language-accessible communication supports stronger family engagement, improves understanding of school processes and student supports, and reduces barriers that can contribute to chronic absenteeism, disengagement, and behavioral concerns. Translation and interpretation services are embedded across all school sites and grade levels and extend beyond minimum legal compliance requirements to promote meaningful participation in the educational process. Supports include real-time translation and interpretation services in multiple languages to strengthen two-way communication between families and school staff, including office staff, administrators, community liaisons, counselors, and educators. The district also collaborates with bilingual staff and administrators to proactively identify and address language needs in advance rather than relying solely on parent requests for support. Language access protocols are aligned to the district MTSS framework and family engagement initiatives to ensure multilingual families can fully participate in SSTs, IEP meetings, attendance	Effectiveness will be measured using the following metrics: LCAP Metric 1.1 – Chronic Absenteeism: Decrease in absenteeism for ELs and LTELs as families are more informed and empowered to support attendance. LCAP Metric 1.3 – Suspension Rates: Reduction in suspension rates among ELs and LTELs, supported by improved parent understanding of behavioral expectations and interventions. LCAP Metrics 1.6–1.12 – Panorama Family Engagement and Climate Survey: Increases in family-reported engagement and satisfaction with communication practices.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	communication barriers, language access, and limited understanding of school systems as ongoing challenges impacting participation and school connectedness. These data demonstrate the continued need for comprehensive translation and interpretation services to ensure multilingual families can fully access school communication, participate in decision-making processes, respond proactively to attendance and behavioral concerns, and support their child's academic and social-emotional success. **Scope:** Limited to Unduplicated Student Group(s)	interventions, school events, safety communication, and academic and behavioral support processes. This action addresses inequitable outcomes identified in the 2023 California School Dashboard and reflected in the LCAP Plan Summary, particularly among English Learners and Long-Term English Learners experiencing elevated chronic absenteeism and engagement barriers. Because ELs and LTELs are enrolled across all district schools and communication barriers are systemic across sites, this action is implemented on an LEA-wide basis to ensure consistent language access, equitable family engagement opportunities, and improved communication systems districtwide.	Translation & Interpretation Logs: Number and types of services provided (e.g., IEPs, conferences, schoolwide notices), disaggregated by school and language group.
2.8	**Action:** English Language Development Supplemental Software and Professional Learning with Coaching Support for ELs and LTELS **Need:** This action is principally directed toward English Learners (ELs) and Long-Term English Learners (LTELs), two high-priority unduplicated student groups demonstrating persistent disparities in English language development and literacy achievement. Inequitable outcomes in ELA/ELD and the English Learner Progress Indicator (ELPI) were first identified in the 2023 California Dashboard data and highlighted in the LCAP Plan Summary reflections across specific student groups and school sites performing at	This action is designed to address the language acquisition and literacy needs of English Learners (ELs) and Long-Term English Learners (LTELs) through targeted supplemental software, Designated ELD curriculum, collaborative planning, professional learning, and job-embedded coaching focused on strengthening Integrated and Designated ELD instruction. Ellevation and Lexia English support progress monitoring, instructional planning, language development, and reclassification readiness, while iLit provides systematic language development, vocabulary acquisition, reading comprehension, and academic discourse support aligned to ELPAC expectations for students performing below proficiency. Professional learning and coaching strengthen educator capacity to analyze ELPAC summative	Effectiveness will be monitored through: LCAP Metric 2.1:CAASPP ELA DFS changes disaggregated by student group (ELs, LTELs) LCAP Metric 2.4: ELPAC Summative Proficiency Gains LCAP Metric 2.5: Annual Reclassification Rate Increase

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	the lowest levels. Current Fall 2025 data continue to demonstrate significant need, with English Learners scoring 44.6 points below standard in ELA on the California Dashboard and LTELs scoring 89.4 points below standard. Additionally, 51.9% of English Learners made progress toward English proficiency on the ELPI, and the district reclassification rate increased to 18%. Although these indicators demonstrate improvement from prior years, significant achievement and language acquisition gaps remain and continue to require targeted, evidence-based English Language Development supports through iLit, supplemental language development software, collaborative data analysis, and job-embedded coaching support. **Scope:** Limited to Unduplicated Student Group(s)	and interim assessment data, implement ELD standards-aligned instruction, refine EL Action Plans, and provide targeted supports for At-Risk LTELs and LTELs. Collaboration time for administrators and grades 3–8 ELD lead teachers further supports the development of English Learner data chat protocols and individualized student support systems. These actions are designed to increase access to language-rich, scaffolded instruction and targeted intervention, leading to improved English proficiency, literacy outcomes, ELPAC performance, and reclassification rates for multilingual learners.	iLit Progress Monitoring for LTELs scoring Level 1–2, and Educator and student surveys
2.9	**Action:** English Learner Data Services and Coaching Supports for English Learners and Long Term English Language Learners **Need:** This action is principally directed toward English Learners (ELs) and Long-Term English Learners (LTELs), critical unduplicated student groups demonstrating persistent disparities in English language development and literacy achievement. Inequitable outcomes in ELA/ELD and English Learner Progress were first identified in the 2023	This action addresses the needs of English Learners (ELs) and Long-Term English Learners (LTELs) by ensuring that all school sites accurately administer and analyze ELPAC assessment data, maintain accurate English Learner records, monitor reclassification readiness, and implement consistent RFEP monitoring practices. District-level coaching, data services, and professional learning support administrators, teachers, and families in using real-time data to identify student needs, monitor language development progress, and target timely interventions and supports for multilingual learners.	Effectiveness will be monitored using: LCAP Metric 2.1:CAASPP ELA DFS changes disaggregated by student group (ELs, LTELs), LCAP Metric 2.4: Annual ELPAC proficiency growth rates, LCAP Metric 2.5: Annual increases in

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	California Dashboard data and highlighted in the LCAP Plan Summary reflections across specific student groups and school sites performing at the lowest levels. Current Fall 2025 data continue to demonstrate significant need, with English Learners scoring 44.6 points below standard in ELA on the California Dashboard and LTELs scoring 89.4 points below standard. Additionally, 51.9% of English Learners made progress toward English proficiency on the English Learner Progress Indicator (ELPI), and the district reclassification rate increased to 18%. Although these indicators demonstrate improvement from prior years, significant language acquisition and literacy gaps remain and require continued district-level monitoring, targeted coaching support, RFEP monitoring, ELPAC assessment training, and data-informed intervention planning. District-level support in ELPAC assessment analysis, reclassification monitoring, student information systems, and professional learning for staff and families is designed to strengthen targeted language development services, improve instructional decision-making, and increase academic success and reclassification outcomes for English Learners and Long-Term English Learners. **Scope:** Limited to Unduplicated Student Group(s)	Collaboration with site teams strengthens implementation of EL Action Plans, ELPAC assessment practices, and data-informed decision-making to improve English proficiency, literacy outcomes, and reclassification rates for English Learners and LTELs. Providing these services on an LEA-wide basis ensures equitable access to high-quality English Learner data systems, family engagement supports, and coaching structures across all school sites, with continued emphasis on addressing Differentiated Assistance priorities and improving outcomes for At-Risk LTELs and LTELs.	Reclassification Rates (goal: 5% annual growth toward 20%), Review of RFEP monitoring records to track academic success post-reclassification.

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.

N/A

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 utilize the additional concentration grant add-on funding for the 2026–2027 school year to increase the number of staff providing direct services to students at school sites with a high concentration (greater than 55%) of foster youth, English Learners, and low-income students. These staffing investments are intended to improve academic achievement, attendance, student engagement, school connectedness, and equitable access to high-quality instruction and intervention supports for unduplicated student groups.

Action 1.05 Community Liaisons will provide expanded attendance outreach, family engagement, and case management services at school sites with the highest concentrations of unduplicated pupils. These staff members directly support students and families through home-school communication, coordination of services, attendance interventions, and family support systems designed to improve positive attendance and reduce chronic absenteeism.

Actions 1.06 and 1.07 increases certificated staffing to reduce combination classes and lower elementary class sizes at identified high-need school sites. Increasing the number of classroom teachers strengthens access to individualized instruction, improves implementation of Tier I supports, and allows educators to more effectively respond to the academic and social-emotional needs of English Learners, Foster Youth, and low-income students.

Action 1.11 Administrative Support increases site-level staffing capacity to provide proactive behavioral supports, student supervision, attendance interventions, restorative practices, and timely family communication. Increased administrative staffing supports stronger implementation of schoolwide systems that promote safe, consistent, and supportive learning environments for students experiencing the greatest barriers to engagement and academic success.

Action 3.09 Intervention Specialists will provide direct academic, behavioral, and social-emotional intervention services for students requiring additional support, with prioritization given to school sites with the highest percentages of unduplicated pupils. In addition, Action 2.13 High-Dosage Tutoring and Summer Learning Academy staffing will prioritize direct instructional support for Foster Youth to accelerate learning and strengthen achievement in English Language Arts and mathematics.

These increased staffing supports and direct student services will be prioritized at school sites with unduplicated pupil percentages above 55%, including BMMS, CKE, CWM, ERE, FCE, HCMS, HBE, KNMS, MVS, MVMS, OME, QVE, RES, SBE, SSE, and TES. Through these

actions, the district will increase direct services and staffing capacity at high-need schools to strengthen instructional access, intervention systems, family engagement, and equitable student outcomes for unduplicated pupils.

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	1:29	1:28
Staff-to-student ratio of certificated staff providing direct services to students	1:20	1:19

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$142,290,939.00	$27,772,685.00	19.518%	0.303%	19.821%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$28,346,490.00	$6,380,118.00	$453,914.00	$1,845,245.00	$37,025,767.00	$28,352,483.00	$8,673,284.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Parent Communication Tools and School Safety Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$114,000.00	$114,000.00				$114,000.00	
1	1.2	Climate and Culture Survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$74,120.00	$74,120.00				$74,120.00	
1	1.3	Attendance Intervention and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$724,110.00	$154,900.00	$819,010.00	$60,000.00			$879,010.00	
1	1.4	Parent Involvement/Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$48,070.00	$20,203.00			$27,867.00	$48,070.00	
1	1.5	Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$419,096.00	$5,000.00	$89,365.00			$334,731.00	$424,096.00	
1	1.6	Teacher Staffing for Effective Learning Environments to Reduce Combo Classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$2,504,908.00	$0.00	$2,504,908.00				$2,504,908.00	
1	1.7	TK-3 Ratios	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$2,499,014.00	$0.00	$2,499,014.00				$2,499,014.00	
1	1.8	Social Emotional and Behavioral Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$108,755.00	$108,755.00				$108,755.00	
1	1.9	Instructional Minutes Increase	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$2,218,852.00	$0.00	$2,218,852.00				$2,218,852.00	

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	1.10	School Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$3,092,085.00	$1,250.00	$2,774,587.00	$318,748.00			$3,093,335.00	
1	1.11	Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$6,344,908.00	$31,395.00	$3,903,009.00	$2,473,294.00			$6,376,303.00	
1	1.12	Translation and Interpretation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$114,515.00	$78,000.00	$192,515.00				$192,515.00	
1	1.13	Positive Behavior Intervention Professional Learning and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.14	LCFF Site Allocation Safe and Supportive School Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$73,663.00	$73,664.00	$147,327.00				$147,327.00	
1	1.15	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$645,478.00	$338,790.00	$984,268.00				$984,268.00	
1	1.16	Equity Committee	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$40,000.00	$40,000.00				$40,000.00	
1	1.17	Social Workers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$893,195.00	$1,800.00	$671,696.00		$223,299.00		$894,995.00	
1	1.18	Mental Health Services and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$1,533,726.00	$236,700.00	$1,258,026.00		$39,000.00	$1,533,726.00	
1	1.19	Technology Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$20,000.00	$10,000.00	$30,000.00				$30,000.00	
2	2.1	Math Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$272,015.00	$10,000.00	$217,445.00			$64,570.00	$282,015.00	
2	2.2	Math Personalized Learning Software	All	No			All Schools	3 years	$0.00	$228,033.00				$228,033.00	$228,033.00	

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	2.3	Next Generation Science Standards Teacher Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$147,864.00	$56,000.00	$203,864.00				$203,864.00	
2	2.4	Science Supplemental Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$37,989.00	$37,989.00				$37,989.00	
2	2.5	Makerspaces	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$26,696.00	$75,000.00	$75,000.00			$26,696.00	$101,696.00	
2	2.6	ELA/ELD Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$250,206.00	$122,146.00	$372,352.00				$372,352.00	
2	2.7	Tiered Reading Supports and Supplemental ELA software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$48,318.00	$190,550.00	$182,773.00			$56,095.00	$238,868.00	
2	2.8	English Language Development Supplemental Software and Professional Learning with Coaching Support for ELs and LTELS	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$21,301.00	$124,300.00	$57,501.00			$88,100.00	$145,601.00	
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	$169,389.00	$2,500.00	$84,133.00	$87,756.00			$171,889.00	
2	2.10	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$12,000.00	$12,000.00				$12,000.00	
2	2.11	Technological Devices and Network Connectivity	English Learners Foster Youth Low 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 Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$73,664.00	$73,663.00	$147,327.00				$147,327.00	
2	2.13	High-Dosage Tutoring and Summer Learning Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2 years	$0.00	$822,238.00	$25,000.00	$797,238.00			$822,238.00	

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	2.14	Reduced Student-Staff Ratios in Special Education	Students with Disabilities	No			All Schools	2 years	$0.00	$1,100,000.00		$1,100,000.00			$1,100,000.00	
3	3.1	Universal Screeners and Diagnostic Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$163,518.00	$338,357.00	$387,225.00			$114,650.00	$501,875.00	
3	3.2	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$113,485.00	$133,765.00	$247,250.00				$247,250.00	
3	3.3	Assessment Systems and MTSS Data Platform	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$95,747.00	$231,160.00	$326,907.00				$326,907.00	
3	3.4	MTSS District Leadership Team (DLT)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$144,731.00	$100,000.00	$144,731.00	$100,000.00			$244,731.00	
3	3.5	Open Gov	All	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	
3	3.6	Districtwide Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$2,063,019.00	$153,200.00	$2,081,219.00	$135,000.00			$2,216,219.00	
3	3.7	Device, Network, and Digital Curriculum Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$1,171,259.00	$0.00	$1,171,259.00				$1,171,259.00	
3	3.8	Director of Curriculum and Instruction & Special Programs and Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$348,850.00	$7,000.00	$355,850.00				$355,850.00	
3	3.9	Intervention Specialists and Site Intervention Facilitators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$1,430,522.00	$2,600.00	$1,304,644.00			$128,478.00	$1,433,122.00	
3	3.10	Instructional Content Leads	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$85,677.00	$13,000.00	$98,677.00				$98,677.00	
3	3.11	New Teacher Induction and Professional Learning Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$233,580.00	$110,000.00	$33,048.00			$310,532.00	$343,580.00	
3	3.12	Curriculum and Instruction Warehouse and Accounting Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$331,850.00	$750.00	$166,425.00		$99,214.00	$66,961.00	$332,600.00	

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	3.13	Student Success Services Director and Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$530,820.00	$6,500.00	$405,919.00		$131,401.00		$537,320.00	
3	3.14	Director of Continuous Improvement and Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$262,802.00	$4,000.00	$266,802.00				$266,802.00	
3	3.15	Multi-Tiered System of Support Site Allocations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$73,664.00	$73,663.00	$147,327.00				$147,327.00	
3	3.16	Instructional Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$700,987.00	$7,800.00	$349,255.00			$359,532.00	$708,787.00	
4	4.1	Community Liaison for Student Engagement	All	No			Specific Schools: Menifee Virtual School	2 years	$36,456.00	$600.00		$37,056.00			$37,056.00	
4	4.2	Targeted Academic Support	All	No			Specific Schools: Menifee Virtual School	2 years	$5,000.00	$0.00		$5,000.00			$5,000.00	
4	4.3	Parent Engagement & Workshops	All	No			Specific Schools: Menifee Virtual School	2 years	$0.00	$1,000.00		$1,000.00			$1,000.00	
4	4.4	Social Connection & Enrichment Events	All	No			Specific Schools: Menifee Virtual School	2 years	$1,239.00	$6,000.00	$1,239.00	$6,000.00			$7,239.00	
4	4.5	Professional Learning	All	No			Specific Schools: Menifee Virtual Schools	2 years	$0.00	$1,000.00		$1,000.00			$1,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$142,290,939.00	$27,772,685.00	19.518%	0.303%	19.821%	$28,345,251.00	0.000%	19.921 %	**Total:**	$28,345,251.00
								LEA-wide Total:	$28,011,102.00
								Limited Total:	$334,149.00
								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	$114,000.00	
1	**1.2**	Climate and Culture Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$74,120.00	
1	**1.3**	Attendance Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$819,010.00	
1	**1.4**	Parent Involvement/Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,203.00	
1	**1.5**	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$89,365.00	
1	**1.6**	Teacher Staffing for Effective Learning Environments to Reduce Combo Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,504,908.00	

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	$2,499,014.00	
1	1.8	Social Emotional and Behavioral Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$108,755.00	
1	1.9	Instructional Minutes Increase	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,218,852.00	
1	1.10	School Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,774,587.00	
1	1.11	Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,903,009.00	
1	1.12	Translation and Interpretation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$192,515.00	
1	1.13	Positive Behavior Intervention Professional Learning and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
1	1.14	LCFF Site Allocation Safe and Supportive School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$147,327.00	
1	1.15	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$984,268.00	
1	1.16	Equity Committee	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
1	1.17	Social Workers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$671,696.00	
1	1.18	Mental Health Services and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$236,700.00	
1	1.19	Technology Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	

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	$217,445.00	
2	2.3	Next Generation Science Standards Teacher Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$203,864.00	
2	2.4	Science Supplemental Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,989.00	
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	$372,352.00	
2	2.7	Tiered Reading Supports and Supplemental ELA software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$182,773.00	
2	2.8	English Language Development Supplemental Software and Professional Learning with Coaching Support for ELs and LTELS	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$57,501.00	
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	$84,133.00	
2	2.10	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
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	$147,327.00	
2	2.13	High-Dosage Tutoring and Summer Learning Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Universal Screeners and Diagnostic Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$387,225.00	
3	3.2	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$247,250.00	
3	3.3	Assessment Systems and MTSS Data Platform	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$326,907.00	
3	3.4	MTSS District Leadership Team (DLT)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$144,731.00	
3	3.6	Districtwide Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,081,219.00	
3	3.7	Device, Network, and Digital Curriculum Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,171,259.00	
3	3.8	Director of Curriculum and Instruction & Special Programs and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$355,850.00	
3	3.9	Intervention Specialists and Site Intervention Facilitators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,304,644.00	
3	3.10	Instructional Content Leads	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$98,677.00	
3	3.11	New Teacher Induction and Professional Learning Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,048.00	
3	3.12	Curriculum and Instruction Warehouse and Accounting Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$166,425.00	
3	3.13	Student Success Services Director and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$405,919.00	
3	3.14	Director of Continuous	Yes	LEA-wide	English Learners Foster Youth	All Schools	$266,802.00	

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 (%)
		Improvement and Accountability			Low Income			
3	**3.15**	Multi-Tiered System of Support Site Allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$147,327.00	
3	**3.16**	Instructional Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$349,255.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$34,770,283.00	$36,322,669.00

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	**1.1**	Parent Communication Tools and School Safety Software	Yes	$100,000.00	$108,420.00
1	**1.2**	Climate and Culture Survey	Yes	$67,000.00	$66,500.00
1	**1.3**	Attendance Intervention and Support	Yes	$720,812.00	$720,314.00
1	**1.4**	Parent Involvement/Education	Yes	$49,070.00	$62,456.00
1	**1.5**	Community Liaisons	Yes	$359,554.00	$385,449.00
1	**1.6**	Teacher Staffing for Effective Learning Environments to Reduce Combo Classes	Yes	$2,504,908.00	$2,504,908.00
1	**1.7**	TK-3 Ratios	Yes	$2,499,014.00	$2,499,014.00
1	**1.8**	Social Emotional and Behavioral Learning	Yes	$45,492.00	$45,492.00
1	**1.9**	Instructional Minutes Increase	Yes	$2,218,852.00	$2,218,852.00
1	**1.10**	School Counseling	Yes	$2,967,486.00	$3,028,276.00
1	**1.11**	Administrative Support	Yes	$5,150,426.00	$5,588,123.00

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	Translation and Interpretation Services	Yes	$173,219.00	$216,354.00
1	1.13	Positive Behavior Intervention Professional Learning and Support	Yes	$105,174.00	$101,992.00
1	1.14	LCFF Site Allocation Safe and Supportive School Culture	Yes	$147,327.00	$177,529.00
1	1.15	Visual and Performing Arts	Yes	$859,067.00	$984,268.00
1	1.16	Equity Committee	Yes	$12,000.00	$15,708.00
1	1.17	Social Workers	Yes	$668,376.00	$667,330.00
1	1.18	Mental Health Services and Support	Yes	$1,511,226.00	$1,504,102.00
1	1.19	Technology Professional Learning	Yes	$30,000.00	$21,339.00
2	2.1	Math Professional Learning	Yes	$237,996.00	$174,713.00
2	2.2	Math Personalized Learning Software	No	$212,454.00	$212,454.00
2	2.3	Next Generation Science Standards Teacher Training	Yes	$196,967.00	$140,125.00
2	2.4	Science Supplemental Software	Yes	$37,989.00	$37,988.00
2	2.5	Makerspaces	Yes	$75,000.00	$100,409.00

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	2.6	ELA/ELD Professional Learning	Yes	$812,933.00	$683,932.00
2	2.7	Tiered Reading Supports and Supplemental ELA software	Yes	$146,875.00	$119,576.00
2	2.8	English Language Development Supplemental Software and Professional Learning with Coaching Support for ELs and LTELS	Yes	$201,489.00	$161,806.00
2	2.9	English Learner Data Services and Coaching Supports for English Learners and Long Term English Language Learners	Yes	$160,949.00	$157,918.00
2	2.10	College and Career Readiness	Yes	$12,000.00	$12,007.00
2	2.11	Technological Devices and Network Connectivity	Yes	$2,000,000.00	$2,002,148.00
2	2.12	Academic Achievement Site Allocations	Yes	$147,327.00	$134,220.00
2	2.13	High-Dosage Tutoring and Summer Learning Academy	Yes	$822,238.00	$1,676,420.00
2	2.14	Reduced Student-Staff Ratios in Special Education	No	$1,100,000.00	$1,123,732.00
3	3.1	Universal Screeners and Diagnostic Assessments	Yes	$455,756.00	$438,947.00
3	3.2	Professional Learning Communities	Yes	$199,694.00	$196,149.00
3	3.3	Assessment Systems and MTSS Data Platform	Yes	$228,808.00	$209,608.00
3	3.4	MTSS District Leadership Team (DLT)	Yes	$234,091.00	$267,766.00

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	3.5	Open Gov	No	$0.00	$0.00
3	3.6	Districtwide Professional Learning	Yes	$2,216,219.00	$2,216,219.00
3	3.7	Device, Network, and Digital Curriculum Support Staff	Yes	$1,265,716.00	$1,367,816.00
3	3.8	Director of Curriculum and Instruction & Special Programs and Support Staff	Yes	$331,404.00	$393,330.00
3	3.9	Intervention Specialists and Site Intervention Facilitators	Yes	$1,351,347.00	$1,254,980.00
3	3.10	Instructional Content Leads	Yes	$81,950.00	$47,211.00
3	3.11	New Teacher Induction and Professional Learning Academy	Yes	$244,625.00	$397,027.00
3	3.12	Curriculum and Instruction Warehouse and Accounting Technicians	Yes	$319,565.00	$340,913.00
3	3.13	Student Success Services Director and Support Staff	Yes	$353,684.00	$427,278.00
3	3.14	Director of Continuous Improvement and Accountability	Yes	$249,786.00	$278,376.00
3	3.15	Multi-Tiered System of Support Site Allocations	Yes	$147,327.00	$130,232.00
3	3.16	Instructional Specialists	Yes	$646,783.00	$691,460.00
4	4.1	Community Liaison for Student Engagement	No	$77,308.00	$11,483.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.2**	Targeted Academic Support	No	$5,000.00	$0.00
4	**4.3**	Parent Engagement & Workshops	No	$1,000.00	$0.00
4	**4.4**	Social Connection & Enrichment Events	No	$6,000.00	$0.00
4	**4.5**	Professional Learning	No	$1,000.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$26,827,057	$26,722,167.00	$26,412,817.00	$309,350.00	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	Parent Communication Tools and School Safety Software	Yes	$100,000.00	$108,420.00		
1	1.2	Climate and Culture Survey	Yes	$67,000.00	$66,500.00		
1	1.3	Attendance Intervention and Support	Yes	$660,812.00	$660,314.00		
1	1.4	Parent Involvement/Education	Yes	$22,703.00	$22,864.00		
1	1.5	Community Liaisons	Yes	$47,564.00	$58,910.00		
1	1.6	Teacher Staffing for Effective Learning Environments to Reduce Combo Classes	Yes	$2,504,908.00	$2,504,908.00		
1	1.7	TK-3 Ratios	Yes	$2,499,014.00	$2,499,014.00		
1	1.8	Social Emotional and Behavioral Learning	Yes	$45,492.00	$0.00		
1	1.9	Instructional Minutes Increase	Yes	$2,218,852.00	$2,218,852.00		
1	1.10	School Counseling	Yes	$2,755,406.00	$2,733,381.00		
1	1.11	Administrative Support	Yes	$3,379,123.00	$3,387,706.00		
1	1.12	Translation and Interpretation Services	Yes	$173,219.00	$216,354.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	Positive Behavior Intervention Professional Learning and Support	Yes	$105,174.00	$101,992.00		
1	1.14	LCFF Site Allocation Safe and Supportive School Culture	Yes	$147,327.00	$177,529.00		
1	1.15	Visual and Performing Arts	Yes	$859,067.00	$813,544.00		
1	1.16	Equity Committee	Yes	$12,000.00	$7,109.00		
1	1.17	Social Workers	Yes	$502,115.00	$503,801.00		
1	1.18	Mental Health Services and Support	Yes	$236,700.00	$248,652.00		
1	1.19	Technology Professional Learning	Yes	$30,000.00	$21,337.00		
2	2.1	Math Professional Learning	Yes	$213,822.00	$154,722.00		
2	2.3	Next Generation Science Standards Teacher Training	Yes	$196,967.00	$140,125.00		
2	2.4	Science Supplemental Software	Yes	$37,989.00	$37,988.00		
2	2.5	Makerspaces	Yes	$75,000.00	$77,900.00		
2	2.6	ELA/ELD Professional Learning	Yes	$417,719.00	$220,990.00		
2	2.7	Tiered Reading Supports and Supplemental ELA software	Yes	$101,702.00	$52,863.00		
2	2.8	English Language Development Supplemental Software and Professional Learning with Coaching Support for ELs and LTELS	Yes	$52,639.00	$52,156.00		
2	2.9	English Learner Data Services and Coaching Supports for English Learners and Long Term English Language Learners	Yes	$84,796.00	$78,959.00		

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	2.10	College and Career Readiness	Yes	$12,000.00	$12,007.00		
2	2.11	Technological Devices and Network Connectivity	Yes	$2,000,000.00	$2,002,148.00		
2	2.12	Academic Achievement Site Allocations	Yes	$147,327.00	$134,220.00		
2	2.13	High-Dosage Tutoring and Summer Learning Academy	Yes	$25,000.00	$2,807.00		
3	3.1	Universal Screeners and Diagnostic Assessments	Yes	$225,506.00	$249,605.00		
3	3.2	Professional Learning Communities	Yes	$92,988.00	$57,071.00		
3	3.3	Assessment Systems and MTSS Data Platform	Yes	$228,808.00	$209,608.00		
3	3.4	MTSS District Leadership Team (DLT)	Yes	$134,091.00	$167,766.00		
3	3.6	Districtwide Professional Learning	Yes	$2,081,219.00	$2,089,155.00		
3	3.7	Device, Network, and Digital Curriculum Support Staff	Yes	$1,265,716.00	$1,367,816.00		
3	3.8	Director of Curriculum and Instruction & Special Programs and Support Staff	Yes	$287,721.00	$393,330.00		
3	3.9	Intervention Specialists and Site Intervention Facilitators	Yes	$1,221,194.00	$1,127,705.00		
3	3.10	Instructional Content Leads	Yes	$81,950.00	$47,211.00		
3	3.11	New Teacher Induction and Professional Learning Academy	Yes	$244,625.00	$145,863.00		
3	3.12	Curriculum and Instruction Warehouse and Accounting Technicians	Yes	$161,032.00	$180,927.00		
3	3.13	Student Success Services Director and Support Staff	Yes	$230,116.00	$301,275.00		
3	3.14	Director of Continuous Improvement and Accountability	Yes	$249,786.00	$275,462.00		

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	Multi-Tiered System of Support Site Allocations	Yes	$147,327.00	$130,232.00		
3	3.16	Instructional Specialists	Yes	$338,651.00	$351,719.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$136,668,208.00	$26,827,057	0.0%	19.629%	$26,412,817.00	0.000%	19.326%	$414,240.00	0.303%

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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