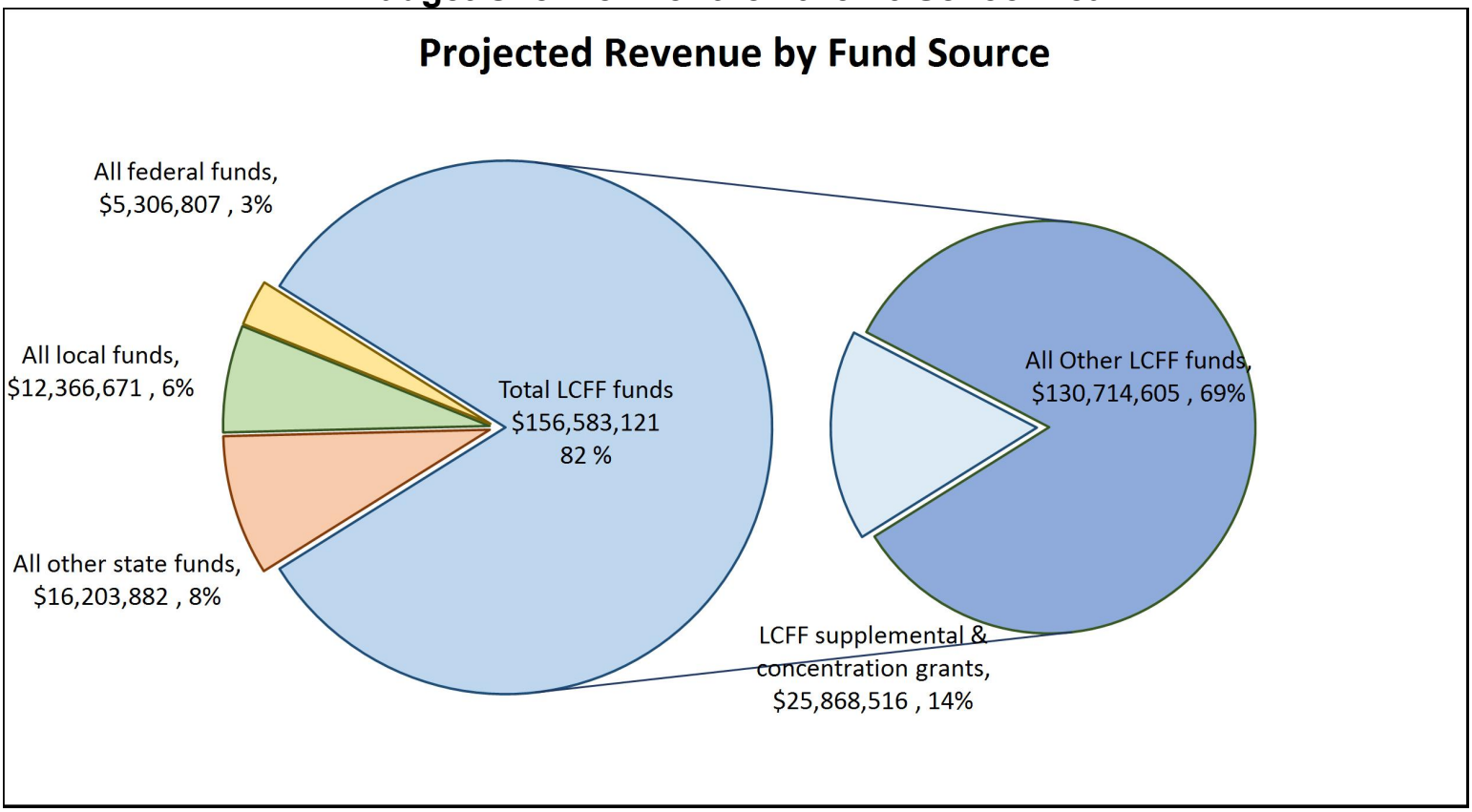
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Menifee Union School District
CDS Code: 33671160000000
School Year: 2025-26
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 2025-26 School Year

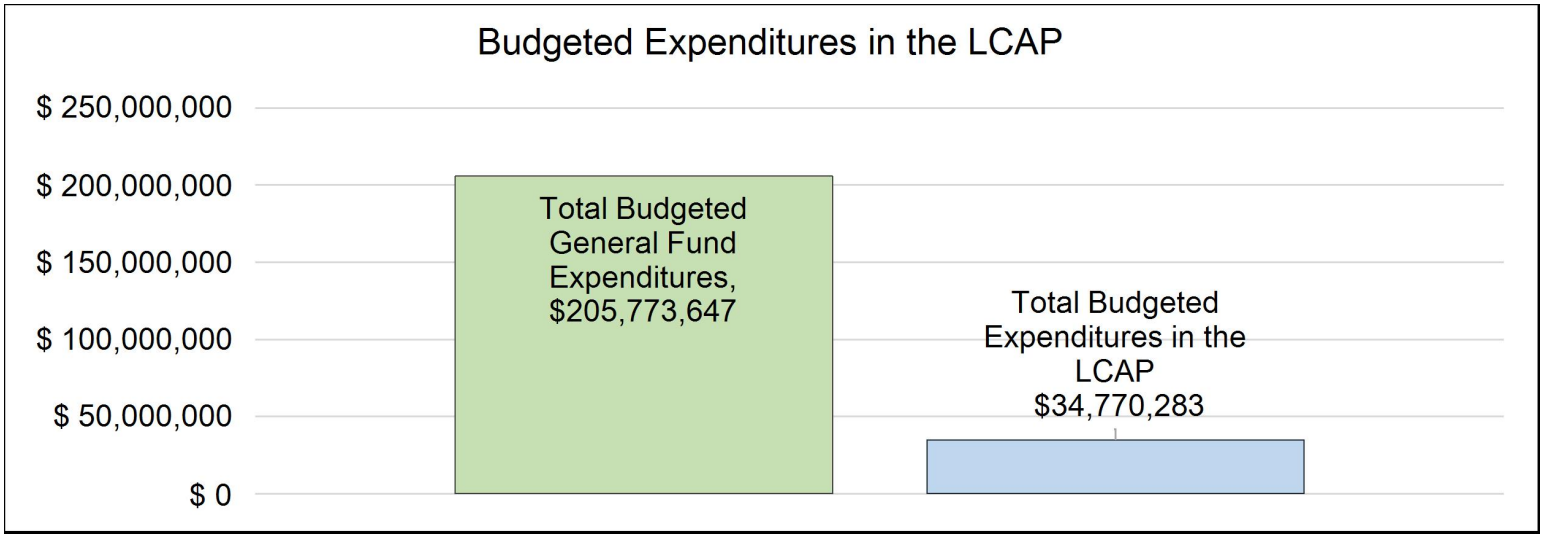


This chart shows the total general purpose revenue Menifee Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Menifee Union School District is $190,460,481, of which $156,583,121 is Local Control Funding Formula (LCFF), $16,203,882 is other state funds, $12,366,671 is local funds, and $5,306,807 is federal funds. Of the $156,583,121 in LCFF Funds, $25,868,516 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 2025-26. 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 $205,773,647 for the 2025-26 school year. Of that amount, $34,770,283.00 is tied to actions/services in the LCAP and $171,003,364 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

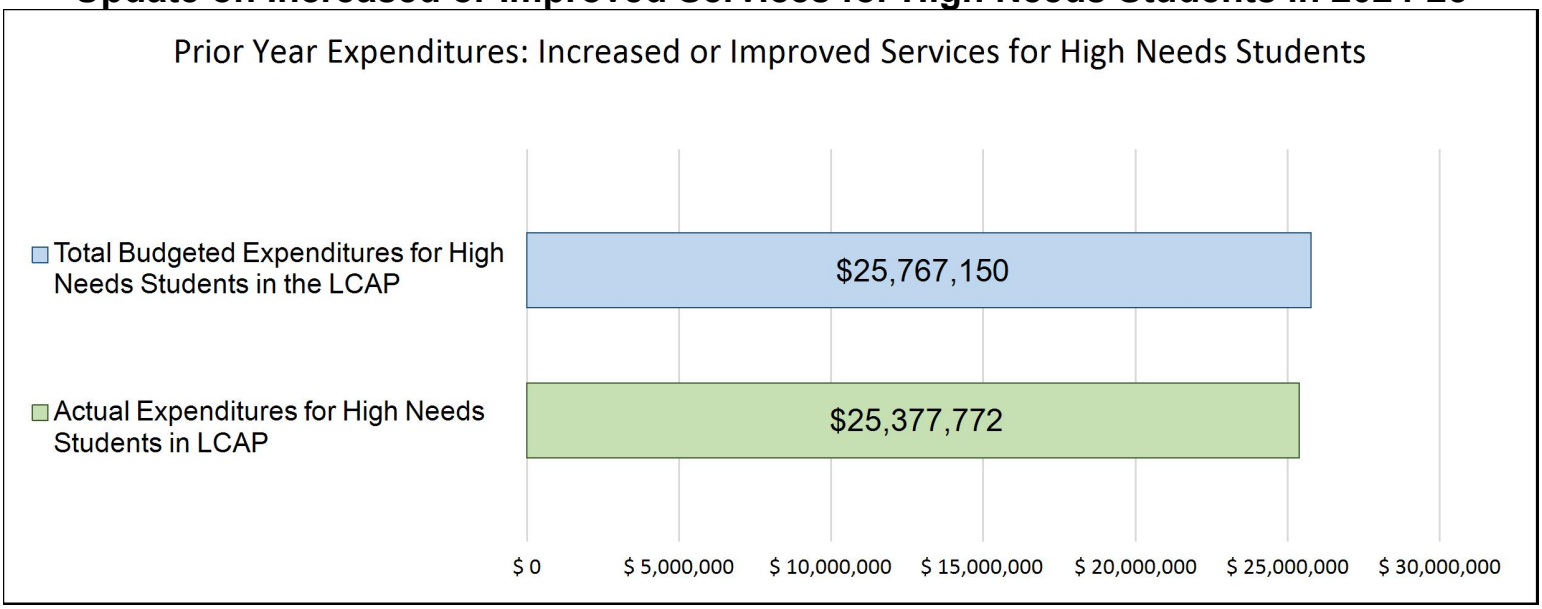
All the other general fund expenditures not included in the LCAP includes teachers, administrators & certificated support staff salaries and benefits, classified staff salaries and benefits, special ed staff salaries & benefits, instructional materials, contracts and services, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Menifee Union School District is projecting it will receive $25,868,516 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 $26,722,167 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 2024-25



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 2024-25, Menifee Union School District's LCAP budgeted $25,767,150 for planned actions to increase or improve services for high needs students. Menifee Union School District actually spent $25,377,772 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $389,378 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 had the following impact on the District’s ability to increase or improve services for high needs students:

This variance primarily resulted from staffing vacancies and underutilized resources intended to support high-needs students. Specifically, the District experienced challenges in fully staffing critical positions such as district instructional specialists, counselors, and site-based intervention facilitators. These roles are instrumental in delivering Tier II and Tier III supports, academic interventions, social-emotional counseling services, and job-embedded coaching for universally designing lessons which are central to our Multi-Tiered System of Support (MTSS). In addition, partial implementation of site-level leadership meetings hindered the District’s ability to consistently implement data-driven, differentiated supports across campuses, directly impacting services meant to accelerate learning for high-needs students.

Despite these challenges, the District adapted by reallocating resources where possible, maintaining a focus on continuous improvement and equitable student outcomes. Moving forward, efforts will be intensified to recruit and retain qualified staff and to ensure full implementation of targeted supports aligned with the needs of unduplicated students.

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 [2025-26]

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 12,400 students, MUSD continues to experience steady growth. The district operates eleven elementary schools, four middle schools, a K–8 school, a virtual academy, a state preschool, 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 data:

Hispanic: 52%
White: 21.6%

Two or More Races: 8.2%
African American: 5.9%
Filipino: 3.2%
Asian: 2.0%

Approximately 60% of students (8,405) are identified as socioeconomically disadvantaged (SED) . During the 2024–2025 academic year, MUSD supported 957 English Learners (EL) 6.8% of student population, 172 Long-Term English Learners (LTEL) 1.2% of student population, 74 foster youth (.0.5%), and 318 students experiencing homelessness (2.3%). 15.2% of the student population (2,143) 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 TK–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).

These designations guided the prioritization of actions to support historically underserved students in the 2025–26 LCAP.

Summary of Progress

Goal 1: Safe, Supportive, and Inclusive Learning Environments

Indicators Addressed: Chronic Absenteeism, Suspension Rate

Successes:

Chronic absenteeism declined by 8.7 percentage points districtwide (from 24.8% to 16.1%).

Middle school students reported improved perceptions of safety and school connectedness on the Panorama survey.

MUSD expanded access to mental health supports through Care Solace and Victor Community Services.

Challenges:

Suspension rates remain disproportionately high for Foster Youth (9.5%), LTELs (10.5%), and SWD (4.5%).

There is a continued need for Tier I and Tier II engagement strategies, particularly for Foster Youth and homeless youth.

To address the identified needs and Dashboard performance gaps in student groups and sites perfroming at the lowest levels in chronic absenteeism, suspension rate, MUSD is implementing the following LCAP-aligned, equity-focused strategies:

Tiered Attendance Interventions (Action 1.3): Including dedicated attendance teams, LVNs for health-related absences, re-entry meetings, and SART/SARB support for Foster Youth and LTELs.

PBIS Expansion (Action 1.13): Targeting behavior supports for schools and student groups with high suspension rates, especially Long Term English Learners and Foster Youth.

School Counselors and Social Workers (Actions 1.10 & 1.17): Leading Tier II/III support systems and trauma-informed interventions across all sites.

Family Engagement via Community Liaisons (Action 1.5): Addressing attendance barriers and strengthening culturally responsive outreach to EL, SWD, and SED families.

Mental Health Access (Action 1.18): Partnering with Victor Community Services to expand Tier III emotional support, particularly for chronically absent and at-risk students.

Goal 2: Academic Achievement and Learning Acceleration

Indicators Addressed: Math, ELA, ELPI

Successes:

Math CAASPP scores were maintained in 2024 (DFS -0.8), preserving the prior year's 5.7-point DFS gain.

Fifth and eighth grade students increased CAST Science proficiency by 5 percentage points.

MUSD completed the adoption of the HMH Dimensions K–8 Science Curriculum, launching full implementation in 2025–26.

The English Learner Progress Indicator (ELPI) improved by 7.1%, moving from Low to Medium status.

Challenges:

LTELs continue to demonstrate low achievement in both ELA and Math, despite improved language proficiency.

Academic gaps for SWD persist compared to the general student population, particularly in DFS growth on CAASPP ELA and Math.

To address low Math, ELA, and ELPI performance among LTELs, ELs, SWD, and school sites and student groups with lowest performance on the California Dashboards, MUSD will continue to implement:

Math Professional Learning (Action 2.1): Focused on implementation of SAVVAS math curriculum, Building Thinking Classrooms training, and number fluency instruction to address DFS declines in Math (e.g., SWD at -102.3, LTELs at -149.1).

ELA/ELD Coaching and LETRS training for K-2 Teachers(Action 2.6): Addressing low DFS in ELA (e.g., -84.2 SWD; -62.9 ELs), focused on early literacy, reading comprehension and writing across content areas.

Instructional Specialists (Actions 2.6 & 3.6): Supporting standards-based instruction, lesson modeling, and subgroup-focused interventions across schools with Dashboard Red/Very Low designations.

Designated and Integrated ELD Coaching Support (Action 2.8): Implemented via coaching support for English Learner Site Leadership Teams, and improved implementation of Lexia English, iLit, and Ellevation to support continued growth on the ELPI, which improved by 7.1%.

High-Dosage Tutoring and Tiered Reading Supports (Actions 2.7 & 2.8): Targeting subgroup achievement gaps in ELA/Math and increasing reclassification rates for ELs.

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

Indicators Addressed: Chronic Absenteeism, Suspension Rate, Math, ELA, ELPI

Successes:

Universal screeners for ELA and Math were fully deployed across all grade levels.

OTUS and ELLevation platforms were expanded for formative assessment tracking and English Learner progress monitoring.

Site MTSS teams utilized High Reliability Schools (HRS) indicators to improve Tier I instruction.

The district implemented Teacher Clarity professional learning, focusing on standards analysis, learning intentions, and success criteria.

Challenges:

Tier II and Tier III interventions are implemented inconsistently across school sites, requiring stronger leadership support, clearer protocols, and fidelity checks for MTSS practices.

To ensure strong implementation and data-informed decision-making for all indicators (Chronic Absenteeism, Suspension, Math, ELA, ELPI), MUSD is:

Strengthening MTSS Leadership Structures (Action 3.4): Using High Reliability Schools indicators to guide Tier I instructional planning and accountability.

Deploying Universal Screeners (Action 3.1): To monitor ELA/Math readiness and support tiered intervention targeting SWD and ELs.

Expanding Assessment Platforms (Action 3.3): OTUS and ELLevation track progress in formative assessments, growth data, and ELPI outcomes.

Instructional Specialists (Action 3.6): Supporting PLCs, data analysis, and implementation of high-quality instruction with fidelity, particularly in low-performing schools.

Professional Learning (Action 3.2): Focused on Teacher Clarity, UDL strategies, and PLC facilitation to support Tier I equity and consistency.

With a strong foundation in MTSS, standards-aligned instruction, and equity-centered engagement, MUSD will continue working to ensure that all students-especially those demonstrating inequitable outcomes-experience measurable progress in chronic absenteeism, suspension, and academic performance in Math, ELA, and ELPI.

MUSD has not yet fully expended LREBG funds.Therefore, LREBG funded actions were selected based on the needs assessment identifying:

- Very Low ELA and Math achievement among Students with Disabilities (SWD) and LTELS across multiple sites.
- Chronic absenteeism rates exceeding 20% for Students with Disabilities (SWD).

- Need for expanded access to inclusive academic and behavioral health supports.

All funded actions listed below align to allowable LREBG uses and support targeted learning recovery efforts integrated into MUSD's MTSS system.

Goal 1 Actions 1.03 and 1.18 are aimed at improving student engagement outcomes such as Chronic Absenteeism for Students with Disabilities (SWD) in the following ways:

LREBG Action 1.03 Attendance Case Management for SWD : To address chronic absenteeism and school refusal among SWD, LREBG funds the following targeted supports:

- Dedicated Attendance Liaisons: Assigned to SWD to conduct home visits, coordinate SART/SARB meetings, and support individual student plans.
- 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.

LREBG Action 1.18 Expand Mental and Behavioral Health Access provides the following:

- Tier III Mental Health Services that offer referral-based therapeutic services, crisis response, and individualized re-engagement plans to reduce school refusal and chronic absenteeism among SWD
- Trauma-Informed Wraparound Services that provide integrated behavioral health and SEL supports embedded within IEP and MTSS plans for SWD with high emotional/behavioral needs or repeated suspensions
- Behavioral Intervention Staff (BIS) Expansion to increase the capacity to support behavior-related IEP goals and provide coaching in Universal Design for Learning (UDL), trauma-informed practices, and culturally responsive Tier I/II interventions.

Goal 2 Actions 2.13 and 2.14 are new LCAP actions aimed at increasing student achievement in Math and ELA for Students with Disabilities

LREBG-Action 2.13 High-Dosage Tutoring and Summer Learning Academy: To accelerate achievement in ELA and Math, this action provides:

- High-dosage tutoring after school, on Saturdays, and during intersessions, led by credentialed teachers and paraeducators.
- Personalized instruction aligned to IEP goals and guided by data from CAASPP, ELPAC, CAST, and SuccessMaker.
- Summer Learning Academy: a 5-week structured program focused on literacy, numeracy, and SEL for SWD.
- Instructional tools including SPIRE kits, Chromebooks, and iPads to support access and engagement.

These targeted, year-round interventions directly address foundational skill gaps and are designed to improve outcomes for SWD.

LREBG-Action 2.14 Reduced Student-to-Staff Ratios:To improve ELA and Math outcomes for SWD, this action includes:

- Increased paraeducator staffing in RSP and SDC classrooms to reduce group sizes.
- Targeted small-group instruction in ELA and Math aligned to IEP goals.
- Consistent implementation of IEP accommodations and inclusive access to core instruction.
- Enhanced Tier I and Tier II supports within the MTSS framework to address low academic performance

These strategies provide more individualized support and greater instructional access, aimed at closing achievement gaps for SWD.

Goal 3 Actions 3.04 and 3.06 are enhanced with LREBG funding to strengthen academic, behavior and attendance supports for Students with Disabilities (SWD).

Goal 3 LREBG-3.04 MTSS District Leadership Team:The follow enhancements ensure SWD receive timely, tiered supports and equitable access to grade-level instruction across all sites as planned by the MTSS District and Site Leadership Teams:

- Development of tiered instructional resources aligned with IEP goals.
- Consistent use of MTSS-aligned assessments to monitor academic and behavioral interventions.
- Data-driven decision-making through problem-solving cycles using disaggregated progress data.

Goal 3 LREBG-3.06 Districtwide Professional Learning: To improve Tier I readiness and support inclusive instruction, this action provides:
-Districtwide professional development in trauma-informed practices and classroom management.
-Pro-ACT training and coaching in de-escalation techniques for RSP, SDC, and paraeducators.
-Training in Universal Design for Learning (UDL) and BIS (Behavioral Intervention Staff) systems.

- Integration within the MTSS framework to ensure consistent supports across general and special education classrooms.

These strategies aim to build staff capacity to manage behaviors effectively and create safe, supportive environments that promote academic success for SWD.

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 2025–26 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.

Menifee Union School District is in the second year of eligibility for Differentiated Assistance (DA) through California's statewide system of support. This status is based on persistent performance challenges identified in the 2023–2024 and 2024–2025 California School Dashboards, specifically within the areas of Chronic Absenteeism, Suspension Rate, and Academic Achievement for Foster Youth, Long-Term English Learners (LTELs), and Pacific Islander students.

2023–24 Dashboard Indicators:

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

2024–25 Dashboard Indicators:

- 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)

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 revealed inconsistent implementation of trauma-informed and culturally responsive practices, particularly within site-level Positive Behavioral Interventions and Supports (PBIS), engagement systems, and academic supports for English Learners.

Strategic Actions and LCAP Alignment
To address the identified needs, MUSD embedded technical assistance into several key actions within the 2025–26 LCAP:

LCAP Action 1.03: Site Attendance Teams and Monitoring
Supports school-based attendance teams aligned to the root cause analysis on chronic absenteeism for Foster Youth, LTELs, and Pacific Islanders. These teams, coordinated with RCOE and the Director of Student Success Services, use real-time data to identify attendance trends, lead outreach efforts, and resolve systemic barriers.

LCAP Action 1.13: Positive Behavior Intervention Professional Learning and Support
Expands districtwide PBIS implementation and trauma-informed practice training. PBIS teams analyze suspension data, receive coaching from district staff, and apply culturally responsive behavior supports to reduce discipline disparities for Foster Youth, LTELs, and Homeless students.

LCAP Actions 2.1 and 2.2: Math Professional Learning and Personalized Software
Provide professional development focused on evidence-based math strategies and instructional scaffolds for LTELs. These actions also integrate personalized learning software to target foundational math gaps and inform instructional decisions through formative assessment.

LCAP Actions 2.6–2.9: Literacy and Language Development
Support academic achievement and reclassification of LTELs and Foster Youth through integrated ELA/ELD professional learning. Educators receive coaching in close reading, academic writing, and high-leverage strategies aligned with the ELPAC and CAASPP.

Summary
MUSD’s ongoing DA status has served as a catalyst for systems-level improvements in academic achievement, attendance, and school climate. The district’s partnership with RCOE and sustained engagement with internal leadership teams ensures that technical assistance is

translated into coherent, equity-focused actions. Through LCAP Actions 1.03, 1.13, 2.1, 2.2, and 2.6–2.9, MUSD is addressing root causes and implementing targeted supports to reduce disproportionality and accelerate learning 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 2025–26 LCAP draft was formally presented to both groups on May 13, 2025, 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 three times during the year to analyze implementation 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 (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 actions.qualitative data

Educational Partner(s)	Process for Engagement
	supports administrators, principals, educators, school counselors, and social workers to identify trends within student culture to increase student engagement through tiered supports.
English Language Learners and Long Term English Language Learners	Site school counselors led 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 2024-25 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 September, November, January, 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.
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 2024–25 school year. Topics included support for Professional Learning Communities and implementation of Teacher Clarity initiatives as part of the comprehensive needs assessment and progress monitoring of LCAP goals, actions and metrics.
SELPA Consultation	The 2025–26 LCAP draft was reviewed in a consultation meeting with the SELPA administrator in May 2025 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 4, 2025. The 2025–26 LCAP draft was posted on June 5, 2025, and presented for public hearing on June 10, 2025. Final adoption occurred on June 17, 2025 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 2025–26 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—teachers, principals, administrators, other school personnel, bargaining units, parents, students, and educational rights holders—were consulted. Additionally, engagement included targeted outreach to Menifee Virtual School, which will be receiving Equity Multiplier funding. Feedback from our educational partners influenced 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 LTELs and parent advisory committees, emphasized the importance of inclusive, welcoming, and culturally responsive school climates. In response:
Action 1.8 (Social Emotional and Behavioral Learning) and 1.11 (Administrative Support) will be focused on providing additional professional learning and supports tiered SEL instruction.
Action 1.3 (Attendance Intervention) now specifically targets disproportional absenteeism among LTELs.
Actions 1.5 (Community Liaisons) and 1.10 (School Counselors) promote culturally responsive relationship-building and proactive outreach.
Site-based coaching for (PBIS) Action 1.13 was added to reduce suspension rates for Foster Youth and LTELs.

Goal 2: Grade-Level Academic Achievement
Teacher feedback from SAVVAS math coaching informed Actions 2.1 and 2.2 (Math Professional Learning and Math Personalized Learning Software), which will prioritize numeracy and procedural fluency routines, productive struggle for conceptual development, and differentiated instruction using diagnostic and formative assessment tools.
ELA educators emphasized the need for greater alignment between curriculum and English Learner supports. As a result, Actions 2.6–2.9 (ELA/ELD Professional Learning, Instructional Supports and Coaching) now expand ELLevation data and stratgies integration, designated ELD coaching, and targeted Tier 3 supports for newcomers and LTELs.
Science educators' input led to professional development for NGSS-aligned curriculum implementation, including STEAM labs and makerspaces for more hands-on learning Action 2.4-2.5 (NGSS Professional Learning and Makerspace).

Goal 3: Systemic MTSS Alignment
The MTSS District Leadership Team, composed of administrators and site leadership teams, conducted comprehensive site-level data reviews to identify strengths and disparities. The Teacher Clarity District Leadership team reviewed implementation of professional learning and made recommendations for next steps to fortify learning and advance next steps. Their feedback led to:
Action 3.1 (Universal Screeners and Diagnostics), strenghtening districtwide math and reading screeners data analysis aligned with the science of reading, ensuring early identification and intervention through the training and implementation of a new K-2 Dyslexia Screener.
Action 3.2 (Professional Learning Communities), expanding PLC training and embedding practices of teacher clarity across all grade levels.

- Additional emphasis was placed on universal Tier 1 instruction, WIN rotations, push-in/pull-out supports, and structured Tier 2 and Tier 3 interventions across sites.

- School leaders also committed to refining the SST process, increasing use of formative data in Common Formative Asssessments, and fostering vertical teaming and collaborative problem-solving.

Goal 4: Equity Multiplier Support for Menifee Virtual School
Parent and student surveys at MVS highlighted the need for increased engagement, SEL supports, and academic interventions. In response:
Action 4.1introduces a Community Liaison focused on absenteeism reduction and student connection.
Action 4.2 provides small group tutoring in ELA and math for Socioeconomically Disadvantaged and Hispanic students performing below standard.

Throughout this process, MUSD upheld its commitment to inclusive, data-driven planning. Site teams utilized school-level data and student voice to shape responsive actions tailored to the specific needs of unduplicated students. The adopted LCAP reflects feedback from across the system—students, families, teachers, administrators, and classified staff—resulting in targeted, equity-focused strategies to improve student outcomes and foster safe, supportive, and rigorous learning environments.

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 is committed to cultivating school environments that are safe, inclusive, supportive, and culturally responsive. This goal addresses the need to reduce chronic absenteeism and suspensions, improve school climate, and ensure every student—particularly our unduplicated students—feels valued, connected, and emotionally supported. Significant gains have been made with a decrease in chronic absenteeims for all students by 8.7 percentage points.

2024 California School Dashboard data reveals a chronic absenteeism rate of 16.1% overall, with Long-Term English Learners (LTELs) at 30.6% and Foster Youth at 25.9%, both identified with red or orange indicators on the California Dashboard. Suspension data also reflects disparities, with LTELs at 10.5% and Foster Youth at 9.5%, exceeding district and state averages.

Panorama Climate and Culture Survey data shows that 51% of students in grades 3–5 feel engaged, and 63% report a positive school climate. In grades 6–8 27% feel engaged in the learning, and 52% report a positive school climate. Students sense of safety increased in grades 3-8. Parents also report an increased sense of engagement and school safety.

These indicators reinforce the importance of continued investment in Multi-Tiered Systems of Support (MTSS), Positive Behavior Interventions and Supports (PBIS), and social-emotional learning (SEL). Actions within this goal aim to build Tier I classroom culture, provide Tier II and III supports for at-risk students, increase family engagement, and strengthen professional learning and direct supports for trauma-informed and culturally responsive practices.

By prioritizing equity and student well-being, this goal supports improved attendance, reduced suspensions, and stronger academic and social outcomes across the district.

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 Chronic Absenteeism: 27.2% - Very High Status Dashboard Performance: Yellow English Learners Chronic Absenteeism: 26.3% - Very High Status Dashboard Performance: Yellow	Fall 2024 All Students Chronic Absenteeism: 16.1% Medium Status Dashboard Performance: Yellow African American Chronic Absenteeism: 17% Medium Status Dashboard Performance: Yellow Hispanic Chronic Absenteeism: 17.8% Medium Status Dashboard Performance: Yellow English Learners		Fall 2026 All Students Chronic Absenteeism: 12.8% Dashboard Performance: Yellow African American Chronic Absenteeism: 10.0% Dashboard Performance: Green Hispanic Chronic Absenteeism: 17.2% Dashboard Performance: Yellow English Learners	Current Difference: Chronic Absenteeism All Students: Decreased 8.7% African American: Decreased 4.2% Hispanic: Decreased 9.4% English Learners: Decreased 6.6% Socio-economically Disadvantaged: Decreased 9.7% Foster Youth: Decreased 9.1% Pacific Islander: Decreased 16.2% Students with Disabilities: Decreased 10.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-economically Disadvantaged Chronic Absenteeism: 28.6% - Very High Status Dashboard Performance: Yellow Foster Youth Chronic Absenteeism: 35% - Very High Status Dashboard Performance: Red Pacific Islander Chronic Absenteeism: 42.4% - Very High Status Dashboard Performance: Red Students with Disabilities Chronic Absenteeism: 32% - Very High Status Dashboard Performance: Yellow	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: 18.9% Medium Status Dashboard Performance: Yellow Foster Youth Chronic Absenteeism: 25.9% Low Status		Chronic Absenteeism: 16.3% Dashboard Performance: Yellow Long Term English Learners Chronic Absenteeism: 24.6% Medium Status Dashboard Performance: Yellow Socio-economically Disadvantaged Chronic Absenteeism: 16.6% Dashboard Performance: Yellow Foster Youth Chronic Absenteeism: 23% Dashboard Performance: Orange	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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		Pacific Islander Chronic Absenteeism: 22.4% Dashboard Performance: Orange Students with Disabilities Chronic Absenteeism: 20% Dashboard Performance: Yellow	
1.2	Positive School Attendance (SIS)	2022-2023 All Students: 92.5%	2023-2024 All Students: 94%		2025-2026 All Students: 96%	Current Difference: Positive Attendance All Students: Increased 1.5%
1.3	CA Dashboard Suspension Indicator	Fall 2023 All Students Suspension: 2.3%	Fall 2024 All Students Suspension: 2.6%		Fall 2026 All Students Suspension: 1.8%	Current Difference:Suspension All Students: Increased 0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Suspension: 2.8% Dashboard Performance: Orange Foster Youth Suspension: 8.2%	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 Long Term English Learners Suspension: 10.5% Dashboard Performance: Red		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 Long Term English Learners Suspension: 6.5% Dashboard Performance: Yellow	African American: Increased 0.8% Hispanic: Increased 0.3% English Learners: Increased 1.1% Socio-economically Disadvantaged: Maintained Foster Youth: Increased 1.3% Pacific Islander: Decreased 2.8% Students with Disabilities:Increased 0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Red Pacific Islander Suspension: 6.1% Dashboard Performance: Red Students with Disabilities Suspension:4% Dashboard Performance: Orange	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 Suspension:4.5% Dashboard Performance: Orange		Socio-economically Disadvantaged Suspension: 1.9% Dashboard Performance: Green Foster Youth Suspension: 5.2% Dashboard Performance: Yellow Pacific Islander Suspension: 4.3% Dashboard Performance: Yellow Students with Disabilities Suspension: 3% Dashboard Performance: Yellow	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Expulsion Rate CALPADS	Expulsion Rate (CALPADS, 2022-23): 0.02%	Expulsion Rate (CALPADS, 2023-24): 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, 2025-26): 0%	All Students: Maintained 0%
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%		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 6% 6th-8th grade students: Increased by 6%
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%		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: Decreased by1% 6th-8th grade students:Maintained
1.8	Student Climate Survey-Safety	2023-2024 School Safety (Strongly Agree/Agree 3rd-5th grade students:66%	2024-25 School Safety (Strongly Agree/Agree 3rd-5th grade students:68%		2026-2027 School Safety (Strongly Agree/Agree 3rd-5th grade students:70%	Current Difference: School Safety (Strongly Agree/Agree)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6th-8th grade students:54%	6th-8th grade students: 59%		6th-8th grade students:60%	3rd-5th grade students:Increased by 2% 6th-8th grade students: Increased by 5%
1.9	Parent Climate Survey-Family Engagement	2023-2024 Parents: 21% Strongly Agree/Agree	2024-25 Parents: 22% Strongly Agree/Agree		2026-2027 Parents: 35% Strongly Agree/Agree	Current Differnce: Parents: Increased by 1% Strongly Agree/Agree
1.10	Parent Climate Survey-School Safety	2023-2024 Parents: 71% Strongly Agree/Agree	2024-25 Parents: 75% Strongly Agree/Agree		2026-2027 Parents: 80% Strongly Agree/Agree	Current Difference: Parents: Increased by 4% Strongly Agree/Agree
1.11	Staff Climate Survey-School Climate	2023-2024 Staff: 66% Strongly Agree/Agree	2024-25 Staff: 63% Strongly Agree/Agree		2026-2027 Staff: 75% Strongly Agree/Agree	Current Difference: Staff: Decreased by 3% Strongly Agree/Agree
1.12	Teacher Climate Survey-School Climate	2023-2024 Teachers: 65% Strongly Agree/Agree	2024-25 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		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
			on annual FIT reports			
1.14	Parent Involvement Efforts to seek parent input in decision making (Local Indicators Self-Reflection Tool)	3-Initial 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: 17 District English Learner Advisory Committee Attendance: 17 District African American Parent Advisory Committee (DAAPAC) Attendance:45 Special Education Parent Advisory Committee (SEPAC) Attendance: 70	Parent Advisory Committee Attendance: Increased by 3 District English Learner Advisory Committee Attendance: Increased by 6 District African American Parent Advisory Committee (DAAPAC) Attendance:Increased by 51 Special Education Parent Advisory Committee (SEPAC) Attendance: Increased by 19

Goal Analysis [2024-25]

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 2024–2025, the Menifee Union School District implemented all actions under Goal 1 with a high level of fidelity, focusing on strengthening student engagement, school climate, safety, and family partnerships. These actions were designed to provide layered support to all students, with particular attention to English Learners, foster youth, low-income students, and students with disabilities.

Action 1.1 – Parent Communication Tools and School Safety Software:
ParentSquare continued to serve as the district's primary communication platform, with over 3,800 posts and 8,800 direct message threads, and 99% of families maintaining active Aeries contact information.

Action 1.2 – Climate and Culture Survey:
Panorama surveys were administered to 3-8th grade students, staff, and families in the Fall and Spring. The data were used by MTSS and site leadership teams to identify areas for improvement in student belonging, staff-family trust, and perceptions of school safety.

Action 1.3 – Attendance Intervention and Monitoring:
The attendance intervention and monitoring system was fully implemented across all school sites with Site Administrators, Office Clerks, Community Liaisons and Counselors full engaged in using this data to reach out to families.

Action 1.4 – Parent Involvement and Education
An eight week Positive Parenting course was offered to families in English and Spanish at the District Family Engagement Center and Virtual Parenting Classes were also offered in collaboration with CareSpace in both English and Spanish. Multilingual parents from ELAC committees also attended the CABE conference in May alongside teachers, community liaisons and administrators.

Action 1.5 – Community Liaisons:
Community liaisons provided over 3,000 direct services, including support with food, housing, and attendance. Their outreach helped reduce absenteeism and build trust with families.

Action 1.6 – Teacher Staffing for Effective Class Sizes and Action 1.7 – TK–3 Class Size Ratios:
These actions helped reduce combination classes and maintained optimal student-teacher ratios in grades TK-3 with the maintaining of additional teaching positions to keep certificated to staff ratios low at the sites with higher unduplicated counts. Implementation supported classroom climate, early intervention, and relationship building.

Action 1.8 – Social Emotional and Behavioral Health:
SEL instruction reached a 95% weekly implementation rate across K–8. Over 600 Ripple Effects lessons were used as alternatives to suspension. Sites embedded programs such as Second Step and Character Strong, though some staff requested additional coaching in behavior-specific SEL strategies.

Action 1.9 – Increased Instructional Minutes for SEL:
The added instructional time (10 minutes/day) was protected across all sites and used for community circles, morning meetings, and SEL curriculum delivery.

Action 1.10 – School Counseling:
Counselors delivered approximately 19,000 Tier II and III counseling sessions across all school sites.

Action 1.11 – Administrative Support:
Assistant principals and expanded learning administrators are now supporting all school sites and provide essential leadership for Tier I climate and safety systems. These roles were critical in monitoring data, leading PBIS implementation, and supporting student behavior plans.

Action 1.12 – Translation and Interpretation Services:
The district expanded its capacity to provide Spanish interpretation at events and in written communication with the conversion of two part time positions into 1 full time and 1 part time position.

Action 1.13 – Positive Behavior Intervention and Supports (PBIS):
Sites received Tier I PBIS planning support. Some schools began piloting Tier II behavior interventions aligned with MTSS practices. Several schools indicated a need for deeper implementation of restorative practices and culturally responsive strategies to reduce suspensions for specific subgroups.

Action 1.14 – Site LCFF Allocation for Safe and Inclusive Schools:
Sites used these funds to implement strategies aligned with SPSA goals such as attendance awards, safety improvements, SEL materials, student recognition systems, and professional learning to advance culturally responsive practices.

Action 1.15 – Visual and Performing Arts (VAPA):
VAPA instruction included all 1st-5th grade students in visual media arts, all 3rd grade students in general music with access to elementary band 1 day/week for all 4th-5th grade students. Music electives such as Orchestra, Symphony, Concert, Beginning, Intermediate and Advanced Band were offered to 6th-8th grade students as an elective.

Action 1.16 – Equity Committee:
The Equity Committee launched training on culturally responsive teaching and began developing a district Equity Playbook. The Speak Up at School initiative was also introduced to address bias and create inclusive school climates.

Action 1.17 – Social Workers:
Social workers addressed Tier II and III needs across all school campuses, providing check-ins, counseling groups, and crisis intervention. While effective, caseloads were high, and coverage limitations occasionally delayed services for students in need.

Action 1.18 – Mental Health Services and Supports:

Partnerships with Care Solace and Victor Community Services expanded mental health access for students and families. While these services helped close gaps, demand exceeded availability, especially for urgent referrals.

Action 1.19 – Technology Professional Learning:
Staff participated in EdTech workshops and conferences to strengthen instructional use of digital platforms and enhance communication with families. Implementation varied by site, and some staff expressed interest in more job-embedded follow-up support.

Implementation of Goal 1 actions in 2024–2025 was largely successful, resulting in measurable gains in attendance, school climate, SEL access, and family engagement. While digital infrastructure gaps, staffing limitations, and service demand presented challenges, the district remains committed to refining systems of support and fostering inclusive, connected, and safe learning environments 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.

A review of total expenditures for Goal 1 reveals material differences in both directions—some actions exceeded planned costs due to service expansion, while others came in under budget due to access to alternate funding sources or partial implementation. These differences were addressed through adaptive decision-making to ensure the needs of unduplicated students were met, particularly in the areas of student safety, mental health, family engagement, and equitable access.

Actions with Increased Expenditures:

Action 1.01 – Parent Communication Tools and School Safety Software
This increase reflects the district's need to upgrade and expand campus security systems, including security camera infrastructure, in response to issues with footage reliability and system limitations.

Action 1.11 – Administrative Support
Costs rose due to the addition of Assistant Principals and ELOP administrators to support all school sites, and included increased salary, health, and welfare costs necessary for these expanded leadership roles.

Action 1.12 – Translation and Interpretation Services
This increase supported a growing demand for multilingual services, including the hiring of a full-time interpreter and expanded extra duty and contracted translation services to better serve EL families.

Action 1.18 – Mental Health Services and Support
Increased costs supported expanded service contracts with Victor Community Services and sustained access to Care Solace, a mental health concierge platform connecting families to external care.

Action 1.19 – Technology Professional Learning

Additional funding supported conference registrations for both classified and certificated staff, expanding access to training in instructional technology and digital equity practices.

Actions with Decreased Expenditures:

Action 1.04 – Parent Involvement/Education
This action was underutilized due to overlapping opportunities funded through Title III and other grants. The district plans to more intentionally use these funds in 2025–26 to expand outreach to foster youth and English Learner families.

Action 1.10 – School Counseling
Although implementation was robust, lower-than-expected expenditures resulted from an unfilled vacancy and split funding that allowed the district to maintain site-based counselors while enhancing access to targeted mental health supports.

Action 1.16 – Equity Committee
Lower spending resulted from focused participation in the RCOE Equity Conference and monthly planning sessions. Additional expenditures are expected next year to support training and outreach aligned with culturally responsive practices.

Summary of Category Differences:

Increased due to expansion of services or staffing demands: LCAP Actions 1.01, 1.11, 1.12, 1.18, 1.19
Decreased due to staffing vacancies, partial implementation, or funding from alternative sources: LCAP Actions 1.04, 1.10, 1.16

Despite differences in actual expenditures, all actions remained aligned to the goal of improving school climate, safety, and engagement for all students—particularly unduplicated groups. Changes made to implementation reflect the district's responsiveness to real-time needs and data, and the district will continue refining the use of supplemental funds to maximize impact in 2025–2026.

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

An analysis of the effectiveness of the specific actions to date in making progress toward the goal.

The analysis of Goal 1 actions demonstrates that coordinated efforts to improve school climate, student engagement, and access to Tiered supports have been largely effective, with multiple metrics showing notable improvement. Chronic absenteeism declined significantly from 24.8% to 16.1% (Metric 1.1), and positive school attendance improved from 92.5% to 94% (Metric 1.2). These gains reflect the success of Tiered Attendance Interventions (Action 1.03), Social-Emotional and Behavioral Learning (Actions 1.08–1.10), and targeted outreach by Community Liaisons (Action 1.05).

Actions related to parent communication and language access (1.01, 1.12) showed strong implementation, resulting in 99% family contactability and increased participation in IEP and engagement activities, supporting improved outcomes in family engagement metrics

(1.9, 1.10). However, Family Engagement as measured by Panorama (22%) and climate survey responses continue to reflect challenges in broader outreach (1.04, 1.16), indicating the need for further supports to eliminate persistent barriers such as time, transportation, and cultural representation.

Suspension data (Metric 1.3) remained stable overall, but rates for Foster Youth (9.5%) and Students with Disabilities (4.5%) highlight a continued need for strengthening Tier II/III behavior supports through PBIS (Action 1.13), Counseling (1.10), and Social Workers (1.17). Equity-focused actions such as the Equity Committee (1.16) were partially implemented, and teacher and staff cultural awareness metrics suggest additional professional learning is needed (Metrics 1.11–1.12).

Overall, Goal 1 actions made substantial progress in fostering a safe, inclusive, and engaging school environment, with particularly strong outcomes in chronic absenteeism, SEL implementation, and access to counseling and mental health services. Actions focused on equity, behavior interventions, and deepening family partnerships remain priority areas for continuous improvement.

1.01 – Parent Communication Tools & School Safety Software
Highly effective. 99% of families were reachable; supported safety communications and outreach.
Metrics: 1.1, 1.3, 1.7, 1.9

1.02 – Climate and Culture Surveys (Panorama)
Moderately effective. Identified strengths in elementary safety (64%) and gaps in middle school (52%).
Metrics: 1.6, 1.7, 1.8, 1.9, 1.11, 1.12

1.03 – Attendance Intervention and Support
Highly effective. Chronic absenteeism dropped by 8.7%, with significant subgroup gains.
Metrics: 1.1, 1.2

1.04 – Parent Involvement and Education
Partially effective. Parent engagement remains low at 22%; barriers like childcare and time persist.
Metrics: 1.9, 1.14, 1.15

1.05 – Community Liaisons
Effective. Contributed to reductions in absenteeism and improved family connections.
Metrics: 1.1, 1.9

1.06 – Teacher Staffing for Effective Class Size
Effective. Improved personalization and engagement, though direct ties to climate still developing.
Metrics: 1.1, 1.3

1.07 – TK–3 Class Size Reduction
Effective. Correlated with improved attendance and reduced early-grade behavior incidents.
Metrics: 1.1, 1.3

1.08 – Social Emotional and Behavioral Learning (Tier I/II)
Highly effective. Implemented in 95% of classrooms; reduced absenteeism and strengthened SEL supports.
Metrics: 1.1, 1.3, 1.7

1.09 – Increased Instructional Minutes for SEL
Effective. Helped integrate SEL districtwide and supported stronger community-building time.
Metrics: 1.7, 1.8

1.10 – School Counseling Services
Very effective. Provided over 19,000 direct supports and supported reentry after absences/suspensions.
Metrics: 1.1, 1.3, 1.7

1.11 – Administrative Support (APs, ELOP Admins)
Effective. Expanded MTSS implementation and improved behavior and attendance follow-up.
Metrics: 1.1, 1.3, 1.11

1.12 – Translation and Interpretation Services
Effective. Increased multilingual family access to IEPs and communication with over 360 translations provided to date and over 370 interpretations for IEPs and parent engagement and involvement events.
Metrics: 1.9, 1.10, 1.15

1.13 – Positive Behavior Interventions and Supports (PBIS)
Partially effective. Tier I implementation strong, but Tier II/III fidelity inconsistent.
Metrics: 1.3, 1.7

1.14 – LCFF Site Safe and Inclusive School Allocations
Variable effectiveness. Implementation varied across sites, with inconsistent impact on metrics.
Metrics: 1.1, 1.3, 1.7

1.15 – Visual and Performing Arts
Effective. Expanded access to elementary music at all sites in grades 3-5 and enhanced school culture and engagement with more students participating in 4th and 5th grade band.
Metrics: 1.6, 1.7

1.16 – Equity Committee
Partially implemented. Equity planning began, but staff cultural awareness favorability is 59%.
Metrics: 1.11, 1.12

1.17 – Social Workers

Effective. Supported high-needs students with targeted emotional and reengagement services.
Metrics: 1.1, 1.3, 1.7

1.18 – Mental Health Services and Support
Highly effective. Over 60 students received services; sites report positive emotional growth.
Metrics: 1.1, 1.3, 1.7

1.19 – Technology Professional Learning
Supportive. Indirectly contributed to student engagement and teacher efficacy.
Metrics: 1.1, 1.3, 1.6

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 the analysis of implementation data, feedback from educational partners, and California School Dashboard outcomes, Menifee Union School District has made enhancements and revisions to increase the impact of Goal 1 actions and metrics of increased and impoved services to improve alignment with current needs and ensure more equitable support for unduplicated students.

The goal and metrics remain focused on creating safe, supportive, and inclusive environments, and the revised implementation focuses more explicity upon culturally responsive practices, integration of Multi-Tiered Systems of Support (MTSS), and targeted interventions for at-risk subgroups. Metrics for Long Term English Language Learners were added in order to closely monitor the implementation and effectiveness of actions targeted at increasing student engagement for LTELs.

Changes to Actions Based on Reflections and Data

1.03 Attendance Intervention and Support
This action now includes a contract with Menifee Police Department to ensure we support our most chronically absent families through the SART, SARB, and DA Mediation process in an effort to intervene and gain access to school for our families with a focus on foster students and marginalized student groups.

1.04 Parent Involvement and Education
Due to underutilization of funds and feedback from educational partners regarding barriers to parent involvement, this action was revised to include periodic analysis of inclusive parent engagement events during principal and MTSS meetings. These meetings will be used to plan and reflect on family events that celebrate diverse cultures and engage families in practices that support literacy development, math fluency, and increased English language proficiency. The goal is to enhance parent involvement and improve student engagement and achievement at every school site.

1.06 – Teacher Staffing for Effective Class Size and 1.07 – TK–3 Class Size Reduction

The funding for this action changes due to student enrollment in lower (TK-3) and upper elementary (4-5) and differences in educator salaries which reduce class sizes.

1.08 Social Emotional Learning
This action was refined to shift investment from underutilized programs (e.g., Ripple Effects) to more impactful SEL strategies like Second Step (Tier 1) and Character Strong, particularly for Tier II/III supports addressing suspension and chronic absenteeism among Foster Youth and LTELs.

1.09 – Increased Instructional Minutes for SEL
The funding for this action adjusts with the number and salaries of teachers that provide the increase instructional minutes for social emotional learning.

1.10 School Counseling and 1.17 Social Workers
This action has been refined to highlight school counselors' and social workers' role in leading Tier II/III MTSS supports, re-entry meetings, and crisis intervention. Service logs now disaggregate data by subgroup to assess access and impact.

1.13 – Positive Behavior Interventions and Supports (PBIS)
This action has been revised to include additiona training for Positive Behavior Interventions and Supports (PBIS) across the district with concentrated support for Foster Youth and Pacific Islanders which demonstrate high suspension rates that qualify MUSD for Differentiated Assistance. This initiative will focus on establishing a tiered response system to student behavior and addressing social-emotional needs which are critical for fostering a positive and productive learning environment. Investments in this area will ensure teachers are equipped with the tools and understanding necessary to implement PBIS effectively, ultimately contributing to a more inclusive and supportive school climate for all students with a focus on meeting the needs and improving the outcomes for English Learners, Foster Youth, Pacific Islanders, and Low-Income students as evidenced by increased student engagement and positive school culture, and a reduction in suspension and absenteeism data.

1.16 Equity Committee
Based on limited implementation last year, this action was restructured to include site-based equity training, implementation of culturally responsive practices, and use of Panorama data to guide school site reflection and planning.

Action 1.18 – Mental Health Services and Supports:
The increased funding of for Victor Community Counseling Services is necessary to better support foster students and overall student mental health. Our School Counselors have been providing Tiered services, including approximately 1,000 Tier III crisis services, 18,851 Tier II responsive counseling services, and 99,815 Tier I schoolwide initiatives or classroom lessons. This action will now support one full-time Victor Community therapist who can focus on Tier II and III services, with a priority on addressing the needs of foster students. Funding for Care Solace will remain to support our families to access outside mental health services.

1.19 Technology Professional Learning
This action was updated to connect technology training to Universal Design for Learning (UDL), MTSS implementation, and family engagement digital tools, ensuring educators are equipped to improve communication and access, particularly for unduplicated students.

Summary of Key Reflections Driving Change

Family engagement data emphasized the need for multilingual tools, more accessible meeting formats, and personalized outreach with support from communty liaisons, school counselors, social workers, teachers and administrators.
Dashboard indicators revealed persistent disparities for Foster Youth, LTELs, and SWD in attendance and discipline and require close monitoring by site attendance teams and social emotional/behavioral teams.
MTSS feedback confirmed the need for better integration of SEL, behavior supports, and school leadership in improving student outcomes.
Educational partner input through PAC, DELAC, SEPAC, and DAAPAC elevated the importance of representation, inclusion, and proactive family partnership strategies to increase parent involvement.

As a result, 2025–2026 Goal 1 actions are more focused on Tier I culture-building, Tier II/III support, and targeted family outreach, guided by equity data and continuous input from school communities.

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, Raptor, and Informed K-12 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. Spring 2025 Panorama Family Survey results revealed only 22% of families report high levels of engagement, with language access, scheduling conflicts, and lack of culturally relevant outreach cited as barriers. The need is especially urgent for English Learners (ELs) and Long-Term English Learners (LTELs), who face disproportionately high rates of chronic absenteeism (ELs: 19.7%, LTELs: 30.6%) and suspensions (ELs: 2.9%, LTELs: 10.5%). Communication tools are essential for engaging these families, connecting them with school supports, reducing chronic absenteeism, and addressing	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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). Spring 2025 survey results showed: Only 22% of families reported feeling engaged with their school, ranking in the 40th–59th percentile nationally 63% of students reported positive feelings and 64% reported challenging emotions 75% of families agreed their child feels safe at school, while perceptions of equity and cultural responsiveness remain areas for growth 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.	$67,000.00	Yes
1.3	Attendance Intervention and Support	Menifee Union School District has been identified for Differentiated Assistance due to elevated chronic absenteeism and suspension rates among Foster Youth, Students with Disabilities (SWD), and Long-Term	$720,812.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learners (LTELs). According to the 2024 California School Dashboard: Foster Youth: 25.9% absenteeism, 9.5% suspension SWD: 21.1% absenteeism, 1.3% suspension LTELs: 30.6% absenteeism, 10.5% suspension These data points reflect persistent and disproportionate barriers to engagement requiring coordinated, equity-driven intervention. This action implements a comprehensive attendance improvement system across all sites. Through collaboration with the Riverside County Office of Education, the Director of Student Success Services, and school-based teams, the district conducts root cause analyses, develops site-level plans, and uses an attendance monitoring system to track progress and guide early intervention. This action to include a contract with Menifee Police Department to ensure we support our most chronically absent families through the SART, SARB, and DA Mediation process in an effort to intervene and gain access to school for our families with a focus on foster students and marginalized student groups. 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. 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,		

Action #	Title	Description	Total Funds	Contributing
		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. 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.		

Action #	Title	Description	Total Funds	Contributing
		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	This action aims to deepen parent engagement and build family capacity to support student learning, particularly for English Learners, Foster Youth, and Low-Income students, who continue to face opportunity and outcome gaps. The 2024 California School Dashboard reveals ongoing disparities, including Chronic Absenteeism rates of 25.9% for Foster Youth, and 30.6% for Long-Term English Learners. Suspension Rates also remain disproportionately high among these groups. 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.	$49,070.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 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.	$359,554.00	Yes
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. This action will support increased student engagement, improved classroom culture, and more responsive instructional practices. Dashboard data shows chronic absenteeism among English Learners (19.7%), Socioeconomically Disadvantaged students (18.9%), and Foster Youth (25.9%) remains a concern. Reducing class sizes will provide teachers with the flexibility to build stronger relationships, deliver more differentiated instruction, and meet the needs of all students—especially those in our unduplicated student groups.	$2,504,908.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	TK-3 Ratios	To address persistent disparities in engagement, attendance, and behavior outcomes, Menifee Union School District will continue to maintain lower teacher-to-student ratios in grades TK–3. This targeted effort supports early learning success and provides a nurturing, relationship-centered classroom environment that especially benefits English Learners, Foster Youth, and Socioeconomically Disadvantaged students. 2024 CA Dashboard data shows that chronic absenteeism remains elevated in TK–3 among these student groups, with Foster Youth (25.9%) and ELs (19.7%) disproportionately affected. Smaller class sizes in primary grades promote early academic confidence, stronger teacher-student connections, and a foundation for long-term student engagement.	$2,499,014.00	Yes
1.8	Social Emotional and Behavioral Learning	Menifee Union School District will continue implementing a comprehensive multi-tiered social-emotional learning (SEL) and behavioral support framework through Tier 1 programs such as Second Step and Character Strong, integrated across all K–8 schools. These programs foster inclusive learning environments by teaching empathy, respect, responsibility, and perseverance—skills shown to improve student belonging and reduce disciplinary incidents. Emphasis will be placed on addressing the needs of student groups with the highest rates of suspension and absenteeism, including Foster Youth (9.5% suspension, 25.9% chronic absenteeism), English Learners (2.9% supsension,19.7% chronic absenteeim), Long-Term English Learners (10.5% suspension, 30.6%) and Socioeconomically Disadvantaged Students (2.8% suspension, 18.9% chronic absenteeism).	$45,492.00	Yes
1.9	Instructional Minutes Increase	To strengthen Tier 1 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) and schoolwide community-building practices. This additional time is used for SEL instruction through Second Step and Character Strong, morning meetings, restorative circles, and positive behavior reinforcement. The goal is to foster a supportive school culture, decrease chronic absenteeism and suspension rates, and improve engagement—particularly among unduplicated students.	$2,218,852.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Dashboard data continues to show disproportionate rates of absenteeism and suspension among Foster Youth (25.9% chronically absent, 9.5% suspended), Long-Term English Learners (10.5% suspended), and SED students (18.9% chronically absent). By providing dedicated time for relationship-building and emotional skill development, the district ensures all students—especially those most impacted by school climate inequities—receive consistent, proactive support.		
1.10	School Counseling	Menifee Union School District is committed to sustaining a comprehensive school counseling program that anchors the Multi-Tiered System of Supports (MTSS) at Tiers I, II, and III. School counselors provide essential services that promote social-emotional development, behavioral skill-building, conflict resolution, and trauma-informed care for all students, with targeted support for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. 2024 CA Dashboard data shows persistent disproportionality in chronic absenteeism for Foster Youth (25.9%), English Learners (19.7%), and SED students (18.9%), as well as elevated suspension rates for Long-Term English Learners (10.5%) and Students with Disabilities (4.5%). Panorama data also reveals that only 52% of middle school students feel safe at school and 63% of students in grades 3–5 report positive feelings. Counselors address these needs through classroom SEL lessons, individual and group counseling, crisis response, and collaboration with site teams to monitor at-risk students and reduce barriers to learning.	$2,967,486.00	Yes
1.11	Administrative Support	To strengthen school site leadership and address the multifaceted needs of unduplicated students, Menifee Union School District will continue to provide targeted administrative support through the assignment of assistant principals and Expanded Learning Opportunity (ELOP) administrators. This includes the strategic addition of two new assistant	$5,150,426.00	Yes

Action #	Title	Description	Total Funds	Contributing
		principals at a high-need elementary school with elevated rates of chronic absenteeism, suspension, and academic underperformance. 2024 CA Dashboard data highlights chronic absenteeism rates as high as 25.9% for Foster Youth and 19.7% for English Learners, while suspension rates remain disproportionately elevated for Long-Term English Learners (10.5%), Foster Youth (9.5%), and SWD (4.5%) In parallel, Panorama results show only 63% of students in grades 3–5 and 52% in grades 6–8 report positive perceptions of safety and school climate. Assistant principals play a pivotal role in implementing MTSS sitewide, guiding Tier I schoolwide climate initiatives, facilitating Tier II interventions, leading Student Success Teams, supporting re-entry meetings, and strengthening school-home communication. Their leadership improves the coherence and responsiveness of systems intended to reduce exclusionary discipline, increase engagement, and ensure unduplicated students thrive socially, emotionally, and academically.		
1.12	Translation and Interpretation Services	Translation and interpretation services strives to proactively improve communication for English Learner families within the Menifee Union School District by addressing over 39 diverse languages. 2024 CA Dashboard data highlights the need for robust language access to address disparities in chronic absenteeism and suspension data: English Learners: 19.7% chronic absenteeism, 2.9% suspension Long-Term English Learners (LTELs): 30.6% chronic absenteeism, 10.5% suspension Panorama Family Survey: Only 22% of families report strong engagement with their child’s school, with communication cited as a key barrier. This action prioritizes the needs of English Learner (EL) and Long-Term English Learner (LTEL) families by partnering with administrators, bilingual staff, contracted services, and instructional leaders to embed language	$173,219.00	Yes

Action #	Title	Description	Total Funds	Contributing
		accessibility into every aspect of school-home communication. By attempting to ensure all families can fully understand and engage with school systems, this action supports stronger attendance, academic success, and behavior outcomes for students and will be monitored by metrics for chronic absenteeism, suspension rates and implementation logs.		
1.13	Positive Behavior Intervention Professional Learning and Support	Menifee Union School District will continue to invest in districtwide implementation of Positive Behavior Interventions and Supports (PBIS), with a strengthened emphasis on building staff capacity to implement equitable and restorative practices that promote student engagement and reduce exclusionary discipline. Targeted professional learning and coaching will be prioritized for schools with disproportionate suspension rates among Foster Youth (9.5%), Long-Term English Learners (10.5%), and Socioeconomically Disadvantaged students (2.8%), which have contributed to the district's eligibility for Differentiated Assistance. This action expands upon previous efforts by incorporating: Tier I PBIS refresh training for all schools Tier II/Tier III support training including Check-in/Check-out, restorative practices, and trauma-informed strategies Ongoing coaching for school site PBIS teams Integration of Character Strong SEL curriculum to reinforce behavior expectations and social-emotional development Panorama data reflects a need for such efforts, as 52% of middle school students report feeling safe, and 63% of elementary students report positive emotions. Additionally, MTSS site feedback indicates a need for more consistent behavior support systems and re-entry practices following suspension. Through this action, MUSD aims to improve student-teacher	$105,174.00	Yes

Action #	Title	Description	Total Funds	Contributing
		relationships, increase engagement, reduce suspension and absenteeism, and create a culturally responsive and inclusive school climate.		
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 inclusive, engaging, and responsive school cultures. These funds are strategically used by School Site Councils, in alignment with each site's Single Plan for Student Achievement (SPSA), to implement initiatives aimed at improving student engagement, increasing parent participation, and addressing the academic, social-emotional, and attendance needs of unduplicated students. 2024 CA Dashboard data shows elevated chronic absenteeism rates for Foster Youth (25.9%), English Learners (19.7%), and Socioeconomically Disadvantaged students (18.9%). Meanwhile, Panorama results show only 22% of families report strong engagement and just 63% report a favorable perception of school climate, indicating barriers to connection and communication. With flexibility in LCFF allocations, school sites can tailor strategies to meet their unique needs while aligning with districtwide goals. Funded actions may include schoolwide attendance incentive programs, restorative practices, expanded family engagement events, SEL curriculum, campus supervision enhancements, and student leadership opportunities. These localized efforts are critical to building a positive climate that improves outcomes for English Learners, Foster Youth, Low-Income students, and other historically underserved groups.	$147,327.00	Yes
1.15	Visual and Performing Arts	Menifee Union School District is expanding access to high-quality Visual and Performing Arts (VAPA) instruction for students in grades K–8 to foster creativity, increase student engagement, and build inclusive, culturally rich school environments. With a focus on serving unduplicated students—including English Learners, Foster Youth, and Socioeconomically Disadvantaged students—this action provides equitable access to music,	$859,067.00	Yes

Action #	Title	Description	Total Funds	Contributing
		media arts, and visual arts, which have been shown to improve academic motivation, social-emotional development, and school connectedness. Panorama student surveys reflect moderate-to-low levels of positive emotion (63%) and school engagement, particularly in upper elementary and middle grades. MTSS feedback from sites consistently highlights the impact of arts programs on student engagement, peer relationships, and a sense of belonging, particularly for students who may struggle in traditional academic settings. Additionally, CA Dashboard data shows chronic absenteeism remains elevated for unduplicated groups, including Foster Youth (25.9%), English Learners (19.7%), and SED students (18.9%), further reinforcing the need for engaging, enrichment-based learning opportunities. Through this action, students benefit from dedicated instructional time in VAPA, integrated into the school day and afterschool supported by trained educators. The initiative also increases family engagement through performances, showcases, and community arts events that reflect student identity and amplify student voice.		
1.16	Equity Committee	The Menifee Union School District (MUSD) Equity Committee leads systemic equity efforts by providing professional learning opportunities and fostering the implementation of inclusive learning environments across all schools. Through committee-led workshops, and collaboration with administrators the committee ensures that educators, staff, and leaders are trained to recognize and respond to the diverse needs of MUSD's student population—especially English Learners, Foster Youth and Low-Income students. The committee also participates in ongoing professional development, including conferences, book studies, and collaborative data reflection to identify and address patterns of disproportionality in engagement, discipline, and attendance. 2024 CA Dashboard data reveals persistent disparities in chronic absenteeism and suspension, with Foster Youth (25.9% absent, 9.5%	$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		suspended), and Long-Term English Learners (10.5% suspended) among the most impacted student groups . Additionally, Panorama surveys show low perceptions of belonging, safety, and cultural responsiveness, particularly among middle-grade students and underrepresented families—only 22% of families report strong engagement, and student safety in grades 6–8 is rated at just 52%. The Equity Committee's work aims to improve instructional practices, and strive to influence protocols and programs that will close equity gaps and foster school climates where all students feel respected, represented, and connected.		
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 for students in need, with a primary focus on supporting unduplicated students—including English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Social workers are essential members of each school's MTSS team, collaborating with site administrators, counselors, psychologists, and community liaisons to deliver timely, data-informed interventions that reduce barriers to school success. District social workers coordinate and provide services such as: Individual and group counseling Risk assessments and crisis response Parent engagement and support plans Restorative practices and re-entry meetings for students returning from suspension Connections to community mental health providers and wraparound services	$668,376.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2024 CA Dashboard data confirms that Foster Youth (25.9% chronically absent, 9.5% suspended), and LTELs (10.5% suspended) remain the most vulnerable to disengagement and exclusion. Panorama student surveys show that only 52% of middle school students report feeling safe at school, and only 63% of elementary students report positive feelings. MTSS site feedback also identifies social workers as critical to Tier II and Tier III supports, especially for students experiencing trauma, emotional dysregulation, and unmet behavioral health needs.		
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, and social-emotional barriers that disproportionately affect Foster Youth, Students with Disabilities (SWD), Long Term English Learners, and Low-Income students. This action integrates Learning Recovery Emergency Block Grant (LREBG) funding to strengthen Tier II and Tier III mental and behavioral health interventions, aligned with a Multi-Tiered System of Support (MTSS). Services Provided: Care Solace: A 24/7 online referral concierge that connects students, staff, and families to licensed mental health professionals. CareSpace: A no-cost counseling service for Riverside County residents, available regardless of insurance status. Victor Community Support Services: In-home and school-based mental health counseling using wraparound and trauma-informed models, delivered in partnership with SELPA and school sites. LREBG-Funded Enhancements in the amount of $1,258,026.00 will be utilized for the following actions:	$1,511,226.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additional Mental Health Care Services: Provide IEP-aligned Tier III therapy referrals, crisis intervention, and re-engagement planning to reduce school refusal and support chronically absent SWD. Trauma-Informed Wraparound Services: For SWD with repeated suspensions or intensive behavioral/emotional needs, services will be embedded into IEP and MTSS structures. Behavioral Intervention Staff (BIS) Expansion: Deliver direct support to students with behavior-related IEP goals and train general education staff in Universal Design for Learning (UDL) and trauma-informed, culturally responsive practices to improve Tier I and II behavior interventions. Research-Based Justification The National Center for Mental Health in Schools highlights that integrated mental health services within school systems improve attendance, reduce behavioral incidents, and increase academic engagement for high-need populations. The U.S. Department of Education's Return to School Roadmap (2021) emphasizes that embedding mental health and behavior supports into MTSS is essential for learning recovery, especially for students with IEPs or trauma-related challenges. Research from CASEL (Collaborative for Academic, Social, and Emotional Learning) supports that schools implementing SEL and trauma-informed practices see improved student behavior and academic outcomes. Metrics to Monitor Effectiveness Chronic Absenteeism (Metric 1.1): Decrease in rates for SWD and Foster Youth and Long Term English Language Learners Suspension Rate (Metric 1.3): Reduction in suspensions for students with IEPs and behavior plans. Mental Health Referral and Service Logs: Number of students served, types of support provided, and follow-through rates.		

Action #	Title	Description	Total Funds	Contributing
		Panorama SEL & Safety Survey: Increases in student-reported feelings of safety, support, and belonging (disaggregated by subgroup). IEP progress monitoring: Evidence of increased participation, attendance, and behavioral progress for students receiving Tier III mental and behavioral health supports. Staff training completion and feedback surveys on UDL and trauma-informed practices for BIS-supported campuses.		
1.19	Technology Professional Learning	This action provides opportunities for educators and school leaders to participate in high-impact educational technology professional development, including conferences and district-led sessions. The learning focuses on integrating digital tools to support effective classroom management, Universal Design for Learning (UDL), and strategies that promote safe, inclusive, and engaging learning environments. This is in response to Panorama survey results highlighting a need for improved family engagement (22% favorable), reduced barriers to engagement (78% unfavorable), and greater student connection at school. Workshops will also emphasize using digital platforms to increase two-way family communication, build positive behavior systems, and reduce chronic absenteeism and suspensions, particularly for high-need subgroups such as Students with Disabilities (20% absenteeism), Foster Youth (25.9%), and English Learners. Educators will be supported to implement technology-based engagement tools aligned with MTSS and climate goals, thereby enhancing school connectedness and academic motivation.	$30,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Menifee Union School District developed Goal 2 to address persistent academic underperformance in English Language Arts (ELA), mathematics, and science—particularly among Students with Disabilities (SWD), English Learners (ELs), Long-Term English Learners (LTELs), and Foster Youth. California Dashboard data and 2023–2024 CAASPP, ELPAC, and CAST results confirm that these student groups continue to perform well below standards and exhibit limited growth across core content areas.

LTELs and Foster Youth, identified for Differentiated Assistance, demonstrate significant disparities in academic performance, attendance, and suspension rates. Despite the implementation of targeted professional learning, intervention, and personalized learning platforms in 2024–2025, academic improvement remains uneven, underscoring the continued need for focused investment, instructional coherence, and accountability.

Feedback from educational partners—including teachers, administrators, students, families, and classified staff—emphasized the urgent need to:

- Increase teacher clarity through professional learning, vertical articulation, and lesson modeling.
- Align essential standards in ELA (e.g., close reading, writing informational text) and mathematics (e.g., fluency, conceptual understanding, problem-solving).
- Expand supports for English Learners and SWD through MTSS-aligned actions and inclusive practices.
- Engage students through differentiated instruction, inquiry-based learning, and relevant career-connected experiences.

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

1. Academic Core Alignment
To improve Tier I instruction, this area focuses on standards alignment, evidence-based instructional practices, and content-specific

professional learning.

Key Actions:
- K–2 LETRS training aligned to the Science of Reading.
- Close reading and writing coaching (grades 3–8) focused on RI.1 and RI.2 standards.
- Vertical mapping of essential ELA and math fluency standards across grade spans.
- Modeling of learning intentions and success criteria through job-embedded coaching cycles.
- CAST-aligned science instruction using the newly adopted HMH Dimensions NGSS curriculum with Gizmos integration.
- Writing rubric calibration and development of common formative assessments.

Key Metrics:
CAASPP ELA/Math DFS, CAST, ELPAC, diagnostic growth (SuccessMaker/MSDA), rubric-scored writing samples.

2. Targeted Support for Underserved Students
This focus addresses academic recovery and equity gaps through direct intervention and specialized support.

Key Actions:
- Math Diagnostic Intervention Tools (MDIS) training and targeted fluency development.
- LREBG and LCFF-funded high-dosage tutoring and Summer Learning Academies.
- LREBG funded Reduced student-to-staff ratios in RSP/SDC classrooms.
- Designated and integrated ELD coaching, with expanded use of Ellevation, iLit, and Lexia English for ELs scoring 1–2 on ELPAC

Key Metrics:
Subgroup CAASPP, CAST, and ELPAC performance; IEP goal attainment; reclassification rates; chronic absenteeism rates.

3. Teacher Clarity and Collective Efficacy
This area builds teacher expertise and alignment through collaborative professional learning and leadership development

Key Actions:
- PLC facilitation focused on essential standards and student work analysis.
- Job-embedded coaching with modeled lessons to build clarity around instructional goals and success criteria.
- Professional learning in MTSS Tiered strategies and Universal Design for Learning (UDL).

Key Metrics:
PLC artifacts, educator feedback, student progress on formative assessments, survey data on instructional clarity.

4. Technology & Data Tools for Personalization
Personalized learning is advanced through platforms that provide adaptive diagnostics and real-time instructional data.

Key Actions:

- SuccessMaker and MSDA implementation for ELA and math.
- Integration of digital tools such as Gizmos, Screencastify, and online writing supports.
- Training on platform analytics to guide targeted instruction.

Key Metrics:
Time-on-task analytics, platform usage rates, student growth in diagnostic data, user satisfaction surveys.

While foundational systems have been established, 2024–2025 student performance data reflects only early-stage impact. Full implementation of vertically aligned essential standards, high-impact job-embedded coaching, and targeted interventions will require sustained effort. Goal 2 remains focused on ensuring equitable access to rigorous academic pathways, building teacher and student capacity through clear instructional targets, and meeting the diverse needs of all learners with personalized and inclusive supports.

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	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		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	Current Difference: ELA Indicator:Distance from Standard All Students: Maintained -1.6 points African American: Maintained -1.8 points Hispanic: Maintained -1.5 points English Learners: Increased 2.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Orange Hispanic: Dashboard Status: 24.9 points below standard - Low Status Dashboard Change: Declined 3.2 points DFS Dashboard Performance: Orange 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	Dashboard Change: Maintained -1.8 points DFS Dashboard Performance: Orange Hispanic: Dashboard Status: 26.4 points below standard - Low Status Dashboard Change: 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: Orange Socio-economically Disadvantaged (SED):		Dashboard Change:Increased by 12 DFS Dashboard Performance: Yellow Hispanic: Dashboard Status: 12.9 points below standard Dashboard Change: Increased by 12 DFS 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):	Socio-economically Disadvantaged: Maintained 1.6 Foster Youth: Declined -21.1 points Students with Disabilities: Maintained -0.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: Dashboard Status: 62 points below standard Dashboard Change: Increased 21.4 points DFS Dashboard Performance: Yellow Students with Disabilities (SWD): 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: 13.9 points below standard Dashboard Change: Increased by 12 DFS Dashboard Performance: Yellow Foster Youth: Dashboard Status: 50 points below standard 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:		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: Maintained -0.7 points African American: Maintained -1.5 points Hispanic: Maintained -1.2 points English Learners: Maintained -0.6 points Socio-economically Disadvantaged: Maintained 1.8 points Foster Youth: Declined -5.5 points Students with Disabilities: Maintained 0.4 points DFS

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):	Maintained -1.2 points DFS Dashboard Performance: Orange English Learners: Dashboard Status: 79.7 points below standard Dashboard Change: Maintained -0.6 points DFS Dashboard Performance: Orange Socio-economically Disadvantaged (SED): Dashboard Status: 49.4 points below standard Dashboard Change: Maintained 1.8 DFS Dashboard Performance: Orange Foster Youth: Dashboard Status: 87.8 points below		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	Long-Term English Learners:Declined -11.2 points

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	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 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 Met or Exceeded Standard: 30.06% African American Met or Exceeded Standard: 15.17% Hispanic	CAASPP CAST (Fall 2024) All Students Met or Exceeded Standard: 35.01% African American Met or Exceeded Standard: 25.59% Hispanic Met or Exceeded Standard: 29.20%		CAASPP CAST (Fall 2026) All Students Met or Exceeded Standard: 45% African American Met or Exceeded Standard: 23% Hispanic Met or Exceeded Standard: 37%	Current Difference: All Students: 4.95% increase African American: 10.92% increase Hispanic: 4.73% increase English Learners: 0.42% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	English Learners Met or Exceeded Standard: 2.27% 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%		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%	Socio economically Disadvantaged: 5.22% increase Foster Youth: 7.58% increase Students with Disabilities: 3.45% increase
2.4	English Learner Progress Indicator (ELPI) CA Dashboard	Fall 2023 Students making progress toward proficiency: 42.6% Status: Low Maintained 0% Dashboard Performance:	Fall 2024 Students making progress toward proficiency: 49.7% Status: High Increased 7.1% Dashboard Performance:		Fall 2026 Students making progress toward proficiency: 48.6% Status: Medium Increase by 12% Dashboard Performance:	Current Difference: Increased 7.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Orange	Green		Green *Updated Desired Outcome: Students making progress toward proficiency: 55% Status: High Increase by 5.3%	
2.5	English Learner Reclassification Rate (SIS)	English Learner Reclassification Rate: 10%	English Learner Reclassification Rate: 13%		English Learner Reclassification Rate: 20%	Current Difference: 3% 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%		2025-2026 % At Risk (4-5 years EL)=9% % LTEL (6+ years EL)=7%	Current Difference: % At Risk (4-5 years EL) = 0.1% increase % LTEL (6+ years EL) = 0.2% 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	Current Difference: 0% (maintained 100%)
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		Percentage of middle schools implementing at least one coordinated CTE	Current Difference: 20% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			pathway (2024-25) 40% (2 of 5 schools)		pathway (2026-27) 100% (5 out of 5 schools)	
2.9	% of teachers appropriately assigned and fully credentialed. (SARC)	100% (SARC Reports)	100% (SARC Reports)		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		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		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%		55%	Current Difference: 7% decrease
2.13	Number Unduplicated Access to Advanced Electives	55.2%	62%		60%	Current Difference: 6.8% increase
2.14	Number of Students with Disabilities Access to Advanced Electives	4.6% 24 out of 513 SPED students, 7th & 8th grade	13%		8%	Current Difference: 8.4 Increase

Goal Analysis [2024-25]

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 2024–2025, 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; deployment 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) was fully implemented. All K–8 teachers participated in professional development on the enVision Math curriculum, SuccessMaker diagnostics, and digital instructional tools. Job-embedded coaching cycles were delivered at all school sites for grades 2–8, and administrators engaged in assessment data analysis and Tier I instructional planning using SAVVAS resources. No substantive differences occurred between planned and actual implementation.

Personalized Learning Tools (Action 2.02), including SuccessMaker, were implemented for all K–8 students. Math educators participated in afterschool data analysis workshops, with 93 teachers attending. 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 and 2.04) progressed as planned. Professional learning focused on NGSS standards, CAST interim assessments, and use of digital resources for 5th and 8th grade teachers. K–8 adoption committee meetings and pilot training sessions supported the selection of HMH Dimensions as the new districtwide science curriculum. Makerspaces (Action 2.05) were also fully implemented at all sites; however, a mid-year review identified a need for greater alignment between makerspace activities and NGSS science and engineering practices, leading to planning for a future expansion into STEAM labs.

ELA/ELD Professional Learning (Actions 2.06–2.09) was fully implemented. LETRS training continued for 89 K–3 teachers to deepen early literacy instruction. Middle school ELA teachers participated in “Writing Across Content” calibration and strategy sessions. Job-embedded coaching was provided at seven sites to strengthen close reading, gradual release instruction, and collaborative learning practices. In addition, all site administrators, special education teachers, and EL guiding coalitions at six sites engaged in targeted ELD coaching, focused on ELLevation strategies, Designated ELD, and ELPAC-aligned instructional practices.ELA/ELD lead teachers at the middle school level expressed challenges with offering enough time to support differentiated designated ELD for Newcomers and LTELs scoring Level 1 or 2 on ELPAC during ELA/ELD core instruction thereby necessitating the investigation of an additional Designated ELD curriculum targeted to student needs evidenced in ELPAC assessments and ELA summative assessments.

College and Career Readiness (Action 2.10) was fully implemented with the formation of a partnership with ConnectEd to support college and career awareness and pathway alignment. Hans Christensen Middle School and Harvest Hill STEAM Academy engaged in project-based lesson design aligned to future college and career pathways. This action expanded opportunities for early college and career exposure, although initial implementation was limited to two pilot sites, and expansion to additional sites is planned for the following year.

Freedom Crest Elementary began the process of implementing AVID strategies in collaboration with the Riverside County Office of Education.

Technological Devices and Network Connectivity (Action 2.11)
Equitable access to Chromebooks and internet connectivity was sustained across all schools. Surveys and usage metrics show strong student engagement in assessments and intervention platforms. Metrics 2.1–2.3 (CAASPP and CAST) remain stable, suggesting foundational digital equity was maintained.

Academic Achievement Site Allocations (Action 2.12)
Site-based SPSA allocations were fully implemented. Schools prioritized small-group instruction, intervention resources, and formative assessment tools. Impact on DFS growth (Metrics 2.1–2.3) and reclassification rates (2.5) will be tracked through SPSA evaluations. Consistency in site implementation is a key next step.

Challenges experienced included variability in the implementation fidelity of personalized learning platforms, with some sites requiring additional support to meet recommended SuccessMaker usage thresholds. In science, the makerspaces launched successfully but revealed the need for stronger alignment to NGSS instructional shifts, prompting planning for expanded STEAM labs.

Successes experienced included full implementation of professional learning initiatives across all major content areas, improvement in instructional coherence for English Learners, the successful adoption of a new K–8 NGSS curriculum, and strengthened early college and career readiness pathways through new partnerships.

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 2024–2025 Goal 2 actions were fully implemented across the district with some material differences between budgeted and estimated actual expenditures observed in a few areas.

ELA/ELD Professional Learning (Action 2.06) exceeded planned expenditures. This difference was driven by increased demand for job-embedded coaching sessions supporting close reading, writing calibration, and the continuation of LETRS early literacy training. Additional sub-release days and professional learning supports were added to meet educator needs.

Tiered Reading Supports and Supplemental ELA Software (Action 2.07) reflected a material difference. This was primarily due to lower-than-anticipated demand for SPIRE coaching and a midyear decision to split fund a supplemental literacy platform Learning A to Z to be considered by afterschool programming, reducing the total expenditure under this specific action.

English Learner Data Services and Coaching Supports for English Learners and Long Term English Language Learners (Action 2.9) provided additional training support for our elementary and middle school lead teachers to increase understanding of ELPAC interim assessments to advance English Learner Achievement.

Overall, while most Goal 2 expenditures remained closely aligned with budgeted amounts, variances largely reflected positive adaptations to meet site needs or a reallocation of funding based on program uptake. These adjustments did not impact the district's commitment to serving unduplicated students, and all actions maintained their focus on expanding access to rigorous, standards-aligned instruction and personalized support.

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)
Teacher feedback reflected increased understanding of productive struggle, differentiation, and enVision instructional practices. LCAP Metric 2.2 (Math DFS) shows maintained performance for most student groups. While qualitative evidence shows improved instructional clarity, achievement gaps persist for unduplicated students. Additional vertical articulation of fluency standards and Tier I strategies are underway.

Math Personalized Learning (Action 2.02)
SuccessMaker and MSDA were implemented districtwide, with all K–8 teachers trained. Usage data revealed stronger student growth at sites with higher time-on-task, with 79% of participating students mastering personalized skills. Math DFS scores (Metric 2.2) have maintained for most student groups, reinforcing the need for tighter usage monitoring and instructional integration to increase student achievement in mathematics.

Science Professional Learning and Supplemental Software (Actions 2.03–2.04)
NGSS Adoption Committee convened 10 times to pilot and recommend HMH Dimensions for adoption in 2025–2026. All 5th and 8th-grade teachers participated in CAST Interim Assessment and Gizmos training. According to Metric 2.3, CAST scores improved by 5% for all students, with subgroup growth in Foster Youth (+7.5%) and SWD (+3.4%). Teachers valued hands-on Gizmos integration and requested additional planning time for lesson alignment.

Makerspaces (Action 2.05)
Fully implemented at all sites with varying schedules. A STEAM Lab Committee was launched to increase alignment between makerspace activities and NGSS standards. Metric 2.3 outcomes showed growth in science scores, and implementation reviews from library media

technicians and site administrators found the need to provide addiitonal training and collaboration among site-based teams to increase rigor and impact in alignment with the NGSS science and engineering practices.

ELA/ELD Professional Learning (Action 2.06)
Eighty-nine K–3 teachers participated in LETRS training to support foundational literacy instruction. While teacher feedback highlighted high relevance and application, CA Dashboard ELA results (Metric 2.1) remained mostly unchanged: ELs at -60.7 DFS, SWD at -84.2 DFS, and LTELs at -110.2 DFS. Metric 2.4 showed improvement, with a 7.1% increase in the English Learner Progress Indicator, and Metric 2.5 showed a reclassification rate increase from 10% to 13%. Continued focus on curriculum alignment, implementation support, and targeted writing instruction is needed.

Close Reading and Lesson Study (Action 2.06 Continued)
Sixty 2nd–8th grade teachers participated in job-embedded coaching focused on RI.1 and RI.2 standards. Teachers emphasized the value of modeled lessons and collaborative learning routines. Local benchmarks showed early gains in reading comprehension, and teacher surveys supported the continuation of this coaching model.

Writing Across Content (Action 2.06 Continued)
Middle school ELA, HSS, and elective teachers reported greater confidence using Step Up to Writing strategies, supported by two days of professional learning and site coaching. Rubric calibration and common formative assessments are helping align writing expectations. Metric 2.1 (ELA DFS) trends remain flat, emphasizing the need for broader implementation and vertical rubric alignment.

Tiered Reading Supports (Action 2.07)
SPIRE, Sound Sensible, and Lexia Core5 were implemented, with targeted use at Ridgemoor and Freedom Crest Elementary. Learning A-Z usage was limited (39 engaged teachers). FastBridge benchmark data showed growth in Kindergarten (+4%) and Grade 2 (+3%), but declines in Grades 1, 3–6 (up to -9%). CAASPP ELA (Metric 2.1) and ELPI (2.4) data support the continued need for consistent integration and expanded Tier II interventions.

English Learner Supports (Actions 2.08–2.09)
Site-based coaching and EL Action Plans improved instructional consistency. Metric 2.4 (ELPI) increased by 7.1%, and Metric 2.5 (Reclassification Rate) rose by 3%. Feedback highlighted a need for expanded supports for LTELs and enhanced newcomer scaffolds during Designated ELD.

College and Career Readiness (Action 2.10)
Connect Ed Design Institute launched at two pilot schools. Teachers reported increased confidence in project-based learning and integrating Student Success Profile attributes. According to Metric 2.8, the percentage of middle schools with CTE pathways grew from 20% to 40%. Future expansion and structured student progress monitoring are required. Educational partners from Freedom Crest Elementary reported increased implementation of notebook strategies across grade levels contributing to improved organizational skills and student engagement with the learning intentions.

Technological Devices and Network Connectivity (Action 2.11)

Equitable access to Chromebooks and internet connectivity was sustained across all schools. Surveys and usage metrics show strong student engagement in assessments and intervention platforms. Metrics 2.1–2.3 (CAASPP and CAST) remain stable, suggesting foundational digital equity was maintained.

Academic Achievement Site Allocations (Action 2.12)
Schools prioritized small-group instruction, intervention resources, integrated and designated ELD lesson planning, collaborative teacher planning time, and formative assessment tools. Metric 2.4 (ELPI) increased by 7.1%, and Metric 2.5 (Reclassification Rate) rose by 3% in response to ongoing site-based efforts to provide time for teachers to analyze English Learner growth and design collective commitents for instructional practices. Impact on DFS growth (Metrics 2.1–2.3) and reclassification rates (2.5) will be tracked through SPSA evaluations. Consistency in site implementation is a key next step.

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 the 2024–2025 implementation and outcome data, Menifee Union School District identified the need for greater coherence, deeper Tier I instructional practices, and expanded targeted supports to close persistent achievement gaps in ELA, Math, and Science.

Metric 2.4 (English Learner Progress Indicator) was revised after the district met its Year 3 target during Year 1. The 2024 CA Dashboard reported that 49.7% of English Learners made progress toward proficiency—an increase of 7.1%—resulting in a status shift from “Low” to “Medium.” Accordingly, the Year 3 target was raised from 48.6% to 55% to reflect the district’s commitment to continued improvement for multilingual learners.

New actions were added to address needs identified in the LREBG Needs Assessment, including high-dosage tutoring, summer learning academies (Action 2.13), and reduced student-to-staff ratios in special education (Action 2.14) classrooms.

Additional strategies were also embedded in current actions to vertically articulate math fluency standards (Acton 2.01), provide grade level training in newly adopted science curriculum (Action 2.3), provide curricular training to increse the impact of LETRS training, vertically articulate essential literacy standards, and implement districtwide writing rubric calibration and instructional strategies across content areas (Action 2.06) to increase literacy achievement and reduce knowledge gaps.

To strengthen impact monitoring, metrics evidenced in the increased and improved services descriptions were refined to include CAST interim participation rates, diagnostic platform growth, and writing rubric calibration results. These changes are designed to ensure each Goal 2 action builds collective efficacy, personalizes support for unduplicated students most in need, and results in measurable academic gains for all learners.

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 in mathematics to improve outcomes for unduplicated student groups—English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students—who continue to perform below standard in mathematics, as identified by local and state data. The action is designed to strengthen Tier I instruction and support early intervention through the following components: Program Essentials training for new teachers on the enVision Math curriculum (K–8), including use of digital tools, differentiation features, and embedded assessments; Targeted RTI-focused professional development for Math Leads, RSP, and SDC teachers to build capacity for early identification and tiered support strategies; Training for math leads and administrators in analyzing and applying diagnostic (Momentum Math) and adaptive software (SuccessMaker) data to inform personalized instruction; Job-embedded coaching and lesson study cycles to support implementation of effective instructional routines that promote math discourse, conceptual fluency, and problem solving; Vertical articulation of fluency expectations and the development of collective site-based commitments to evidence-based instructional practices. To ensure equity, high-need sites and student groups will receive additional release time and access to site-based coaching to build collective teacher efficacy and instructional coherence.	$237,996.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is implemented LEA-wide to ensure that all students, especially those from historically underserved groups, benefit from consistent, high-quality math instruction. Effectiveness will be measured using LCAP Metrics 2.2 (CAASPP Math Performance), 2.10 (Local Assessment Data), and 2.12 (Staff and Student Perception Surveys) to monitor progress and impact.		
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. 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.	$212,454.00	No
2.3	Next Generation Science Standards Teacher Training	This action supports professional development and coaching for K-8 science teachers and administrators to fully implement the newly adopted HMH Dimensions NGSS-aligned science curriculum. Training focuses on identifying and applying the essential instructional practices from the NGSS Framework, using Universal Design for Learning (UDL) strategies to ensure inclusive access for all students.	$196,967.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additionally, the district will continue to provide CAST Interim Assessment training to all 5th and 8th grade science teachers, helping them align instruction to assessment expectations and increase student performance. Teachers will learn to design phenomenon-based lessons, incorporate Science and Engineering Practices (SEPs), and scaffold instruction for unduplicated students. This initiative aims to improve student outcomes in science by increasing teachers' understanding of NGSS shifts, implementing equitable instructional strategies, and strengthening readiness for the CAST summative assessment. Effectiveness will be measured through CAST interim participation, CAST summative achievement data, teacher survey feedback, and classroom observation evidence of NGSS-aligned 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.	$37,989.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Effectiveness will be measured through CAST summative data, platform usage analytics, and teacher survey feedback on the integration of simulations into NGSS instruction.		
2.5	Makerspaces	This initiative fosters collaboration among administrators, educators, and library media technicians (LMTs) 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 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.	$75,000.00	Yes
2.6	ELA/ELD Professional Learning	This action enhances the professional development of TK-8 Administrators, English Language Arts (ELA/ELD) in Menifee Union School District. In collaboration with curriculum and instructional specialists, professional learning systematically maps tiered instructional resources aligned to essential grade-level standards identified through district curriculum committees.	$812,933.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A major focus of this action is building collective teacher efficacy in close reading practices anchored in vertical articulation of essential standards RI 1 (cite textual evidence) and RI 2 (determine central idea/theme). Teachers participate in professional learning and lesson study sessions to master the Gradual Release of Responsibility (GRR) Model and structured collaborative learning routines to promote equitable participation and rigorous engagement for all students. Instructional specialists support teachers in planning and delivering close reading lessons, using the 3-Read strategy, explicit vocabulary instruction, and scaffolded text-based discussions aligned to the California Common Core Standards. Emphasis is placed on developing comprehension skills and evidence-based writing, key to success on CAASPP and academic writing across content areas. To accelerate early literacy development, over 80 Kindergarten through 2nd grade educators are participating in LETRS (Language Essentials for Teaching Reading and Spelling) training. This multi-year initiative builds foundational reading skills—phonological awareness, phonics, fluency, vocabulary, and comprehension—to ensure students reach reading proficiency by third grade, including targeted supports for students at risk of reading difficulties such as dyslexia. In Grades 3-8, a districtwide writing initiative supports rubric calibration, formative writing assessment development, and integration of Step Up to Writing strategies, vertically aligning writing instruction to CAASPP performance expectations. This action is implemented through a distributed leadership model, with trained lead teachers serving as peer coaches who support site PLCs, facilitate grade-level planning, and model best practices during release days. Effectiveness will be monitored through CAASPP ELA results, ELPAC Scores, Reclassification rates, local formative assessment outcomes in reading and writing, LETRS training completion rates, and feedback from professional learning surveys.		

Action #	Title	Description	Total Funds	Contributing
2.7	Tiered Reading Supports and Supplemental ELA software	This action invests in tiered literacy supports and universal access tools designed to address reading gaps among unduplicated students (SED, EL, LTEL, and Foster Youth). Supplemental intervention programs grounded in the Science of Reading, including SPIRE and Sound Sensible, are implemented to provide intensive Tier II and Tier III phonics-based instruction for early readers and struggling students. Funding supports educator training, high-quality instructional materials, and a data platform for skill-based progress monitoring to ensure instructional fidelity and evaluate student achievement. In addition, Lexia Core5 is deployed at targeted sites where unduplicated student needs are greatest, providing personalized reading instruction in phonics, vocabulary, comprehension, and fluency. To ensure equitable access to all ELA curricular programs, Texthelp Read&Write and Screencastify software tools are utilized across the district. These tools support executive functioning, academic language development, and communication skills through features such as text-to-speech, speech-to-text, annotation, and scaffolded writing supports—critical for English Learners and students with reading disabilities. By providing research-based interventions, supplemental digital supports, and universal design tools, this action ensures that all students, particularly unduplicated students, have access to individualized reading supports aligned with the Science of Reading. Effectiveness will be measured through local assessment data, Lexia usage reports, SPIRE and Sound Sensible progress monitoring, ELA CAASPP scores, and teacher survey feedback.	$146,875.00	Yes
2.8	English Language Development Supplemental Software and	This action addresses the academic and language development needs of English Learners (ELs) and Long-Term English Learners (LTELs) through a comprehensive system of supplemental software, targeted intervention curriculum, professional learning, and job-embedded coaching.	$201,489.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Professional Learning with Coaching Support for ELs and LTELS	Supplemental software includes: Ellevation for teachers and administrators to monitor English Learner progress, instructional supports, and reclassification processes, Lexia English and Rosetta Stone for students and families to build foundational and academic English language skills aligned with ELD standards and ELPAC task types. To accelerate English language acquisition for LTELs scoring Level 1 or 2 on the ELPAC, iLit has been adopted as the Designated ELD curriculum. iLit provides systematic language development, vocabulary acquisition, and literacy supports essential for reclassification readiness. Professional learning and job-embedded coaching expand administrators' and teachers' capacity to deliver high-quality Designated and Integrated ELD. Key elements include: Unpacking ELD standards and ELPAC task types, Developing Integrated and Designated ELD instructional Look Fors, Implementing EL Action Plans at each site, Conducting lesson studies and classroom coaching to monitor curriculum fidelity. This action is urgent based on the 2024 Menifee USD data: 49.7% of English Learners are making progress as measured by ELPAC, Menifee’s Reclassification Rate stands at 8.2%, LTELs demonstrated a -110.2 DFS in ELA on CAASPP. These gaps highlight the immediate need for enhanced Designated ELD instruction, systematic monitoring, and consistent coaching support. Effectiveness will be measured by LCAP Metric 2.1: CAASPP ELA, LCAP Metric 2.4: ELPAC Summative Proficiency Gains, LCAP Metric 2.5: Annual Reclassification Rate Increase, iLit Progress Monitoring for LTELs scoring Level 1–2, and educator surveys.		
2.9	English Learner Data Services and	This action guarantees district-level assistance in analyzing assessment protocols for ELPAC initial and summative assessments, ensuring the	$160,949.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Coaching Supports for English Learners and Long Term English Language Learners	seamless maintenance of data in student information systems, and diligent monitoring of the reclassification process and Reclassified Fluent English Proficient (RFEP) monitoring. The aim is to enhance and refine services for English Learners, Long-Term English Learners, as well as families and staff engaged in providing direct support to English Learners. English Learner staff provides training for families, staff, and educators on how to analyze assessment data and utilize supplemental English Language Development supports for English Learners, Long Term English Learners, and their families.		
2.10	College and Career Readiness	This action expands equitable access to college and career readiness opportunities with a specific focus on supporting unduplicated student groups—English Learners, Foster Youth, and Socioeconomically Disadvantaged students—who benefit from early exposure to goal-setting, pathway planning, and future-focused instruction. To support these outcomes, the action includes: AVID implementation at Freedom Crest Elementary to build foundational skills in critical thinking, organization, and student agency, with targeted support for unduplicated students; Exploration and pilot of college and career awareness software tools for elementary and middle school students to promote early exploration of college and career pathways, including those aligned with local CTE opportunities; Collaborative planning sessions for teachers and counselors to align academic instruction with college and career readiness standards, ensuring that early exposure is both inclusive and developmentally appropriate. Effectiveness will be monitored using student achievement metrics, AVID program implementation data, and qualitative feedback from students, teachers, and families.	$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	$147,327.00	Yes

Action #	Title	Description	Total Funds	Contributing
		collaboration with School Site Councils. Site leadership teams will use local 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 ensuring alignment of systems and structures within a Multi-Tiered System of Support (MTSS) framework to meet the diverse academic and behavioral needs of all students. This goal is grounded in a comprehensive needs analysis and educational partner input, which identified disparities in student performance and access to tiered supports, particularly among Students with Disabilities (SWD), English Learners, and socioeconomically disadvantaged students.

To address these needs, the district has fully implemented universal screeners and diagnostic assessments in reading and math, aligned with the science of reading and principles of early intervention. These tools enable timely identification of student needs and inform targeted instructional supports.

The district's Professional Learning Communities (PLCs), supported by data platforms such as FastBridge, SAVVAS Momentum, SuccessMaker, and Otus, engage in collaborative analysis of assessment data to refine instruction. A key focus of professional learning under this goal is the implementation of Teacher Clarity strategies to develop coherence around teaching grade-level essential standards. Through ongoing training and collaborative planning, educators are aligning learning intentions, success criteria, and formative assessments to ensure students clearly understand what they are expected to learn and how to demonstrate success.

By leveraging technology, refining intervention systems, and expanding educator capacity through focused professional learning, this goal aims to close equity gaps, improve student outcomes, and ensure consistent, high-quality instructional support across all schools.

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 Kinder earlyReading English: 47% 1st Grade earlyReading English: 48% 2nd Grade aReasing: 57% 3rd Grade aReading: 57% 4th Grade aReading: 47% 5th Grade aREading: 47% 6th: Grade aReading: 52% 7th Grade aREading: 44% 8th Grade aReading: 46%		Universal Screening, Reading (2028-29): 75% of MUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)	No baseline available in 23-24.
3.2	Universal Screener, Math	No universal screening tool was available 2023-24	Winter 2025 Kinder: 24.1%		Universal Screening, Math (2027-28): 75% of	No baseline available in 23-24.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	All Students		1st Grade: 46.9% 2nd Grade: 48.1% 3rd Grade: 59.2% 4th Grade: 37.3% 5th Grade: 30.7% 6th: Grade: 38.5% 7th Grade: 28.3%		MUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)	
3.3	Otus Common Formative Assessment Usage rate Teachers & students	Number of Teacher and Student Logins (May 2024) Teacher Logins: 473 Student Logins: 6,878	May 2025 Teacher Logins: 228 Student Logins: 6,496		Number of Teacher and Student Logins (May 2026) Teacher Logins: 662 Student Logins: 9,629	Current Difference: Teacher Logins: 245 decrease Student Logins: 382 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.		Percentage of teachers accessing the Global Professional Development Platform (2027-28): 75%	No baseline data available in 23-24.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.		Percentage of Teacher and Administrator Logins (May 2026) 100% Percentage of teachers accessing the Global Professional Development Platform (2027-28): 75%	Current Difference: 2% increase of participating principals and educators have logged onto the platform. 27 more English Learner Strategy Modules are currently in progress by 17 more participating educators and administrators. 2% increase of educators and administrators are utilizing Ellevation Professional

Goal Analysis [2024-25]

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 2024–25, Menifee Union School District made substantial progress implementing Goal 3: ensuring alignment of all district systems and structures within a Multi-Tiered System of Support (MTSS). All actions were either fully or substantially implemented, demonstrating strong fidelity to the original plan and districtwide commitment to equity, early intervention, and instructional coherence with Teacher Clarity and PLC processes.

Universal Screeners and Diagnostic Assessments (Action 3.01):

FastBridge (reading) and SAVVAS Momentum (math) screeners were administered districtwide in fall, winter, and spring. Data supported early identification of students for Tier II and Tier III interventions.

Professional Learning Communities (PLCs) (Action 3.02):
All educators and site leaders participated in three Teacher Clarity modules. The District Teacher Clarity Team completed the full training sequence and met monthly to progress monitor implementation of Teacher Clarity commitments across all sites.

Assessment Systems and MTSS Data Platform (Otus) (Action 3.03):
Use of the data and assessment platform continued across all sites and supported common formative assessment development and data-informed instructional planning, with 228 teacher logins and 6,496 student logins. However, login rates decreased for both teachers and students.

MTSS District Leadership Team (DLT) (Action 3.04):
The district held quarterly MTSS DLT meetings and monthly site leadership sessions. These sessions were used to review student outcome data, refine site MTSS practices, and inform LCAP/SPSA planning.

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

Districtwide Professional Learning (Action 3.06):
Professional learning focused on Teacher Clarity, SAVVAS enVision Math program activation, and FastBridge Screener and Diagnostic (reading) training. Initial training was delivered districtwide through two professional development days, including a beginning-of-the-year convocation and keynote speakers, to launch the year with a focus on deeper MTSS implementation.

Device, Network, and Digital Curriculum Support (Action 3.07):
Technology staff ensured uninterrupted access to student devices, core curricular programs, intervention programs, and assessment platforms to support MTSS implementation.

Director of Curriculum and Instruction & Support Staff (Action 3.08):
This team led curriculum pilots and rollouts, MTSS system monitoring, LETRS training, professional learning and job-embedded coaching in math, English Language Arts, and science, facilitated new teacher induction and training, and aligned LCAP/SPSA planning processes.

Intervention Specialists and Site Intervention Facilitators (Action 3.09):
Intervention Facilitators were assigned to all sites to support academic interventions. One Intervention Specialist and one Behavior Specialist were assigned to support educators by referral across all school sites. While services were implemented, occasional staffing vacancies limited full use of funds.

Instructional Content Leads (Action 3.10):
ELA and NGSS 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):
Monthly sessions were held to support classroom management and MTSS-aligned instruction. Participation was slightly below budget projections due to fewer new hires.

Curriculum and Instruction Warehouse and Accounting Technicians (Action 3.12):
Warehouse and finance staff ensured timely delivery and tracking of adopted instructional materials, MTSS implementation resources, budget monitoring, progress monitoring, and compliance documentation.

Student Success Services Director and Support Staff (Action 3.13):
This team coordinated attendance and behavior supports, contributing to improved implementation of tiered systems and reduced chronic absenteeism.

Director of Continuous Improvement and Accountability (Action 3.14):
Led assessment implementation and progress monitoring aligned to LCAP metrics, Teacher Clarity, and PLC professional learning. Supported CAASPP interim expansion and ensured fidelity in universal screener implementation.

Multi-Tiered System of Support Site Allocations (Action 3.15):
Site-level funding was distributed to align MTSS strategies with SPSA goals across all school sites. Many sites used the funds to support data chats to advance student mastery of essential standards, monitor progress in English Learner Site Plans, and create common formative assessments.

Instructional Specialists (Action 3.16):
One elementary Instructional Specialist supported job-embedded coaching and lesson study for all 2nd–5th grade math teachers. A vacancy for a middle school Math Instructional Specialist remained unfilled; however, coaching support was provided by a contracted SAVVAS specialist. The middle school ELA Instructional Specialist supported all middle school ELA teachers with strategies and tools for teaching structured writing within StudySync and supplemental resources, and worked with site-based teams to develop collective commitments for writing instruction across content areas. All three Instructional Specialists supported 7 school sites and sixty-six teachers in developing close reading protocols using a gradual release model.

Menifee Union School District has built a strong foundation for systemic MTSS implementation by scaling screening systems, PLC training, data platform usage, and professional learnign with job-embedded coaching to advance inclusive instructional practices. Educational partner and student feedback reinforce the need to refine Tier II and III systems, deepen site leadership development, and ensure more consistent implementation across all school sites.

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 2024–25 implementation of Goal 3, material differences emerged between planned and actual expenditures across key actions. These differences were due to adjustments in implementation needs, staffing vacancies, and variations in site-level engagement with budgeted activities.

Universal Screeners and Diagnostic Assessments (Action 3.01):
Increased expenditures were necessary to fund professional learning and facilitate screening in kindergarten classrooms, as well as to accommodate unanticipated costs related to the FastBridge K–2 screener and required headphones for implementation.

Intervention Specialists and Site Intervention Facilitators (Action 3.09):
This action underspent largely due to staffing vacancies that occurred over the course of the school year, affecting full implementation of intervention support.

Instructional Specialists (Action 3.16):
This action also underspent due to staffing vacancies that limited the delivery of job-embedded coaching and support throughout the year.

These variances illustrate the dynamic nature of staffing and implementation logistics. The district continues to monitor and adjust allocations in real time to ensure alignment with actual needs and maintain effective delivery of MTSS-aligned services and supports.

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

Menifee Union School District has made substantial progress toward Goal 3 of ensuring alignment of all district systems and structures within a Multi-Tiered System of Support (MTSS). Most actions were fully implemented, resulting in improvements in early identification, data-informed instructional practices, professional learning systems, and equitable support across student groups.

Universal screeners and diagnostics (Action 3.1) were fully implemented across all grade levels. Math benchmark gains ranged from 5.5% to 31%, while reading progress was more modest and varied (44%–57% at benchmark). These outcomes are reflected in Fall to Winter growth data (Metrics 3.1 and 3.2), demonstrating effectiveness in identifying students at risk and guiding timely intervention.

Professional Learning Communities and Teacher Clarity (Action 3.2) were highly effective. All educators completed three modules, and principal surveys showed PLC development growth from Stage 4 to Stage 6. Global PD participation reached 19%, strengthening coherence in instructional planning (Metrics 3.4 and 3.5).

The OTUS assessment platform (Action 3.3) showed mixed effectiveness. Over 4,800 common formative assessments were administered, but teacher and student login rates were lower than anticipated, limiting the platform's full potential (Metric 3.3).

MTSS District and Site Leadership Teams (Action 3.4) supported regular data analysis and progress monitoring through High Reliability Schools inventories. Notable improvements were seen in attendance, with chronic absenteeism reduced by 8.7% (Metric 1.1), positive attendance increasing by 1.5% (Metric 1.2) and the English Learner Progress Indicator increased by 7.1% (Metric 2.4). School climate improvements were reflected in Panorama survey results (Metrics 1.6–1.12).

OpenGov (Action 3.5) was discontinued due to redundancy and did not contribute to MTSS effectiveness. Resources were redirected to more impactful data systems.

Districtwide Professional Learning (Action 3.6) was fully implemented. Over 90% of participants rated sessions as highly effective. Professional learning supported the implementation of Teacher Clarity strategies, specifically focusing on developing and posting clear learning intentions and success criteria to strengthen Tier I instruction across all grade levels. Instructional walkthroughs confirmed alignment to these practices and broader inclusive instructional strategies.

Technology infrastructure support (Action 3.7) was sustained districtwide, ensuring 1:1 device access. This supported use of Momentum Math and FastBridge screeners, contributing to progress monitoring across all grade levels (Metrics 3.1 and 3.2).

The Director of Curriculum and Instruction and support staff (Action 3.8) led curriculum adoption, new math curriculum rollout with professional learning and job-embedded coaching, LETRS implementation and job-embedded coaching for close reading, and alignment of LCAP/SPSA plans. These efforts drove progress in core content areas and data-informed planning (Metrics 2.1–2.4, 3.1-3.2).

Intervention Specialists and Site Intervention Facilitators (Action 3.9) delivered academic and behavioral interventions at all sites. All IFs were trained in ELPAC, supporting language development and contributing to benchmark gains (Metrics 3.1 and 3.2).

Instructional Content Leads (Action 3.10) advanced alignment of curriculum, CFA development, and intervention planning. CAST interim participation expanded by 27%, demonstrating improved assessment literacy (Metrics 2.1 and 2.4, 3.1-3.2).

New Teacher Induction and Academy (Action 3.11) was consistently attended, with new teachers reporting strong support. Student growth in classrooms led by new teachers was reflected in screener and diagnostic performance (Metric 3.1).

Curriculum and Instruction Warehouse staff (Action 3.12) ensured timely distribution of materials and compliance with textbook sufficiency requirements.

The Student Success Services Director and staff (Action 3.13) supported site attendance teams, implemented tiered behavioral systems, contributing to the 8.7% reduction in chronic absenteeism and increased positive attendance by 1.5% (Metrics 1.1 and 1.2). School connectedness improved as indicated in Panorama survey feedback (Metrics 1.6–1.12).

The Director of Continuous Improvement (Action 3.14) ensured districtwide screener and diagnostics, MTSS assessmet platform implementation, increased engagement in School Climate and Culture Survey, increased ELPAC teacher participation, led PLC and Teacher Clarity intiatives, and CAASPP and ELPAC interim assessment expansion (Metrics 3.1–3.3).

MTSS Site Allocations (Action 3.15) had partial effectiveness. While some teacher teams used funds to support formative assessment development and PLC facilitation, only 35% of sites used their full allocation. OTUS usage remained limited (Metric 3.3), though Ellevation platform usage for English Learner supports increased (Metric 3.5), contributing to districtwide ELPAC proficiency gains (Metric 2.4).

Instructional Specialists (Action 3.16) supported job-embedded coaching for 2nd–5th grade math teachers, middle school ELA/HSS, and 66 elementary ELA teachers. Over 85% of participants reported significant impact on instructional confidence and student outcomes (Metrics 2.1, 3.1, and 3.2).

Goal 3 implementation has strengthened Menifee Union School District's MTSS infrastructure, data and assessment systems, and the capacity for early intervention. The district's focus on professional learning, leadership development, and equitable support for all students has contributed to measurable improvements. Continued work will focus on reading growth, subgroup equity, and deeper site-based MTSS execution to support sustained student achievement.

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 2024–25 implementation data, educational partner input, and MTSS District Leadership Team feedback, Menifee Union School District made targeted refinements to Goal 3 actions for 2025–26 to deepen system alignment and support for unduplicated students. Key adjustments stemmed from districtwide reflections on implementation fidelity, student outcome trends, budget utilization, and the effectiveness of site-level MTSS practices.

Action 3.01 Universal Screeners was expanded in response to early literacy data and feedback from primary grade educators. Additional funding was allocated for the implementation of a Reading Difficulties Risk Screener, the purchase of K–2 student headphones, and increased professional learning to improve data-informed instructional planning. This adjustment builds on observed benchmark growth in math and the need to accelerate reading outcomes, particularly in grades where midyear performance declined.

Action 3.02 PLCs and Teacher Clarity and Action 3.03 Otus Platform were enhanced to address site variability in using assessment data to inform instruction. PLC participation data and Otus login metrics revealed inconsistent engagement across schools. The district will continue to provide professional learning, extra duty time, and system guidance to ensure the effective use of data tools and deeper alignment with essential standards.

Action 3.03 Assessment Systems and MTSS Data Platform will now include funding to support a Report Card Committee tasked with analyzing and improving the district's report cards to ensure alignment with grade-level standards and parent communication needs.

Action 3.05 OpenGov was discontinued and removed from the plan. Funding was reallocated to higher-impact MTSS actions, including those that enhance data transparency and progress monitoring within Otus and site leadership structures.

To support accurate monitoring and evaluation of implementation, LCAP metrics for universal screeners, Otus usage, and Global PD participation were also updated. These refinements respond directly to identified implementation gaps, educational partner recommendations, metric trends, and effectiveness data from the prior year.

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 assessments aligned with the science of reading and mathematics. This includes the ongoing use of FastBridge Reading and Momentum Math screeners and diagnostics to monitor foundational reading skills, oral reading fluency, literal comprehension, and key math concepts. These tools allow early identification of students at risk, including those exhibiting characteristics of dyslexia and numeracy gaps. The action integrates regular administration, progress monitoring, professional development for teachers, data-informed instructional planning, and the provision of Tier 2 and Tier 3 supports to improve student outcomes across all grade spans. Emphasis will be placed on continued professional learning to increase fidelity of intervention, equity of access, and consistent districtwide data use practices. Effectiveness of this action will be monitored by student achievement in ELA and math (LCAP Metrics 2.1-2.2, 3.1-3.2)	$455,756.00	Yes
3.2	Professional Learning Communities	Menifee Union School District will continue to strengthen Professional Learning Communities (PLCs) across all sites by providing systematic training in Teacher Clarity practices and evidence-based PLC processes. This action supports administrators and educators in effectively using student achievement data, including data from universal screeners, diagnostics, and common formative assessments, to plan instruction, target interventions, and monitor progress toward essential standards. Teachers engage in ongoing professional development through Global PD, site-level collaboration, and district coaching support to build collective efficacy and drive continuous improvement.	$199,694.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The action specifically focuses on improving instructional decision-making for unduplicated students by ensuring data analysis leads to timely, targeted academic and behavioral supports within a Multi-Tiered System of Support (MTSS) framework. Effectiveness of this action will be monitored by PLC Stage of Implementation Surveys and particupation in PLC professional learning platforms (LCAP Metrics 3.4-3.5) and student achievement (LCAP Metrics 2.1-2.3, 2.4-2.5).		
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).	$228,808.00	Yes
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 refine and strengthen Multi-Tiered System of Support (MTSS) implementation across all schools. This action supports districtwide needs analysis, collaborative leadership, and alignment of site-based MTSS practices to ensure academic, behavioral, and social-emotional supports are provided systematically. Site leadership teams meet monthly to review student achievement, attendance, discipline, and climate data to design and adjust schoolwide and targeted interventions. The MTSS DLT also reviews districtwide data, identifies trends, and develops district-level strategies for continuous improvement.	$234,091.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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: 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		

Action #	Title	Description	Total Funds	Contributing
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 MTSS implementation, and aligning instruction to essential standards. Professional development opportunities include districtwide PD days advancing implementation of Teacher Clarity modules, after-school sessions, and site coaching, with a focus on data-driven and inclusive instructional practices (Universal Design), trauma-informed practices, and inclusive co-teaching strategies. These efforts directly address academic achievement, attendance, and school climate priorities identified in local and state data for unduplicated students. 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.	$2,216,219.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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		

Action #	Title	Description	Total Funds	Contributing
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 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).	$1,265,716.00	Yes
3.8	Director of Curriculum and Instruction & Special Programs and Support Staff	Menifee Union School District will maintain the Director of Curriculum and Instruction and classified support staff to oversee implementation of the intended curriculum, MTSS structures, and alignment of instructional practices with the Local Control and Accountability Plan (LCAP) and Student Plan for Student Achievement (SPSA). This action supports districtwide efforts to ensure curriculum adoption fidelity, coordinate job-embedded professional development, lead instructional specialist work, monitor screeners and diagnostics, and facilitate continuous improvement cycles using multiple measures of student achievement. Effectiveness of this action will be monitored by student achievement data (LCAP Metrics 2.1-2.5 and 3.1-3.2), Local Indicators (LCAP Metrics 2.7 and 2.10), usage of data and professional learning platforms (LCAP Metrics 3.3-3.5) and professional learning surveys.	$331,404.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Intervention Specialists and Site Intervention Facilitators	Menifee Union School District will maintain District Intervention Specialists and Site Intervention Facilitators to provide academic and behavioral supports within the Multi-Tiered System of Support (MTSS) framework. These specialists work alongside site leadership teams, PLCs, and classroom teachers to deliver tiered interventions, support the administration of universal screeners and diagnostics, assist with English Learner assessment and reclassification processes, and promote early identification of students requiring additional support. A focus is placed on meeting the specific academic, language development, and social-emotional needs of unduplicated pupils, ensuring more equitable access to high-quality intervention services districtwide. Effectiveness of this action will be monitored by student achievement data (LCAP Metrics 2.1-2.5 and 3.1-3.2) and student engagement (LCAP Metrics 1.1-1.3).	$1,351,347.00	Yes
3.10	Instructional Content Leads	Menifee Union School District will continue to support the work of Instructional Content Leads across core content areas ELA/ELD, Math, History/Social Science, and NGSS Science. Instructional Content Leads collaborate with site administrators, district instructional specialists, and grade-level teams to ensure the effective implementation of a guaranteed and viable curriculum based on essential standards. Leads facilitate alignment of curriculum maps, development of common formative assessments, instructional planning for Tier 1 and Tier 2 supports, and the integration of Universal Design for Learning (UDL) practices. This action particularly emphasizes addressing the needs of unduplicated students by enhancing instructional consistency, access to rigorous core instruction, and timely interventions across all school sites. This approach relies on research-based practices such as collective teacher efficacy and a distributed leadership model. Effectiveness of this action will be monitored by student achievement growth (LCAP Metrics 2.1-2.5 and 3.1-3.2) and use of common formative assessments in PLCs and data-driven instructional adjustments (LCAP Metrics 3.3 and 3.5).	$81,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 teachers participate in structured orientation sessions, monthly New Teacher Academy meetings, and job-embedded support focused on classroom management, instructional strategies, curriculum implementation, and MTSS alignment. Additionally, induction participants are paired with trained mentors to ensure personalized support throughout the two-year process. This action ensures that new educators are fully prepared to deliver rigorous, differentiated, and inclusive instruction aligned with district goals, with a strong focus on meeting the academic and social-emotional needs of unduplicated students. Effectiveness of this action will be monitored by participation rates, student achievement (LCAP Metrics 2.1-2.5 and 3.1-3.2), and educator surveys.	$244,625.00	Yes
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, distribution, and tracking of curriculum materials, library resources, and instructional supplies. This action ensures that all students, particularly unduplicated students, have timely access to high-quality instructional materials aligned to adopted curriculum standards. Warehouse staff manage inventory for curricular adoptions, distribute supplemental materials to support MTSS and intervention programs, and enhance library engagement resources. The Accounting Technician ensures fiscal accountability and supports procurement and tracking processes that prioritize student needs. Effectiveness will be measured by Local Indicators (LCAP Metrics 2.7 and 2.10), student achievement (LCAP Metrics 2.1-2.5 and 3.1-3.2) and educational partner surveys.	$319,565.00	Yes
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 oversee the	$353,684.00	Yes

Action #	Title	Description	Total Funds	Contributing
		district's Multi-Tiered System of Support (MTSS) focused on student attendance, engagement, behavior, and social-emotional well-being. The Director leads initiatives to reduce chronic absenteeism and suspension rates, implements systems for positive behavior support, and coordinates interventions across academic, behavioral, and mental health domains. Staff support includes attendance clerks, community liaisons, counselors, and social workers, all of whom work collaboratively to remove barriers to student success. This action places a strong emphasis on supporting unduplicated students by providing proactive, data-informed interventions designed to improve student outcomes and foster a safe, supportive learning environment. Effectiveness will be monitored by chronic absenteeism and suspension rates (LCAP Metrics 1.1-1.3), participation rates in tiered support services, School climate survey results (LCAP Metrics 1.6-1.12) and educator reflection surveys.		
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 in assessment system implementation, progress monitoring, goal setting, and program evaluation. The Director provides technical assistance to sites, coordinates professional learning around data-driven decision-making, and ensures systematic tracking of academic achievement, attendance, engagement, and intervention effectiveness, with a strong focus on addressing disparities for unduplicated students. Key responsibilities include leadership in deploying and monitoring universal screeners and diagnostic assessments, supporting the effective use of the Otus assessment platform, overseeing LCAP metrics, and fostering continuous improvement processes across the district. Effectivenss of this action will be monitored by 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 survey, and educational partner survey feedback on the effectiveness of data-driven supports.	$249,786.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 and implementation 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 their School Site Councils, utilize these funds to strengthen core instruction (Tier 1), targeted intervention supports (Tier 2), and intensive services (Tier 3) based on their site-specific data. A strong emphasis is placed on improving outcomes for unduplicated students; English Learners, Foster Youth, Long-Term English Learners, and Socioeconomically Disadvantaged students by funding instructional supports, interventions, engagement initiatives, and systems that promote equitable access to academic success. Effectiveness of this action will be measured by chronic absenteeism, suspension, and academic achievement rates by school (LCAP Metrics 1.1-1.3 and 2.1-2.5, and 3.1-3.2), school climate survey and engagement feedback from students, parents, and staff (LCAP Metrics 1.6-1.12), and assessment data and PLC professional learing platform usage rates (LCAP Metrics 3.3-3.5).	$147,327.00	Yes
3.16	Instructional Specialists	Menifee Union School District will maintain District Instructional Specialists to provide job-embedded coaching, professional learning, curriculum alignment support, and data analysis for K–8 teachers across ELA, ELD, and Math. Instructional Specialists work closely with PLC teams, site leadership, and the Director of Curriculum and Instruction to enhance Tier 1 instruction, develop targeted Tier 2 interventions, and support MTSS structures. They also facilitate common formative assessment development, guide instructional planning based on student data, and model effective strategies for differentiating instruction to meet the needs of diverse learners. This action places a particular emphasis on addressing academic gaps for unduplicated pupils by strengthening core instruction and intervention planning in collaboration with classroom educators.	$646,783.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Effectiveness of this action will be monitored by 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 Socioeconomically Disadvantaged and Hispanic students—two of the school's largest student groups who are currently not meeting standards. These student groups are performing at the Yellow level on the California School Dashboard: ELA: Socioeconomically Disadvantaged (36.2 points below standard); Hispanic students (7.5 points below standard) Math: Socioeconomically Disadvantaged (84.8 points below standard); Hispanic students (64.5 points below standard) To address these performance gaps, the LEA will implement targeted academic interventions, expand student engagement opportunities (both virtual and in-person), and hire a Community Liaison to support early intervention for attendance and enhance family engagement. This goal addresses areas of need identified in the Dashboard and is responsive to educational partner input gathered in April 2025, which prioritized increased opportunities for peer interaction, social-emotional wellness, and engaging instructional practices. This goal also fulfills the Equity Multiplier requirement to support the lowest-performing student groups as required by California Education Code Section 42238.024.	Equity Multiplier Focus Goal

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 faced by its largest and most underserved student groups: Socioeconomically Disadvantaged (67.1%) and Hispanic students. According to the 2024 California School Dashboard, these groups are performing at the Yellow indicator level in both English Language Arts 36.2 points below (SED) 7.5 points below (Hispanic) and Mathematics 84.8 points below (SED) 64.5 points below (Hispanic). Additionally, the school's chronic absenteeism rate is 15.9%, signaling significant barriers to sustained engagement in learning.

To better understand these challenges, the LEA reviewed qualitative data gathered through its April 2025 Needs Assessment Survey, which included input from parents across multiple grade levels. The feedback emphasized a strong desire for:

Increased peer interaction, both virtually and in person

More fun and engaging learning experiences (e.g., clubs, projects, enrichment)

Opportunities for group-based learning and increased class connection

Enhanced social-emotional learning (SEL) and support structures

Parents also requested additional direct teacher interaction, academic support, and a better balance of academic rigor and social engagement. Many expressed interest in in-person field trips, SEL workshops, and virtual clubs as avenues to help their children feel more connected.

Given the convergence of performance data and parent-reported needs, the LEA developed this goal to:

Address academic gaps through targeted instruction

Increase student engagement by expanding enrichment and peer-learning opportunities

Build stronger family-school partnerships through bilingual communication and support

Reduce absenteeism through early intervention and personalized outreach

This Equity Multiplier goal is designed to reflect the voices of students and families, meet statutory requirements, and fulfill the LEA's commitment to equity 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%		=<10%	
4.2	ELA Distance from Standard	N/A	36.2 points below (SED)		0 points below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7.5 points below (Hispanic)			
4.3	Math Distance from Standard	N/A	84.8 points below (SED) 64.5 points below (Hispanic)		35 points below	
4.4	Family Participation in Engagement Activities	N/A	5%		25% increase	

Goal Analysis [2024-25]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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 Qualitative Feedback from families via post-event surveys and mid-year check-ins	$77,308.00	No
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	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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		
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 Increase in parent logins to virtual platforms (e.g., Google Classroom, ParentSquare) Improved student attendance among families who attend	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
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	$6,000.00	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) Teacher feedback on the usefulness and impact of the training	$1,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$25,868,516	$2,067,191

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
19.832%	0.000%	$0.00	19.832%

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:** Unduplicated student groups—including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD)—experience significant barriers to	This action ensures every school site has equitable access to centralized, high-quality communication and safety platforms, such as ParentSquare (for two-way, multilingual family communication), Raptor (for visitor and emergency protocols), and Informed K-12 (for parent document workflows). This action is designed to address inequitable outcomes in chronic absenteeism and suspension rates identified in the California School Dashboard	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
	engagement, as well as disproportionate rates of absenteeism and suspension. LTELs: 30.6% chronic absenteeism, 10.5% suspension ELs: 19.7% absenteeism, 2.9% suspension Foster Youth: 25.9% absenteeism, 9.5% suspension SWD: 21.1% absenteeism, 4.5% suspension Inequitable outcomes in chronic absenteeism and suspension rates are evident in the 2023 California School Dashboard data, particularly among student groups and school sites performing at the lowest levels, as identified in the LCAP Plan Summary reflections. Panorama Family Survey (Spring 2025): Only 22% of families feel engaged with their child's school, and 78% report experiencing at least one barrier to engagement (e.g., scheduling, communication gaps, cultural disconnects) These data underscore the need to strengthen and systematize communication and outreach efforts—especially for families navigating linguistic, logistical, or special education complexities. **Scope:** LEA-wide	by targeting site-specific needs and student groups with the lowest performance, as reflected in the LCAP Plan Summary. These tools are LEA-wide to guarantee systemic consistency in reaching all families and addressing safety and engagement needs regardless of school location, demographics, or resources. ELs and LTELs benefit from built-in translation features and real-time notifications, while SWD families are more easily included in IEP meetings, service updates, and re-engagement efforts. Foster Youth families—who may be transient or navigating complex care systems—benefit from automated communication and increased coordination across sites. A districtwide approach ensures that no subgroup or site experiences gaps in engagement or information access.	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 highlights that unduplicated students—particularly Foster Youth, English Learners, and Socioeconomically Disadvantaged students—face elevated risks related to school connectedness, absenteeism, and suspension. According to Spring 2025 Panorama survey results: Only 22% of families reported feeling engaged (40th–59th percentile nationally) 75% of families reported that their child feels safe at school, but only 63% of students reported positive feelings Foster Youth and Students with Disabilities continue to have higher rates of chronic absenteeism (25.9% and 21.1% respectively) and suspensions (9.5% and 4.5%) based on California Dashboard data. Inequitable outcomes in chronic absenteeism and suspension rates are evident in the 2023 California School Dashboard data, particularly among student groups and school sites performing at the lowest levels, as identified in the LCAP Plan Summary reflections. This indicates an urgent need to systematically monitor school climate and engagement	The Climate and Culture Survey gathers disaggregated feedback from students, families, and staff to identify the lived experiences of underrepresented groups and monitor equitable access to safe, inclusive, and engaging environments. By embedding this survey into the district's MTSS framework, leadership teams can analyze subgroup-specific data and target Tier I supports to improve perceptions of safety, relationships, engagement, and inclusivity. Data from the survey is used in site-based planning, including Equity Committee work, Tiered Behavior Interventions, and SEL implementations such as Second Step and Character Strong. Unduplicated students benefit from these insights through targeted improvements in school connectedness, adult-student relationships, and culturally responsive practices. This action is designed to address inequitable outcomes in chronic absenteeism and suspension rates identified in the California School Dashboard by targeting site-specific needs and student groups with the lowest performance, as reflected in the LCAP Plan Summary.	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
	experiences for these groups and respond with equity-driven improvement efforts. **Scope:** LEA-wide		
1.3	**Action:** Attendance Intervention and Support **Need:** The 2024 California School Dashboard highlights significant disparities in attendance and discipline among unduplicated students in Menifee Union School District. Foster Youth exhibit a Chronic Absenteeism rate of 25.9% and a Suspension Rate of 9.5%. These elevated rates indicate systemic barriers to attendance and engagement that disproportionately impact these student groups, necessitating targeted, sustained intervention. Inequitable outcomes in chronic absenteeism and suspension rates are evident in the 2023 California School Dashboard data, particularly among student groups and school sites performing at the lowest levels, as identified in the LCAP Plan Summary reflections. In response to these findings, the district has developed a targeted action primarily aimed at improving attendance and reducing suspension rates for our unduplicated students.	This action is principally directed toward unduplicated students, particularly Foster Youth who are more likely to face barriers such as housing instability, limited transportation, or inconsistent healthcare access—all of which contribute to chronic absenteeism. The district's attendance monitoring system supports early detection of absences, while collaboration with site teams and county staff ensures targeted planning and implementation of responsive strategies. This action is designed to address inequitable outcomes in chronic absenteeism and suspension rates identified in the California School Dashboard by targeting site-specific needs and student groups with the lowest performance, as reflected in the LCAP Plan Summary. These interventions—such as family outreach, attendance incentives, root cause analysis, and personalized support—are designed to meet the specific needs of unduplicated students and are deployed across the LEA to ensure consistency and equity in practice. Because the targeted student groups are enrolled throughout the district, an LEA-wide implementation is essential to address these disparities comprehensively.	LCAP Metric 1.1: Chronic Absenteeism (disaggregated by student group) LCAP Metric 1.2: Attendance Monitoring System Utilization Rates Number of students receiving Tier 2/Tier 3 attendance interventions Reduction in the number of unduplicated students flagged for chronic absenteeism Family outreach logs and resolution of identified attendance barriers

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** Parent Involvement/Education **Need:** Unduplicated students in Menifee Union School District continue to face persistent challenges that impact attendance and school success. According to the 2024 Dashboard, Foster Youth have a Chronic Absenteeism rate of 25.9% and a Suspension Rate of 9.5%, while Long-Term English Learners are chronically absent at a rate of 30.6%. Many families of unduplicated pupils face barriers such as housing instability, language access, and limited familiarity with school systems. These factors contribute to disengagement and negatively affect academic and behavioral outcomes. Inequitable outcomes in chronic absenteeism and suspension rates are evident in the 2023 California School Dashboard data, particularly among student groups and school sites performing at the lowest levels, as identified in the LCAP Plan Summary reflections. **Scope:** LEA-wide	This action is principally directed toward unduplicated students by intentionally designing programs that increase parental capacity to engage in the academic and social-emotional success of their children. The action includes participation in events such as the CABE conference, Family Resource Events, and parent advisory groups (PAC, DELAC, AAPAC), all of which are structured to build family knowledge, leadership skills, and cultural responsiveness. The district also provides interpretation services, outreach support, and culturally relevant materials to reduce barriers for English Learner, Foster Youth, and low-income families. This action is designed to address inequitable outcomes in chronic absenteeism and suspension rates identified in the California School Dashboard by targeting site-specific needs and student groups with the lowest performance, as reflected in the LCAP Plan Summary. Because these needs and student groups are present across all school sites, the action is provided on an LEA-wide basis to ensure consistent access and equity. The systemic nature of the barriers—language, access to school systems, and advocacy—necessitates a coordinated and district-wide response that empowers families as partners in student success.	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

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
1.5	**Action:** Community Liaisons **Need:** Unduplicated students in Menifee Union School District continue to face persistent challenges that impact attendance and school success. According to the 2024 Dashboard, Foster Youth have a Chronic Absenteeism rate of 25.9% and a Suspension Rate of 9.5%, while Long-Term English Learners are chronically absent at a rate of 30.6%. Many families of unduplicated pupils face barriers such as housing instability, language access, and limited familiarity with school systems. These factors contribute to disengagement and negatively affect academic and behavioral outcomes. Inequitable outcomes in chronic absenteeism and suspension rates are evident in the 2023 California School Dashboard data, particularly among student groups and school sites performing at the lowest levels, as identified in the LCAP Plan Summary reflections. **Scope:** LEA-wide	Community Liaisons are principally directed toward supporting unduplicated students by providing targeted outreach and relationship-building with families who may otherwise remain disconnected from their child's educational experience. Their work focuses on proactive attendance outreach, personalized communication, and linking families to services that reduce the barriers contributing to chronic absenteeism, low engagement, and behavioral challenges. This action is designed to address inequitable outcomes in chronic absenteeism and suspension rates identified in the California School Dashboard by targeting site-specific needs and student groups with the lowest performance, as reflected in the LCAP Plan Summary. This action is implemented LEA-wide to ensure equitable access to liaison support across all school sites, as unduplicated students are present districtwide. A centralized and consistent model ensures that all families—especially those facing systemic barriers—can benefit from personalized engagement and support, no matter where their child attends school.	LCAP Metric 1.1: Chronic Absenteeism Rate (disaggregated by subgroup) LCAP Metric 1.3: Suspension Rate Number of family contacts and referrals to community services by liaisons Participation rates in family events, parent-teacher conferences, and advisory groups Feedback from families on liaison support
1.6	**Action:** Teacher Staffing for Effective Learning Environments to Reduce Combo Classes **Need:** Analysis of the most recent CA Dashboard data reveals:	This action is implemented on an LEA-wide basis to equitably address the academic and social-emotional needs of unduplicated students, who are disproportionately affected by chronic absenteeism and suspension across all elementary school sites. By maintaining lower class sizes and minimizing combination	LCAP Metric 1.1: Chronic Absenteeism – Targeted annual decrease in rates among unduplicated student 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
	High chronic absenteeism among Foster Youth (25.9%), English Learners (19.7%), and Socioeconomically Disadvantaged students (18.9%). Suspension rates are highest for Long-Term English Learners (10.5%) and Foster Youth (9.5%). Inequitable outcomes in chronic absenteeism and suspension rates are evident in the 2023 California School Dashboard data, particularly among student groups and school sites performing at the lowest levels, as identified in the LCAP Plan Summary reflections. Panorama surveys show barriers to family engagement such as scheduling conflicts, and low sense of belonging—only 22% of families report strong engagement, and 63% feel positive about school climate **Scope:** LEA-wide	classrooms, teachers can offer more individualized support, better manage classrooms, and foster deeper relationships with students and families. This action is designed to address inequitable outcomes in chronic absenteeism and suspension rates identified in the California School Dashboard by targeting site-specific needs and student groups with the lowest performance, as reflected in the LCAP Plan Summary. Smaller class sizes enhance the teacher's ability to differentiate instruction for English Learners, provide behavior and engagement supports for Foster Youth, and deliver trauma-informed practices aligned with MTSS goals. This action directly supports improved school climate and access to quality instruction for all students, especially those most at risk.	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.
1.7	**Action:** TK-3 Ratios **Need:** Chronic absenteeism among unduplicated pupils remains a significant issue: Foster Youth (25.9%), English Learners (19.7%), and SED students (18.9%).	This action maintains low teacher-student ratios in grades TK–3 across all school sites to address early signs of disengagement and opportunity gaps affecting unduplicated students. These foundational years are essential for shaping students' academic confidence, school attachment, and behavioral self-regulation. By lowering class sizes, educators can provide more individualized instruction, facilitate meaningful	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 –

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
	Suspension rates for students with disabilities and long-term English Learners are higher than districtwide averages in early grades. Inequitable outcomes in chronic absenteeism and suspension rates are evident in the 2023 California School Dashboard data, particularly among student groups and school sites performing at the lowest levels, as identified in the LCAP Plan Summary reflections. Panorama results show 64% of grades 3–5 students report feeling safe, and 63% report positive feelings at school. MTSS site feedback highlights the need to strengthen early relationships, with TK–3 sites citing gaps in student readiness, behavior, and language development. **Scope:** LEA-wide	connections, and proactively support students' academic and social-emotional development. This action is designed to address inequitable outcomes in chronic absenteeism and suspension rates identified in the California School Dashboard by targeting site-specific needs and student groups with the lowest performance, as reflected in the LCAP Plan Summary. Unduplicated students—including English Learners, Foster Youth, and those from socioeconomically disadvantaged backgrounds—are overrepresented in chronic absenteeism and suspension data in the early grades. Implementing this action LEA-wide ensures that all students, regardless of school site, benefit from the smaller, relationship-centered learning environments that are essential for preventing future inequities.	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.
1.8	**Action:** Social Emotional and Behavioral Learning **Need:** Foster Youth, English Learners, and SED students continue to face significantly elevated suspension and absenteeism rates, particularly in grades 4–8. Inequitable outcomes in chronic absenteeism and suspension rates are evident in the 2023 California School Dashboard data, particularly	This action directly supports the needs, conditions, and circumstances of unduplicated students—Foster Youth, English Learners, and Socioeconomically Disadvantaged students—by addressing the root causes of disengagement, behavior incidents, and absenteeism through a tiered social-emotional learning (SEL) and behavioral support system. Unduplicated students may face increased exposure to trauma, school transitions, and inconsistent access to mental health and	LCAP Metric 1.3: Suspension Rate – Decrease for Foster Youth, LTELs, SWD, and SED. LCAP Metric 1.1: Chronic Absenteeism – Reduction in K–8 chronic absenteeism rates, 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
	among student groups and school sites performing at the lowest levels, as identified in the LCAP Plan Summary reflections. Panorama data reports low school climate scores for students in grades 3–8 and only 22% family engagement overall. MTSS site feedback highlights the need for consistent Tier 1 SEL instruction and additional Tier 2 behavioral interventions, especially for students with disabilities, English Learners, and students transitioning into middle school. **Scope:** LEA-wide	behavioral supports. As a result, they are disproportionately represented in the district's suspension and chronic absenteeism data, with Foster Youth experiencing 9.5% suspension and 25.9% absenteeism, and LTELs facing a 10.5% suspension rate. These challenges are compounded by low school climate ratings among students in grades 3–8 and limited family engagement (22%) reported in Panorama surveys. This action is designed to address inequitable outcomes in chronic absenteeism and suspension rates identified in the California School Dashboard by targeting site-specific needs and student groups with the lowest performance, as reflected in the LCAP Plan Summary with the following methods: Embedding Tier 1 SEL instruction (Second Step and Character Strong) to promote empathy, emotional regulation, and positive peer interactions, particularly benefiting students who need structure and relational consistency. Providing Tier 2 supports such as counseling groups, restorative practices, and targeted behavioral interventions for students exhibiting trauma-related behaviors or social-emotional challenges—needs that are more prevalent among unduplicated students. Building a positive school climate that fosters safety, belonging, and trust, which are foundational for the academic success and emotional well-being of students experiencing systemic barriers.	LCAP Metric 1.6-1.12: Panorama Survey Indicators – Increases in school climate, safety, and positive emotion ratings. Character Strong Implementation Metrics – Track lesson delivery, student participation, and qualitative staff feedback across sites.

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
		By delivering these supports LEA-wide, the district ensures all unduplicated students—regardless of site—have access to a cohesive, equitable system of care. This action directly responds to their lived conditions by reducing disciplinary exclusions, strengthening student-teacher relationships, and improving school connectedness.	
1.9	**Action:** Instructional Minutes Increase **Need:** Chronic absenteeism and suspension rates remain significantly higher for Foster Youth, LTELs, English Learners, and SED students compared to overall averages. Inequitable outcomes in chronic absenteeism and suspension rates are evident in the 2023 California School Dashboard data, particularly among student groups and school sites performing at the lowest levels, as identified in the LCAP Plan Summary reflections. Panorama data shows low student emotional engagement (grades 3–5: 63% positive feelings; grades 6–8: 52% school safety). MTSS feedback identifies gaps in consistent delivery of Tier 1 SEL instruction and insufficient time for proactive behavior support strategies. **Scope:**	The additional 10 instructional minutes provide: Time to implement Character Strong, Second Step, and SEL community circles daily at every school. Opportunities for students to engage in discussions on empathy, self-regulation, and identity—critical for unduplicated students impacted by adverse experiences. Consistency in behavior expectations and emotional check-ins that improve student-teacher relationships and reduce office referrals. This action will address inequitable outcomes in chronic absenteeism and suspension rates identified in the California School Dashboard by targeting site-specific needs and student groups with the lowest performance, as reflected in the LCAP Plan Summary and is provided LEA-wide to systemically embed SEL into the school day, promoting equitable access to positive school climates for all students, especially those at risk of disengagement.	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. Implementation Logs – Track use of added minutes for SEL and Tier 1 behavior practices across sites.

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		
1.10	**Action:** School Counseling **Need:** Dashboard indicators reveal significantly higher suspension and absenteeism among Foster Youth, LTELs, and ELs, highlighting the need for consistent behavioral and social-emotional support. Inequitable outcomes in chronic absenteeism and suspension rates are evident in the 2023 California School Dashboard data, particularly among student groups and school sites performing at the lowest levels, as identified in the LCAP Plan Summary reflections. Panorama surveys show low student emotional well-being and perceived safety, particularly in middle grades where many unduplicated students struggle with transitions and peer dynamics. MTSS site feedback cites a need for Tier II counseling supports, structured re-entry meetings, and culturally responsive SEL interventions. **Scope:** LEA-wide	School counselors address these needs by: Providing Tier I classroom instruction in social-emotional competencies and mental health awareness. Leading Tier II and Tier III interventions such as small group counseling, check-ins/check-outs, re-entry meetings, and referrals to community-based mental health services. Collaborating with attendance teams to conduct empathy interviews and build strong home-school connections with families of chronically absent students. This action is designed to address inequitable outcomes in chronic absenteeism and suspension rates identified in the California School Dashboard by targeting site-specific needs and student groups with the lowest performance, and is implemented LEA-wide because the social-emotional and behavioral needs of unduplicated pupils are evident across all sites, requiring equitable access to counseling services to reduce exclusions and increase engagement districtwide.	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 and outcomes of re-entry or behavior support plans.

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
1.11	**Action:** Administrative Support **Need:** Students identified as English Learners, Foster Youth, and SED demonstrate disproportionate rates of suspension and absenteeism across the district. Inequitable outcomes in chronic absenteeism and suspension rates are evident in the 2023 California School Dashboard data, particularly among student groups and school sites performing at the lowest levels, as identified in the LCAP Plan Summary reflections. Site-level MTSS feedback indicates a lack of administrative capacity impedes consistent Tier I and Tier II implementation and re-entry support for high-needs students, particularly at larger elementary sites. Panorama results show only 22% of families report strong engagement with schools, reflecting a need for site leadership to build stronger relationships and improve two-way communication. **Scope:** LEA-wide	Dedicated administrative support allows school sites to: Sustain robust MTSS leadership teams to proactively address behavior, engagement, and academic issues. Implement re-entry and restorative support systems for students returning from suspension or extended absence. Lead family engagement strategies, staff development, and support school climate teams to ensure inclusive, positive learning environments. This action is designed to address inequitable outcomes in chronic absenteeism and suspension rates identified in the California School Dashboard by targeting site-specific needs and student groups with the lowest performance, as reflected in the LCAP Plan Summary. Because chronic absenteeism and suspension challenges are districtwide and disproportionately impact unduplicated students at multiple sites, the action is provided LEA-wide with differentiated staffing based on need and enrollment.	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.
1.13	**Action:** Positive Behavior Intervention Professional Learning and Support	This action addresses these disparities by:	LCAP Metric 1.3: Suspension Rate by Subgroup – Targeted

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: 2024 CA Dashboard data shows suspension rates remain disproportionately high among Foster Youth (9.5%), Long-Term English Learners (10.5%), and Students with Disabilities (4.5%). Chronic absenteeism is elevated for English Learners (19.7%) and Foster Youth (25.9%). Inequitable outcomes in chronic absenteeism and suspension rates are evident in the 2023 California School Dashboard data, particularly among student groups and school sites performing at the lowest levels, as identified in the LCAP Plan Summary reflections. Panorama and MTSS feedback identify a decline in student perceptions of safety and support, especially in middle school and among high-need subgroups. **Scope:** LEA-wide	Equipping staff with Tier I–III PBIS training to proactively address student behavior and promote consistent, supportive discipline practices. Integrating social-emotional and behavioral learning through Character Strong to build a culture of empathy, respect, and accountability. Supporting re-entry and restorative practices for students returning from suspension or extended absence, ensuring positive reintegration into the school community. This action addresses inequitable outcomes in chronic absenteeism and suspension rates identified in the California School Dashboard by targeting site-specific needs and student groups with the lowest performance, and is implemented LEA-wide to ensure consistent, equitable behavior practices while providing intensified support and coaching for schools with the greatest disproportionality in behavior outcomes.	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.
1.14	**Action:** LCFF Site Allocation Safe and Supportive School Culture **Need:** Dashboard data reveals consistent disparities in attendance and behavior for Foster Youth, ELs, and SED students, leading to ongoing gaps in learning time and access to positive school environments.	This action provides school sites with flexible LCFF allocations to: Implement site-specific initiatives that support positive school culture and reduce chronic absenteeism. Expand family engagement opportunities and multilingual communication to support inclusive participation in school life.	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

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
	Inequitable outcomes in chronic absenteeism and suspension rates are evident in the 2023 California School Dashboard data, particularly among student groups and school sites performing at the lowest levels, as identified in the LCAP Plan Summary reflections. Panorama surveys show that family engagement is low, with only 22% of respondents reporting meaningful school connections, particularly among non-English speaking families. MTSS site feedback identifies gaps in culturally responsive programming, SEL implementation, and site-level engagement strategies, especially for underserved student group. **Scope:** LEA-wide	Pilot and sustain Tier I and Tier II MTSS supports such as attendance incentive programs, student recognition systems, SEL lessons, and targeted intervention services. This action addresses inequitable outcomes in chronic absenteeism and suspension rates identified in the California School Dashboard by targeting site-specific needs and student groups with the lowest performance, and is implemented LEA-wide to support unduplicated students across all campuses, with each School Site Council tailoring the use of funds based on stakeholder input and site-level needs assessments.	favorability in family participation and connectedness. SPSA Goal Progress and Site-Level Reports – Evidence of targeted actions implemented with LCFF funds and their outcomes.
1.15	**Action:** Visual and Performing Arts **Need:** Chronic absenteeism and suspension data show unduplicated pupils have limited connection to school environments that engage and motivate them, particularly in grades 4–8.	VAPA instruction increases access to inclusive, engaging experiences that promote creativity, confidence, and peer collaboration. By showcasing student talent and culture, these programs strengthen school-family partnerships and provide authentic opportunities for community celebration. Implementation is structured across all elementary and middle schools to ensure that unduplicated	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-

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
	Panorama survey data indicates that only 63% of students report positive feelings, and engagement levels drop in middle grades. MTSS site reflections highlight a need for expanded access to enrichment and culturally affirming activities that promote inclusion and student agency. **Scope:** LEA-wide	students at every site benefit from the academic and social-emotional value of arts education. The action is provided LEA-wide to promote consistent, equitable opportunities that contribute to positive school climate and student engagement districtwide.	reported enjoyment and school connection. Participation and Event Logs – Track student participation in VAPA programs, performances, and family attendance at VAPA events.
1.16	**Action:** Equity Committee **Need:** Foster Youth, LTELs, and SED students experience the highest rates of chronic absenteeism and suspension across the district. Inequitable outcomes in chronic absenteeism and suspension rates are evident in the 2023 California School Dashboard data, particularly among student groups and school sites performing at the lowest levels, as identified in the LCAP Plan Summary reflections. Panorama survey data shows low perceptions of cultural representation and school climate, with only 63% of students in grades 3–5 and 52% in grades 6–8 reporting positive school feelings and safety.	This action addresses disparities by: Training Equity Committee members and site-based staff in Culturally Responsive Teaching, anti-bias practices, and inclusive engagement strategies. Hosting districtwide equity workshops, empathy interviews, and focus groups to elevate student and family voice—especially those from marginalized communities. Supporting sites in data reflection and equity-based decision-making through the SPSA and MTSS framework. Inequitable outcomes in chronic absenteeism and suspension, as evidenced in specific sites within the LCAP Plan Summary reflections, are part of broader equity challenges affecting unduplicated students districtwide; therefore, this action is implemented LEA-wide to address discipline	LCAP Metrics 1.1, 1.3: Suspension and Chronic Absenteeism – Decrease in rates for Foster Youth, ELs, and SED students. LCAP Metrics 1.6-1.9: Panorama Equity and Climate Perception Metrics – Increases in students' sense of belonging, positvie feelings, and safety. Professional Learning Participation Logs – Documentation of staff and committee attendance at equity trainings and implementation of inclusive teaching practices at sites.

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
	MTSS feedback calls for more culturally relevant approaches to engagement and behavior, particularly for students with intersecting needs (e.g., EL + SWD). **Scope:** LEA-wide	disproportionality, attendance issues, and family engagement barriers across all schools.	
1.17	**Action:** Social Workers **Need:** Foster Youth, LTELs, and SED students experience the highest rates of chronic absenteeism and suspension across the district. Inequitable outcomes in chronic absenteeism and suspension rates are evident in the 2023 California School Dashboard data, particularly among student groups and school sites performing at the lowest levels, as identified in the LCAP Plan Summary reflections. Panorama surveys reflect low perceptions of safety, belonging, and emotional support, especially among students in middle grades. MTSS feedback identifies an increasing demand for Tier II and III mental health and behavioral support, with social workers playing a key role in connecting families and students to intervention services.	Social workers: Provide targeted interventions for students exhibiting mental health or behavioral challenges, often before these issues lead to suspension or school avoidance. Facilitate restorative and trauma-informed re-entry meetings, especially for Foster Youth and students returning from suspensions or extended absences. Engage families in problem-solving and connect them to resources and community services, improving home-school communication and reducing chronic absenteeism. This action addresses inequitable outcomes in chronic absenteeism and suspension rates identified in the California School Dashboard by targeting site-specific needs and low-performing student groups, and is implemented LEA-wide to respond to Tier II and III social-emotional needs that impact unduplicated students across all school sites.	LCAP Metrics 1.1, 1.3: Chronic Absenteeism and Suspension Rates – Reduced rates among Foster Youth, ELs, and SED students. LCAP Metrics 1.6-1.8: Panorama Climate and Well-being Indicators – Increases in student feelings of support, safety, and connection. Social Worker Service Logs – Tracking student referrals, service frequency, type of support provided, and student outcomes.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.18	**Action:** Mental Health Services and Support **Need:** The 2024 California School Dashboard and district-level data confirm that unduplicated students—specifically Foster Youth, English Learners (ELs), Long-Term English Learners (LTELs), and Socioeconomically Disadvantaged (SED) students—face significant mental health and behavioral challenges that interfere with school success. Foster Youth: 25.9% chronic absenteeism and 9.5% suspension English Learners: 19.7% chronic absenteeism and 2.9% suspension Long-Term English Learners (LTELs): 30.6% chronic absenteeism and 10.5% suspension Socioeconomically Disadvantaged Students: 18.9% chronic absenteeism and 2.8% suspension These rates reflect a critical need for accessible, culturally responsive mental and behavioral health services to address trauma, school refusal, and conduct issues—particularly for students facing compounding socioeconomic and linguistic barriers.	This action directly addresses the mental health and behavioral support needs of unduplicated students—specifically Foster Youth, English Learners, Long-Term English Learners (LTELs), and Socioeconomically Disadvantaged (SED) students—who experience significantly higher rates of absenteeism and suspension across all grade levels and school sites. Disparities in student engagement data reflect underlying trauma, unmet social-emotional needs, and access gaps in behavioral health services—conditions that this action is designed to directly confront. Through a Multi-Tiered System of Support (MTSS), this action provides: Tier II and III targeted supports, including mental health counseling via Care Solace, CareSpace, and Victor Community Support Services, and wraparound interventions embedded in IEP and re-engagement plans. LREBG-funded enhancements, such as Behavioral Intervention Staff (BIS), increased access to licensed clinicians, and staff training in Universal Design for Learning (UDL) and trauma-informed practices. This action addresses inequitable outcomes in chronic absenteeism and suspension rates	Panorama student wellness data and Care Solace usage reports 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

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
	Additionally, only 52% of middle school students report feeling safe at school (Panorama SEL Survey), indicating a broader social-emotional climate concern that affects unduplicated students' sense of belonging and readiness to learn. MTSS team feedback further highlights gaps in Tier II and Tier III mental health and behavior support infrastructure, especially for high-need students who require wraparound services, therapeutic intervention, and re-engagement planning. This need analysis reinforces the urgency of expanding LEA-wide access to structured, tiered mental health services that support both preventative and intensive student needs. **Scope:** LEA-wide	identified in the California School Dashboard by targeting site-specific needs and student groups with the lowest performance, and is implemented LEA-wide to ensure equitable access to mental and behavioral health services for unduplicated students—particularly Foster Youth, LTELs, SWD, and ELs—who benefit from consistent, trauma-informed, and culturally responsive interventions aligned to their unique needs.	
1.19	**Action:** Technology Professional Learning **Need:** Panorama Family Survey results indicate significant barriers to parent engagement, including communication gaps and limited access to information (only 22% favorable engagement rating). Districtwide chronic absenteeism and suspension rates remain high for unduplicated pupils:	The action equips staff with professional learning focused on using technology tools (e.g., ParentSquare, Learning Management Systems, digital SEL resources) to create engaging learning environments and strengthen connections with families. Sessions will emphasize trauma-informed practices and digital equity to support unduplicated students. These strategies are intended to build capacity across all schools to address barriers identified in family engagement and school climate data, using districtwide MTSS frameworks.	Panorama Student & Family Climate Surveys: Increased favorable ratings in engagement, safety, and communication LCAP Metric 1.1: Chronic Absenteeism LCAP Metric 1.3: Suspension Rate

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
	Foster Youth: 25.9% chronic absenteeism and 9.5% suspension English Learners: 19.7% chronic absenteeism and 2.9% suspension Long-Term English Learners (LTELs): 30.6% chronic absenteeism and 10.5% suspension Socioeconomically Disadvantaged Students: 18.9% chronic absenteeism and 2.8% suspension There is a need to provide teachers and leaders with digital tools and strategies to improve family outreach to encourage attendance, build relationship, and engage students and families more consistently by using technological tools and Universal Design Framework to remove barriers to communication and school connectedness. **Scope:** LEA-wide		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 SED, EL, LTEL, and Foster Youth students, who are the unduplicated student groups with the greatest math achievement gaps. CA Dashboard 2024 results show LTELs scoring	The action builds educator capacity to implement differentiated instruction and intervention supports informed by real-time data (Momentum Math, SuccessMaker). By focusing professional learning and coaching on effective Tier 1 math strategies, small group instruction, and diagnostics-driven RTI, this action directly addresses the root causes of low achievement for unduplicated students.	Effectiveness will be monitored through: LCAP Metric 2.2: CAASPP Math DFS growth by student group, Local benchmark diagnostics,

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
	149.1 points below standard (Red, -11.2), Students with Disabilities 102.3 points below (Red, Maintained), Foster Youth 87.8 points below (Orange, -5.5), and English Learners 79.7 points below (Orange, Maintained). Targeted Tier 1 math instruction, intervention planning, and job-embedded coaching aim to close these persistent gaps. Inequitable outcomes in mathematics achievement are evident in the 2023 California School Dashboard data, particularly among student groups and school sites performing at the lowest levels, as identified in the LCAP Plan Summary reflections. **Scope:** LEA-wide		Momentum Math and SuccessMaker time-on-task and growth reports, Educator survey feedback for professional learning opportunities.
2.3	**Action:** Next Generation Science Standards Teacher Training **Need:** This action principally targets unduplicated students (SED, EL, LTEL, Foster Youth) who show substantial science achievement gaps. According to the 2024 CA Dashboard, Foster Youth scored -25.4 DFS, English Learners -20.6 DFS, and SED students -12 DFS in science. Targeted NGSS and CAST training supports access to grade-level science content and assessment readiness for these high-need groups.	This action increases and improves services for unduplicated students by building teacher capacity to deliver equitable, NGSS-aligned science instruction that meets the diverse learning needs of English Learners (ELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students. These student groups often face barriers to accessing rigorous science content due to gaps in academic language, limited background knowledge, or inconsistent access to hands-on, inquiry-based instruction. Through comprehensive professional development and job-embedded coaching, teachers are trained to:	Effectiveness will be monitored through: CAST Interim Assessment participation at Grades 5 and 8, LCAP Metric 2.3: CAST Summative Achievement Scores disaggregated by student group, Teacher Surveys on professional development usefulness and instructional shifts,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Design and deliver phenomenon-based lessons that promote curiosity and real-world application; Integrate academic language development and structured discourse routines to support English Learners and students developing science literacy; Use Universal Design for Learning (UDL) strategies and targeted scaffolds to ensure instruction is inclusive and accessible for all students, including Foster Youth and SED students; Align instruction with CAST assessment expectations, including the use of interim assessments and item analysis to inform instruction. This action is provided LEA-wide to ensure that all schools, especially those with high concentrations of unduplicated students, implement a consistent and coherent approach to science instruction. Delivering high-quality professional learning at scale ensures that every student—regardless of school site—has access to rigorous, engaging, and standards-aligned science learning experiences that promote long-term academic success and college and career readiness in STEM fields.	Observation of NGSS-aligned instructional practices through classroom walkthroughs and coaching (e.g., evidence of Science and Engineering Practices, phenomenon-based learning).
2.4	**Action:** Science Supplemental Software **Need:** This action is principally directed to unduplicated students (SED, EL, LTEL, Foster	This action is principally directed to meet the needs of unduplicated students—English Learners, Foster Youth, and Socioeconomically Disadvantaged (SED) students—by providing interactive, NGSS-aligned digital science simulations and virtual labs that promote equitable	Effectiveness are monitored through: Usage analytics of supplemental platforms

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
	Youth) who demonstrate significant needs in science achievement. According to 2024 CA Dashboard data, Foster Youth (-25.4 DFS), English Learners (-20.6 DFS), and Socioeconomically Disadvantaged students (-12 DFS) performed below standard in science. CAST 2023–24 detailed results show that across 5th and 8th grade, over 65% of students scored in "Standard Not Met" or "Standard Nearly Met". Supplemental software tools provide accessible, differentiated opportunities for unduplicated pupils to practice scientific skills in ways that mirror CAST expectations. **Scope:** LEA-wide	access to complex scientific concepts and assessment-aligned tasks. Unduplicated students often require additional support in developing scientific reasoning, academic language, and digital literacy—skills essential for success on the California Science Test (CAST) and in STEM-related learning. Supplemental software such as Gizmos addresses these needs by: Providing scaffolded, visual, and interactive entry points into abstract scientific ideas, helping English Learners and SED students overcome language and background knowledge gaps; Offering repeated, self-paced practice opportunities with technology-enhanced assessment items, increasing familiarity and reducing test-related anxiety for students with limited digital access at home; Integrating real-world science phenomena and STEM career connections to support engagement and relevance, especially for students with less exposure to science enrichment opportunities outside of school. This action is provided LEA-wide to ensure that students at all schools, particularly those serving high populations of unduplicated students, receive consistent and equitable access to NGSS-aligned supplemental tools. By embedding these digital resources into classroom instruction, the district strengthens readiness for CAST, enhances formative assessment practices, and ensures all	(e.g., Gizmos, STEM Cases), 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.

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—regardless of school site—develop the inquiry skills and confidence needed to succeed in science.	
2.5	**Action:** Makerspaces **Need:** This action is principally directed toward unduplicated students, including SED, EL, LTEL, and Foster Youth, who face opportunity gaps in science and STEM education. 2024 Dashboard science data show Foster Youth scored -25.4 DFS, English Learners -20.6 DFS, and SED students -12 DFS. CAST 2023–24 detailed results show that over 65% of Menifee students in Grades 5 and 8 scored below standard. STEAM Labs and Makerspaces provide these students with equitable access to inquiry-based, hands-on learning experiences that build foundational science and engineering practices. **Scope:** LEA-wide	This action is principally directed to meet the needs of unduplicated students—Socioeconomically Disadvantaged (SED) students, English Learners (ELs and LTELs), and Foster Youth—by providing differentiated, project-based learning environments that foster academic engagement, creativity, and access to the science and engineering practices through hands-on experiences. Unduplicated students often face barriers to traditional academic success due to language development needs, limited access to enrichment opportunities outside of school, and inconsistent exposure to applied learning experiences. Makerspaces and STEAM Labs directly address these needs by: Promoting experiential learning that supports deeper understanding of NGSS science and engineering practices, especially for students who benefit from visual, kinesthetic, and collaborative learning approaches; Offering inclusive entry points into complex content through creative design, modeling, and multimedia arts—building confidence, critical thinking, and engagement among English Learners and Foster Youth; Expanding real-world connections between science, math, technology, and the arts to help	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.

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 see relevance and purpose in their learning, which is especially critical for SED students who may lack exposure to STEM or arts careers. This initiative is implemented LEA-wide to ensure that every student, particularly those at high-need schools, has consistent and equitable access to high-quality STEAM learning experiences. By embedding these labs at all K–8 sites, the district establishes a cohesive system of supports that promotes academic achievement, student agency, and creativity—ultimately helping to close opportunity and performance gaps for unduplicated students across content areas.	
2.6	**Action:** ELA/ELD Professional Learning **Need:** This action is principally directed toward unduplicated students (EL, LTEL, Foster Youth, and SED students) who exhibit significant literacy and language gaps. CA Dashboard data show that LTELs scored -110.2 DFS in ELA, Foster Youth -83.1 DFS, English Learners -60.7 DFS, and SED students -24.3. Structured close reading, vocabulary development, and scaffolded writing instruction directly address the skills these student groups must strengthen to succeed. Inequitable outcomes in English Language Arts (ELA) and English Learner Progress (ELPI) are evident in the 2023 California	The action builds systemwide teacher capacity to deliver evidence-based ELA/ELD instruction that supports academic language development, comprehension, and critical thinking. LETRS training addresses early reading barriers for K-2 students, particularly ELs and SED students, while close reading routines, collaborative learning, and Gradual Release strategies scaffold access to complex texts and tasks in Grades 3-8. Providing this professional learning LEA-wide ensures that every school and every student, particularly those at sites with high concentrations of unduplicated pupils, benefits from consistent high-quality ELA/ELD instruction aligned to standards and assessments.	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,

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 Dashboard data, particularly among student groups and school sites performing at the lowest levels, as highlighted in the LCAP Plan Summary reflections. **Scope:** LEA-wide		Teacher surveys on professional learning impact, Completion and application of LETRS practices.
2.7	**Action:** Tiered Reading Supports and Supplemental ELA software **Need:** This action is principally directed to unduplicated student groups—particularly English Learners, Long-Term English Learners, Foster Youth, and SED students—who exhibit the largest reading gaps. According to 2024 CA Dashboard data: LTELs scored -110.2 DFS in ELA Foster Youth scored -83.1 DFS in ELA English Learners scored -60.7 DFS in ELA SED students scored -24.3 DFS in ELA The intervention programs (SPIRE, Sound Sensible) and universal access software directly target foundational reading skills, language development, and executive functioning needs, providing structured support to these high-priority groups.	The action addresses the needs of unduplicated pupils by ensuring that all students at risk of reading failure receive intensive, evidence-based interventions aligned to the Science of Reading, alongside digital access tools that scaffold independent learning. Tiered reading interventions support English Learners and Foster Youth struggling with decoding and comprehension, while software like Texthelp and Screencastify bridges access barriers for students developing academic English or with executive functioning challenges. Providing these supports LEA-wide guarantees that all students—especially those at underperforming sites—have equitable access to foundational literacy instruction and academic technology tools.	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), ELPAC 2.4-2.5: ELPI and EL Reclassification rates as an indirect measure of

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
	Inequitable outcomes in English Language Arts (ELA) and English Learner Progress (ELPI) are evident 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. **Scope:** LEA-wide		language development progress.
2.10	**Action:** College and Career Readiness **Need:** This action is principally directed toward unduplicated student groups—Socioeconomically Disadvantaged (SED) students, English Learners (ELs), and Foster Youth—who continue to face persistent opportunity gaps in academic achievement and college and career readiness indicators. According to the 2024 California School Dashboard: English Learners scored an average of (-60.7 DFS) in ELA and (-79.7 DFS) in Math, with reclassification rates of 8.2%, indicating a need for long-term language and academic support. SED students scored (-39.1 DFS) in ELA and (-61.4 DFS) in Math, highlighting disparities in academic preparedness.	This action increases and improves services for unduplicated students by targeting early college and career readiness through two key strategies: implementing AVID at Freedom Crest Elementary (FCE) and exploring college and career awareness software tools for students in elementary and middle school. AVID at FCE provides unduplicated student groups—including English Learners, Foster Youth, and Socioeconomically Disadvantaged students—with structured opportunities to build academic habits, develop student agency, and engage in goal-setting practices from an early age. The program includes: Professional learning for teachers to support the integration of AVID strategies into core instruction, with an emphasis on access and equity for ELs and other high-need students; Development of student goal-setting and organizational skills, which are critical for long-	Effectiveness will be monitored through: 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

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
	Foster Youth score (-83.1 DFS) in ELA and (-87.8 DFS) in Math. Inequitable outcomes in English Language Arts (ELA), mathematics achievement, and English Learner Progress (ELPI) are evident 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. The limited availability of early pathway planning tools and structured CTE opportunities at two out of 5 middle schools limits awareness and access to college and career trajectories for these student groups. By expanding AVID at the elementary level at FCE and exploring developmentally appropriate college and career software tools, this action supports early exposure, goal setting, and the cultivation of academic behaviors that promote long-term success for unduplicated student groups. **Scope:** LEA-wide	term engagement and success in college and career pathways. In addition, the exploration of college and career awareness software tools for Grades K–8 will expand early exposure to future pathways, helping students—especially those from underserved groups—visualize and plan for postsecondary options. Together, these strategies represent an increased and improved level of service for unduplicated students by building foundational readiness skills, enhancing instructional quality, and expanding equitable access to future opportunities across the LEA.	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.
2.11	**Action:** Technological Devices and Network Connectivity **Need:** According to 2024 California School Dashboard data:	Building on the academic disparities identified in California School Dashboard data, this action is principally directed to support Foster Youth, English Learners, and Socioeconomically Disadvantaged (SED) students by ensuring equitable access to the technology tools necessary for academic success.	Effectiveness will be monitored through: LCAP Metrics 2.1-2.2: Annual CAASPP ELA and Math DFS changes,

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
	Foster Youth continue to demonstrate low academic performance across multiple indicators, with persistent equity gaps in both ELA (-83.1 DFS) and Math (-87.8 points DFS). English Learners show limited English language growth, low ELA achievement (-60.7 DFS) and Math achievement (-79.7 DFS). Socioeconomically Disadvantaged students perform below standard in ELA (-39.1 DFS) and Math (-61.4 DFS), and experience gaps in Science performance as well.imited access to devices and digital learning tools—particularly in high-need schools. Inequitable outcomes in English Language Arts (ELA), mathematics achievement, and English Learner Progress (ELPI) are evident 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. By ensuring that all students have reliable access to personal devices, educational software, and internet connectivity, this action reduces structural barriers to learning and helps close opportunity gaps for unduplicated students. Access to technology is essential for equitable participation in daily instruction, intervention, assessment, and enrichment—components that are critical to academic growth and long-term success.	Unduplicated students face persistent achievement gaps in ELA, Math, and Science, which are compounded when access to devices, instructional software, or reliable internet is inconsistent. This action removes those barriers by providing every student with a Chromebook and essential ancillary equipment such as headphones, chargers, and internet hotspots, along with access to digital learning platforms that support intervention, language development, and assessment readiness. By delivering these services LEA-wide, the district ensures that all students—regardless of background, income, or program status—have consistent opportunities to engage in technology-enhanced instruction, participate in online assessments, access personalized supports, and communicate with their teachers and families through digital tools. This action helps to close opportunity gaps and foster academic achievement for all students, especially those most at risk of falling behind.	disaggregated by subgroup 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
	Scope: LEA-wide		
2.12	**Action:** Academic Achievement Site Allocations **Need:** This action is principally directed toward unduplicated students—specifically Socioeconomically Disadvantaged (SED) students, English Learners (ELs), Long-Term English Learners (LTELs), and Foster Youth—who demonstrate persistent academic achievement gaps across content areas. According to 2024 California School Dashboard data: English Learners scored -60.7 DFS in ELA and -79.7 DFS in Math LTELs scored -110.2 DFS in ELA and -149.1 DFS in Math Foster Youth scored -83.1 DFS in ELA and -87.8 DFS in Math SED students scored -24.3 DFS in ELA and -49.4 DFS in Math Additionally, performance on the California Science Test (CAST) reflects continued gaps for English Learners and Foster Youth, underscoring the need for site-level supports that address these disparities.	This action increases and improves services for unduplicated students by ensuring that every school site receives targeted supplemental funding to address specific student needs identified through subgroup performance data. These funds allow school sites to design and implement research-based interventions, strengthen standards-aligned instruction, and provide targeted supports aligned to the unique challenges faced by English Learners, LTELs, Foster Youth, and SED students. Funding is strategically planned through the School Plan for Student Achievement (SPSA) process, in collaboration with School Site Councils, and informed by local needs assessments and disaggregated data. This ensures a transparent and equitable approach to resource allocation. By providing this action LEA-wide, the district guarantees that all schools, including those serving high numbers of unduplicated students, have equitable access to the resources necessary to address achievement gaps. This approach ensures that supplemental services such as small group instruction, EL progress monitoring, universally designed materials, and intervention supports are implemented consistently across the district, improving academic outcomes and accelerating growth for students who need it most.	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 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.

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
	Inequitable outcomes in English Language Arts (ELA), mathematics achievement, and English Learner Progress (ELPI) are evident 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. This action directs funding to those schools through flexible, needs-based allocations to implement supplemental programs, differentiated instruction, reclassification supports, and staff professional development aligned to subgroup needs. **Scope:** LEA-wide		
2.13	**Action:** High-Dosage Tutoring and Summer Learning Academy **Need:** This action is principally directed toward unduplicated students—specifically Foster Youth, English Learners (ELs), Long-Term English Learners (LTELs), and Socioeconomically Disadvantaged (SED) students—who continue to experience significant academic achievement gaps and barriers to consistent instructional access.	This action increases and improves services for unduplicated students by providing high-dosage tutoring and extended-year learning opportunities that specifically prioritize and support Foster Youth, while also addressing the academic needs of English Learners and Socioeconomically Disadvantaged students. Foster Youth are prioritized for individualized tutoring services due to their unique challenges, including school mobility, interrupted learning, and social-emotional needs. Each school site works with district Foster Youth liaisons and support teams to ensure these students are identified, enrolled, and consistently engaged in tutoring	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

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
	According to 2024 California School Dashboard data: Foster Youth scored -83.1 DFS in ELA and -87.8 DFS in Math LTELs scored -110.2 DFS in ELA and -149.1 DFS in Math English Learners scored -60.7 DFS in ELA and -79.7 DFS in Math SED students scored -24.3 DFS in ELA and -49.4 DFS in Math Inequitable outcomes in English Language Arts (ELA), mathematics achievement, and English Learner Progress (ELPI) are evident 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. This data reflects a clear and urgent need to provide supplemental, individualized support for students disproportionately affected by interrupted learning, housing instability, and limited access to extended academic services. High-dosage tutoring and the Summer Learning Academy directly address these needs by offering structured instructional time outside of the regular school day, personalized based on student data, and reinforced through small group and one-on-one support.	programs. Tutors are trained to provide trauma-informed, relationship-centered academic support that addresses both foundational skill gaps and emotional readiness for learning. Foster Youth participating in high-dosage tutoring receive support in small group or one-on-one settings, multiple times per week, focused on ELA, Math, and social-emotional learning integration. Instruction is tailored using data from diagnostic tools and educator input to ensure the content meets the students' individual needs and aligns with academic goals. The Summer Learning Academy extends access to structured instruction and continuity of care, reducing summer learning loss and maintaining consistent adult relationships. Foster Youth are provided with access to technology (e.g., Chromebooks, iPads) and transportation as needed to eliminate participation barriers. By implementing this initiative LEA-wide, the district ensures equitable access to intensive tutoring and extended learning time for all unduplicated students, while prioritizing the continuity and personalization of services for Foster Youth. This approach ensures that students with the greatest needs receive meaningful, sustained support that improves academic outcomes and engagement over time.	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
	This action prioritizes Foster Youth by coordinating with site and district-level liaisons to ensure consistent enrollment, trauma-informed instructional strategies, and continuity of relationships with caring adults—critical components for their academic and social-emotional success. **Scope:** LEA-wide		
3.1	**Action:** Universal Screeners and Diagnostic Assessments **Need:** This action is principally directed toward SED, EL, LTEL, and Foster Youth students, who demonstrate the largest achievement gaps. CA Dashboard 2024 results show: Math SED: 49.4 below English Learners: 79.7 below (Orange, Maintained) LTELs: 149.1 points below standard (Red, -11.2) Foster Youth: 87.8 below (Orange, -5.5) and Students with Disabilities: 102.3 below (Red, Maintained) ELA: LTELs: 110.2 points below standard Foster Youth: 83.1 below	This action is provided LEA-wide to ensure that all students—particularly unduplicated students such as English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students—have equitable access to early identification and academic support, regardless of school site. 2024 CA Dashboard results highlight deep achievement gaps, with LTELs scoring 149.1 points below standard in math and 110.2 in ELA, and similar deficits for Foster Youth, ELs, and SED students. Universal screeners (FastBridge, SAVVAS Momentum) enable the district to systematically assess all students multiple times per year, eliminating inconsistent identification practices across schools. Delivering this action LEA-wide ensures uniform use of data to guide Tier I instruction and provide timely Tier II/III interventions. Professional learning equips all educators to interpret screener results and deliver targeted, evidence-based instruction. This systemic approach supports MTSS	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, Reduction in the percentage of 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
	English Learners: 60.7 below SED students: 24.3 below Inequitable outcomes in English Language Arts (ELA), mathematics achievement, and English Learner Progress (ELPI) are evident 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. These data highlight the need for early, accurate identification through universal screening. FastBridge and SAVVAS Momentum provide timely diagnostic information to guide differentiated Tier I instruction and targeted Tier II/III supports. **Scope:** LEA-wide	implementation, reduces variability in services across sites, and promotes consistent, early intervention to close achievement gaps.	scoring in the “at risk” bands across reading and math, Staff professional learning participation rates and self-reported confidence in using screener data.
3.2	**Action:** Professional Learning Communities **Need:** This action is principally directed toward English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who continue to experience persistent achievement gaps in ELA and Math. According to 2024 CA Dashboard data: Math:	This action is implemented LEA-wide to ensure all school sites—regardless of student demographics or staffing capacity benefit from high-functioning Professional Learning Communities (PLCs) that analyze student data and deliver responsive instruction. Unduplicated student groups, including English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students, continue to demonstrate substantial achievement gaps, with 2024 CA Dashboard results showing LTELs scoring 149.1 points below standard in math and 110.2 in ELA, and similar deficits for Foster Youth and ELs.	PLC Stage of Implementation Surveys (measuring movement toward Stages 5–7) LCAP Metrics 3.1-3.2: Universal Screeners ELA and Math-Growth trends on universal screener assessments (Rate of Improvement),

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
	LTELs scored 149.1 points below standard (Red, -11.2) Foster Youth: 87.8 points below standard (Orange, -5.5) English Learners: 79.7 points below standard (Orange, Maintained) 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 Inequitable outcomes in English Language Arts (ELA), mathematics achievement, and English Learner Progress (ELPI) are evident 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. In addition, MTSS District Leadership Team (DLT) feedback and school-level LCAP reflections point to inconsistent use of assessment data to inform instruction and a lack of aligned interventions for these student groups. Professional Learning Communities (PLCs) serve as a key structure to address	By providing districtwide professional learning and support for PLC facilitation, the district ensures that all educators are equipped to implement Teacher Clarity strategies, develop common formative assessments, and plan differentiated interventions. This systemic approach promotes instructional coherence and reduces variability in how data is used to support unduplicated students across sites. As a result, this action is expected to improve school-level outcomes by strengthening Tier I instruction, increasing alignment between assessment data and teaching practices, and enabling earlier, more effective intervention, particularly in schools serving higher proportions of unduplicated pupils.	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

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 gaps by ensuring teams collaboratively analyze data, align instruction to essential standards, and plan targeted supports for unduplicated students. This action directly supports improved academic outcomes through increased instructional coherence and responsiveness to unduplicated student needs. **Scope:** LEA-wide		
3.3	**Action:** Assessment Systems and MTSS Data Platform **Need:** This action is principally directed toward unduplicated student groups—English Learners, Long-Term English Learners, Foster Youth, Students with Disabilities, and Socioeconomically Disadvantaged students—who continue to demonstrate substantial academic gaps. According to the 2024 CA Dashboard: LTELs are 149.1 points below standard in math and 110.2 in ELA Foster Youth: 87.8 points below in math, 83.1 in ELA English Learners: 79.7 points below in math, 60.7 in ELA	This action is implemented LEA-wide to ensure that all educators, regardless of school site have access to a consistent and comprehensive data platform to monitor student progress, design common formative assessments, and respond to learning gaps in a timely manner. Unduplicated students including ELs, LTELs, Foster Youth, SED students, and SWD continue to show deep academic deficits. By providing districtwide training and access to assessment and MTSS data platforms the district eliminates disparities in how student data is collected, analyzed, and applied. This promotes equity in intervention planning and supports Multi-Tiered System of Support (MTSS) implementation across all sites. The action ensures that instructional decisions are driven by multiple measures, enabling timely, targeted supports that are especially critical for high-need student groups who have historically lacked consistent access to data-informed interventions.	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 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

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
	SED students: 24.3 points below in ELA Inequitable outcomes in English Language Arts (ELA), mathematics achievement, and English Learner Progress (ELPI) are evident 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. Despite these ongoing disparities, analysis from the LCAP Plan Summary and MTSS District Leadership Team (DLT) feedback indicates inconsistent use of student data to inform instruction and interventions. Variability in how data is accessed and analyzed across sites has limited the timeliness and effectiveness of supports for these high-need groups. **Scope:** LEA-wide		Survey feedback from educators regarding effectiveness of the Otus platform for instructional planning
3.4	**Action:** MTSS District Leadership Team (DLT) **Need:** Menifee USD's unduplicated student groups—English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD)—continue to show persistent	This action is implemented LEA-wide to ensure that all schools—regardless of size, staffing, or student demographics—benefit from a consistent leadership structure that drives MTSS implementation and targets the persistent needs of unduplicated students. The 2024 Dashboard shows that Long-Term English Learners scored 149.1 points below standard in math and 110.2 in ELA, Foster Youth experienced 25.9% chronic absenteeism and 9.5% suspension, and Students	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)

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
	performance gaps across academic and engagement indicators: ELA (Metric 2.1) LTELs: 110.2 points below standard Foster Youth: 83.1 below standard (Red, -21.1 DFS) ELs: 60.7 below standard SWD: 84.2 below standard (Red) SED: 24.3 below standard Math (Metric 2.2) LTELs: 149.1 points below standard Foster Youth: 87.8 below standard (Orange, -5.5 DFS) ELs: 79.7 below standard SWD: 102.3 below standard (Red) SED: 49.4 below standard Chronic Absenteeism (Metric 1.1) LTELs: 30.6% (Red) Foster Youth: 25.9% (Orange)	with Disabilities scored over 100 points below standard in both ELA and math. Facilitating monthly MTSS site team meetings and quarterly District Leadership Team (DLT) sessions, builds the capacity of school leaders to analyze disaggregated student data, identify instructional and behavioral gaps, and coordinate academic and engagement supports aligned to LCAP goals. The LEA-wide structure promotes coherence across schools, ensuring that all unduplicated students—particularly ELs, LTELs, Foster Youth, SED students, and SWD—receive timely and effective interventions, regardless of school site. This system-level coordination ensures shared ownership of outcomes, supports equity in decision-making, and enables each site to implement targeted strategies responsive to their specific student population.	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 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
	SWD: 21.1%, ELs: 19.7%, SED: 18.9% (Yellow) Suspension Rates (Metric 1.2) LTELs: 10.5% (Red) Foster Youth: 9.5% (Red) SWD: 4.5%, ELs: 2.9% (Orange) English Learner Progress (ELPI, Metric 2.4) 49.7% of ELs made progress (Green, Increased 7.1%) 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 (ELA), mathematics achievement, English Learner Progress (ELPI), chronic absenteeism, and suspension rates—particularly among student groups and school sites performing at the lowest levels. These gaps point to the need for sustained leadership structures that coordinate and monitor supports for unduplicated students across all school sites. **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.6	**Action:** Districtwide Professional Learning **Need:** This action is principally directed toward unduplicated student groups, including English Learners, Long-Term English Learners, Foster Youth, Students with Disabilities, and Socioeconomically Disadvantaged students, who continue to experience persistent academic and engagement gaps across Menifee Union School District. According to 2024 CA Dashboard results: ELA (Metric 2.1): LTELs: 110.2 points below standard Foster Youth: 83.1 points below (Red, -21.1 DFS) ELs: 60.7 below standard SWD: 84.2 below (Red), SED: 24.3 below Math (Metric 2.2): LTELs: 149.1 points below standard Foster Youth: 87.8 below (Orange, -5.5 DFS) ELs: 79.7 below SWD: 102.3 below (Red), SED: 49.4 below	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
	Chronic Absenteeism (Metric 1.1): LTELs: 30.6%, Foster Youth: 25.9%, SWD: 21.1%, ELs: 19.7%, SED: 18.9% Suspension (Metric 1.2): LTELs: 10.5%, Foster Youth: 9.5%, SWD: 4.5%, ELs: 2.9% English Learner Progress (Metric 2.4): Only 49.7% of ELs made progress on the ELPAC 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 (ELA), mathematics achievement, English Learner Progress (ELPI), chronic absenteeism, and suspension rates—particularly among student groups and school sites performing at the lowest levels. These results point to a clear need for systemwide professional learning focused on improving Tier I instructional quality and increasing the accessibility of learning environments. MTSS District Leadership Team (DLT) and site feedback further emphasize inconsistent implementation of evidence-based strategies and limited use of inclusive instructional 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
	Scope: LEA-wide		
3.7	**Action:** Device, Network, and Digital Curriculum Support Staff **Need:** This action is principally directed toward unduplicated students, including English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who continue to demonstrate significant academic and engagement disparities. 2024 CA Dashboard data reveals: ELA (Metric 2.1): LTELs: 110.2 points below standard Foster Youth: 83.1 below ELs: 60.7 below Math (Metric 2.2): LTELs: 149.1 points below standard Foster Youth: 87.8 below ELs: 79.7 below Chronic Absenteeism (Metric 1.1):	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 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.	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
	LTELs: 30.6%, Foster Youth: 25.9%, ELs: 19.7%, SED: 18.9% 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 (ELA), mathematics achievement, English Learner Progress (ELPI), chronic absenteeism, and suspension rates—particularly among student groups and school sites performing at the lowest levels. Maintaining equitable access to digital curriculum, intervention platforms (e.g., SAVVAS Momentum, FastBridge), and reliable devices is essential to ensuring unduplicated students receive timely, differentiated support, particularly when early learning gaps are present and engagement challenges persist. These tools allow teachers to deliver just-in-time scaffolding and progress monitoring essential to Tier I and Tier II instruction. **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—English	This action is implemented LEA-wide to ensure that every school site benefits from consistent leadership, aligned instructional systems, and equitable access to academic and behavioral supports. Centralized coordination addresses persistent achievement gaps for unduplicated student groups specifically English Learners,	Participation in professional learning and coaching activities and educator feedback collected through 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
	Learners, Long-Term English Learners, Foster Youth, Students with Disabilities, and Socioeconomically Disadvantaged students, who continue to demonstrate substantial and persistent achievement gaps. 2024 CA Dashboard data shows: ELA (Metric 2.1): LTELs: 110.2 points below standard Foster Youth: 83.1 below (Red) ELs: 60.7 below Math (Metric 2.2): LTELs: 149.1 points below standard Foster Youth: 87.8 below ELs: 79.7 below English Learner Progress (ELPI, Metric 2.4): Only 49.7% of English Learners made progress on the ELPAC 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 (ELA), mathematics achievement, English Learner Progress (ELPI), chronic absenteeism, and suspension rates—	Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students who have demonstrated the lowest performance on state indicators. Overseeing curriculum implementation, assessment systems, and intervention planning, ensures that all students receive high-quality, standards-aligned instruction and timely support. Unduplicated students, who may experience school transitions, language barriers, or interrupted learning, particularly benefit from a coherent system that provides consistency across classrooms and school sites. District leadership ensures that professional learning, instructional coaching, and MTSS refinements are implemented with fidelity, eliminating gaps in access to quality teaching and intervention. This LEA-wide approach is essential to closing equity gaps and promoting academic success for students who need the most support.	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
	particularly among student groups and school sites performing at the lowest levels. These outcomes reflect the need for coordinated instructional leadership to improve system coherence, intervention planning, and progress monitoring. Feedback from education partners reflections reinforces the importance of aligning curriculum, instruction, and assessment systems to the needs of unduplicated students. **Scope:** LEA-wide		
3.9	**Action:** Intervention Specialists and Site Intervention Facilitators **Need:** This action is principally directed toward unduplicated students—English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students—who demonstrate the most significant academic and engagement-related needs across the district. According to 2024 CA Dashboard results: ELA (Metric 2.1): LTELs: 110.2 points below standard	This action is implemented LEA-wide to ensure that all school sites—especially those identified as high-need in the LCAP Plan Summary—receive consistent access to trained personnel who deliver targeted academic and behavioral interventions. Unduplicated students, including English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students, continue to face significant gaps in ELA, math, chronic absenteeism, suspension, and English Learner progress (ELPI). Intervention Specialists are strategically deployed to provide intensified support at high-need campuses where student outcomes indicate the most urgent intervention demands. These specialists collaborate with school teams to analyze assessment and PLC data, implement Tier II and III supports, and ensure interventions are aligned to individual student needs. Site	LCAP Metrics 1.1-1.3: Chronic Absenteeism, Positive Attendance, and Suspension rates 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
	Foster Youth: 83.1 below (Red, -21.1) ELs: 60.7 below SED: 24.3 below Math (Metric 2.2): LTELs: 149.1 points below standard Foster Youth: 87.8 below ELs: 79.7 below SED: 49.4 below Chronic Absenteeism (Metric 1.1): LTELs: 30.6% Foster Youth: 25.9% ELs: 19.7% SED: 18.9% Suspension (Metric 1.2): LTELs: 10.5% Foster Youth: 9.5% ELs: 2.9% English Learner Progress (Metric 2.4):	Intervention Facilitators provide daily, on-campus support to maintain continuity and progress monitoring. Implementing this action LEA-wide ensures equitable delivery of intervention services, alignment with districtwide MTSS strategies, and targeted support for school sites with the highest concentrations of at-risk unduplicated 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
	Only 49.7% of English Learners made progress on the ELPAC 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 (ELA), mathematics achievement, English Learner Progress (ELPI), chronic absenteeism, and suspension rates—particularly among student groups and school sites performing at the lowest levels. These results highlight the urgent need for site-based intervention personnel to provide targeted Tier II and Tier III supports. MTSS District Leadership Team (DLT) feedback and site needs analyses further emphasized inconsistent intervention delivery and a lack of capacity to provide timely, data-informed academic and behavioral supports. **Scope:** LEA-wide		
3.10	**Action:** Instructional Content Leads **Need:** This action is principally directed toward unduplicated students, including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students, who continue	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	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

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
	to demonstrate significant achievement gaps across core content areas. According to 2024 CA Dashboard data: ELA (Metric 2.1): LTELs: 110.2 points below standard Foster Youth: 83.1 below (Red) ELs: 60.7 below SED: 24.3 below Math (Metric 2.2): LTELs: 149.1 points below standard Foster Youth: 87.8 below ELs: 79.7 below SED: 49.4 below Science (CAST, Metric 2.3): Only 14.3% of Foster Youth and 14.9% of ELs met or exceeded the standard English Learner Progress (ELPI, Metric 2.4): Only 49.7% of ELs demonstrated progress toward English proficiency	gaps, and improves collective teacher efficacy to meet the diverse needs of unduplicated students.	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
	School-level and student group data from the 2023 California School Dashboard, as highlighted in the LCAP Plan Summary reflections, further illustrate inequitable outcomes in English Language Arts (ELA), mathematics, science, and English Learner Progress (ELPI), particularly among student groups and school sites performing at the lowest levels. Feedback from MTSS DLT and site leadership teams further identifies a need for more consistent Tier I instruction, increased alignment of instructional practices to content standards, and greater use of formative assessments to identify learning gaps early. This action addresses those needs by deploying Instructional Content Leads to guide site-based PLCs in the development and analysis of common formative assessments (CFAs), build teacher capacity to implement grade-level instruction, and support early intervention through data-driven instructional planning. These efforts directly target the root causes of underperformance for unduplicated students and promote equitable access to high-quality instruction. **Scope:** LEA-wide		
3.11	**Action:** New Teacher Induction and Professional Learning Academy	This action is implemented LEA-wide to ensure that all new teachers, regardless of school site, receive consistent, high-quality preparation to	New teacher participation and completion rates in

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: This action is principally directed toward addressing the needs of unduplicated students including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students who continue to experience persistent academic and engagement challenges. According to 2024 CA Dashboard data: ELA (Metric 2.1): LTELs: 110.2 points below standard Foster Youth: 83.1 below (Red) ELs: 60.7 below SED: 24.3 below Math (Metric 2.2): LTELs: 149.1 points below standard Foster Youth: 87.8 below ELs: 79.7 below SED: 49.4 below Chronic Absenteeism (Metric 1.1):	meet the needs of unduplicated students, including English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students as groups most affected by achievement gaps. Through targeted training in Universal Design for Learning (UDL), MTSS implementation, culturally responsive teaching, and data-driven decision-making, new teachers learn to deliver accessible, standards-aligned Tier I instruction and respond effectively to the diverse needs within their classrooms. This action meets the needs of unduplicated students by ensuring that the new are equipped from the start with the tools and strategies necessary to close learning gaps, support academic language development, and foster inclusive learning environments that improve outcomes for historically underserved populations.	Induction and New Teacher Academy Mentor assignment and support documentation LCAP Metrics 1.1, and 1.3 Chronic Absenteeism, and Suspension rates 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
	LTELs: 30.6%, Foster Youth: 25.9%, ELs: 19.7%, SED: 18.9% Suspension Rates (Metric 1.2): LTELs: 10.5%, Foster Youth: 9.5%, ELs: 2.9% English Learner Progress (ELPI, Metric 2.4): Only 49.7% of ELs showed progress on the ELPAC These gaps underscore the importance of preparing new teachers to implement effective, equity-focused instructional practices from the outset. **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 Socioeconomically Disadvantaged (SED) students, by ensuring timely, equitable access to adopted core and supplemental instructional materials across all school sites. According to 2024 CA Dashboard data:	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	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

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): LTELs: 110.2 points below standard Foster Youth: 83.1 below (Red) ELs: 60.7 below SED: 24.3 below Math (Metric 2.2): LTELs: 149.1 points below standard Foster Youth: 87.8 below ELs: 79.7 below SED: 49.4 below English Learner Progress (ELPI, Metric 2.4): Only 49.7% of ELs demonstrated progress toward English proficiency. This action addresses the need of ensuring the efficient procurement, organization, and distribution of instructional materials and maintaining accurate tracking of site and level allocations and spending. This infrastructure ensures every student has the tools they need to learn, and that instructional equity is supported through consistent access to	to closing opportunity gaps and supporting equitable instructional delivery for students with the highest academic and engagement needs.	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
	curriculum aligned with district initiatives and MTSS frameworks. **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, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged (SED) students, who experience disproportionately high rates of chronic absenteeism, suspension, and low engagement. According to 2024 CA Dashboard data: Chronic Absenteeism (Metric 1.1): LTELs: 30.6% (Red) Foster Youth: 25.9% (Orange) ELs: 19.7%, SED: 18.9% (Both Yellow) Suspension Rate (Metric 1.2): LTELs: 10.5% (Red) Foster Youth: 9.5% (Red)	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 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—	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 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
	ELs: 2.9% (Orange) School Climate Survey (Metrics 1.6–1.12): 63% of families report a positive school climate 22% of families indicate strong engagement with their child's school Inequitable outcomes in chronic absenteeism and suspension rates are evident in the 2023 California School Dashboard data, particularly among student groups and school sites performing at the lowest levels, as identified in the LCAP Plan Summary reflections. Educational partner feedback and site-level needs assessments further emphasize the urgency of providing coordinated, proactive interventions to address attendance barriers, mental health concerns, and behavior challenges particularly for students facing systemic inequities. 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, and social-emotional well-being. **Scope:**	especially those in schools with historically low outcomes—receive timely, coordinated, and equitable 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
	LEA-wide		
3.14	**Action:** Director of Continuous Improvement and Accountability **Need:** This action is principally directed toward unduplicated student groups—including English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students—who continue to demonstrate significant academic achievement gaps across Menifee Union School District. According to 2024 CA Dashboard data: ELA (Metric 2.1): LTELs: 110.2 points below standard Foster Youth: 83.1 below (Red) ELs: 60.7 below SED: 24.3 below Math (Metric 2.2): LTELs: 149.1 points below standard Foster Youth: 87.8 below ELs: 79.7 below	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 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.	LCAP Metrics 2.1-2.5 and 3.1-3.2:Student achievement outcomes in CAASPP, CAST, ELPAC, 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
	SED: 49.4 below English Learner Progress (Metric 2.4): Only 49.7% of English Learners made progress on the ELPAC 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 (ELA), mathematics achievement, English Learner Progress (ELPI), 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 the implementation of districtwide assessment systems, monitor academic progress, and coordinate timely instructional responses. MTSS District Leadership Team feedback and site-level needs assessments have emphasized the need for greater coherence in data use, goal-setting, and evaluation to better serve unduplicated students. 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 the effective use of the Otus platform (Metric 3.3), and oversee LCAP goal monitoring (Metrics		

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
	2.1–2.5). This role ensures that every site is supported in using real-time data to identify learning gaps early, deliver targeted supports, and continuously improve outcomes for students who have been historically underserved. **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 Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who continue to show the greatest needs across academic achievement, attendance, and behavioral indicators. According to 2024 CA Dashboard data: ELA (Metric 2.1): LTELs: 110.2 points below standard Foster Youth: 83.1 below (Red) ELs: 60.7 below SED: 24.3 below	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 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).	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 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
	Math (Metric 2.2): LTELs: 149.1 points below standard Foster Youth: 87.8 below ELs: 79.7 below SED: 49.4 below English Learner Progress (ELPI, Metric 2.4): 49.7% of English Learners made progress on the ELPAC Chronic Absenteeism (Metric 1.1): LTELs: 30.6% Foster Youth: 25.9% ELs: 19.7% SED: 18.9% Suspension Rate (Metric 1.2): LTELs: 10.5% Foster Youth: 9.5% ELs: 2.9% School-level and student group data from the 2023 California School Dashboard, as highlighted in the LCAP Plan Summary	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.	

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
	reflections, further illustrate inequitable outcomes in English Language Arts (ELA), mathematics, science, and English Learner Progress (ELPI), 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 (DLT) feedback and SPSA analyses emphasize the importance of providing schools with flexible funding to design and implement 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 III intervention systems, and develop site-based practices that promote academic achievement, increase engagement, and reduce absenteeism and suspensions for unduplicated students. These allocations enable site teams to align interventions with local data and SPSA goals, ensuring that resources are used strategically to close equity gaps. **Scope:** LEA-wide		
3.16	**Action:** Instructional Specialists	This action is implemented LEA-wide to ensure that all schools benefit from access to high-quality instructional coaching, collaborative lesson study,	LCAP Metrics 2.1-2.5 and 3.1-3.2: Student achievement growth in

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 students—including English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students—continue to demonstrate persistent academic achievement gaps in ELA and Math. CA Dashboard 2024 data shows: According to 2024 CA Dashboard data: ELA (Metric 2.1): LTELs: 110.2 points below standard Foster Youth: 83.1 below (Red) ELs: 60.7 below SED: 24.3 below Math (Metric 2.2): LTELs: 149.1 points below standard Foster Youth: 87.8 below ELs: 79.7 below SED: 49.4 below English Learner Progress (ELPI, Metric 2.4): 49.7% of English Learners made progress on the ELPAC	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.	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
	School-level and student group data from the 2023 California School Dashboard, as highlighted in the LCAP Plan Summary reflections, further illustrate inequitable outcomes in English Language Arts (ELA), mathematics, science, and English Learner Progress (ELPI), particularly among student groups and school sites performing at the lowest levels. Additional LCAP metrics reveal varying rates of progress on the use of instructional data platforms like Otus and Ellevation (Metrics 3.3 and 3.5), and indicate uneven implementation of Tier 1 and Tier 2 supports across sites. Instructional Specialists are needed to provide site-based coaching, modeling, and data analysis support to classroom teachers and PLC teams. Their work focuses on strengthening Tier 1 instruction, facilitating development and use of common formative assessments, and guiding differentiated planning to accelerate learning for students most at risk of academic failure. These roles are critical for increasing capacity across the district to close performance gaps and ensure that unduplicated students receive the high-quality instruction and targeted interventions needed to thrive. **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:** English Learners (ELs), Long-Term English Learners (LTELs) students face disproportionate challenges with engagement, attendance, and academic outcomes, often exacerbated by language barriers that hinder family-school communication. ELs: 19.7% chronic absenteeism, 2.9% suspension LTELs: 30.6% chronic absenteeism, 10.5% suspension Inequitable outcomes in chronic absenteeism and suspension are also evidenced at the specific sites as indicated in LCAP Plan summary reflections. Additionally, the 2024 Panorama Family Survey shows that only 22% of families report strong engagement. These conditions highlight the need for a comprehensive, multilingual communication system that empowers families to support their child's learning and respond proactively to school-related concerns.	This action ensures English Learners and their families—have equitable access to school information, meetings, and decision-making opportunities through a proactive, LEA-wide translation and interpretation system. Services are not limited to minimum legal requirements; instead, they are embedded across all school sites and grade levels to foster full participation in the educational process. Supports include: Access to real-time translation and interpretation services in multiple languages to increase two-way communcation with families facilitate by office staff, administrators, community liaisons, counselors and educators. Collaboration with bilingual staff and administrators to identify and meet language needs in advance, rather than waiting for parent requests. Language access protocols aligned with district MTSS and family engagement initiatives. Because English Learners and LTELs are enrolled across all school sites and communication gaps are a systemic issue, this action is implemented LEA-wide to guarantee consistent access and	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
	Scope: Limited to Unduplicated Student Group(s)	eliminate language-based inequities in parent engagement.	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 and LTELs, two high-priority unduplicated groups. Only 37% of English Learners in Menifee USD advanced an ELPAC level in 2024, and the district reclassification rate is 8.2%. Additionally, LTELs showed a -110.2 DFS in ELA on the CA Dashboard. These indicators show urgent needs for targeted, evidence-based English Language Development supports provided through iLit, supplemental software, and site coaching at specific sites. Inequitable outcomes in ELA/ELD and ELPI are evident across specific sites as highlighted in the LCAP Plan Summary Reflections. **Scope:**	This action addresses the needs of unduplicated pupils—specifically English Learners and Long-Term English Learners—by providing targeted curricular interventions, supplemental language development resources, systemwide progress monitoring, and site-based instructional leadership support. Designated ELD instruction is strengthened through the implementation of iLit for LTELs scoring Level 1–2 on ELPAC, alongside supplemental programs Lexia English and Rosetta Stone to enhance language development. The district maintains and expands the use of Ellevation, which functions both as a data platform—tracking English Learner proficiency growth, reclassification readiness, and instructional accommodations—and a professional learning system—offering teachers and administrators training modules aligned to evidence-based ELD strategies. Additionally, site-based coaching is provided to administrators and leadership teams, including through the expansion of EL Guiding Coalitions	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 iLit Progress Monitoring for LTELs scoring Level 1–2, and Educator Surveys.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	from 6 sites to 9 sites. These coalitions collaboratively develop, implement, and monitor site-specific EL Action Plans, ensuring that Designated and Integrated ELD practices are consistently improving across the district. Lesson studies, classroom demonstration coaching, and progress reflection sessions are embedded into the coaching model to support continuous improvement. Providing these services LEA-wide ensures that all English Learners, particularly those at schools identified for Differentiated Assistance (such as LTELs with very low ELA and ELPAC growth), have equitable access to high-quality instruction, systematic monitoring, and school leadership committed to advancing English proficiency and academic achievement. This will include an intensified focus on six sites with a very low status for English Language Proficiency on the California Dashboard: Ridgemoor Elementary, Herk Bouris Elementary, Southshore Elementary, Evans Ranch Elementary, Freedom Crest Elementary, and Bell Mountain Middle School. These sites will receive three days of coaching support for both leadership teams and staff to facilitate increased and improved services for English Learners.	
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 and Long-Term English	The action addresses unduplicated students' needs by ensuring that every school site accurately administers and uses ELPAC data, maintains correct English Learner statuses, and systematically tracks students' progress toward reclassification. Centralized data support and coaching ensure that site teams have accurate, real-time information to target interventions.	Effectiveness will be monitored using: LCAP Metric 2.1:CAASPP ELA DFS changes disaggregated by student group (ELs, LTELs),

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Learners, critical unduplicated student groups. Menifee USD data show: Only 37% of ELs advanced an ELPAC level, The reclassification rate is 8.2%, LTELs scored -110.2 DFS in ELA District-level monitoring, RFEP follow-up, and professional learning in ELPAC question types are specifically designed to close these gaps in English proficiency and academic success. Inequitable outcomes in ELA/ELD are evident across specific sites as highlighted in the LCAP Plan Summary Reflections. **Scope:** Limited to Unduplicated Student Group(s)	Providing these services LEA-wide ensures equity of access to high-quality English Learner data services and family engagement supports, with a special emphasis on meeting Differentiated Assistance targets for LTELs.	LCAP Metric 2.4: Annual ELPAC proficiency growth rates, LCAP Metric 2.5: Annual increases in 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 receive concentration add-on funding for the 2025-2026 school year that will be utilized to provide direct services to students at schools that have a high concentration of foster youth, English Learners, and low-income students. Community

Liaisons Action 1.5 will prioritize services at sites with greater than 55% of unduplicated students increase positive attendance rates. Actions 1.6 and 1.7 maintain effective staff-to-student ratios: eliminate as many combination grade classes and reduce class size by hiring additional elementary school teachers. Action 3.16 affords certificated instructional specialists at the elementary and secondary levels to provide direct services to educators and low-income students, English Learners, and Foster Youth. Intervention Specialists Action 3.09 will prioritize services of social-emotional, behavioral, and academic support and Action 2.13 High-Dosage Tutoring will be provided to Foster Youth and LTELS to increase academic achievement in ELA and Math to sites with greater than 55% concentration (BMMS, CKE, CWM, ERE, FCE, HCMS, HBE, KNMS, MVS, MVMS, OME, QVE, RES, SSE).

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	1:64	1:58
Staff-to-student ratio of certificated staff providing direct services to students	1:26	1:25

2025-26 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	$130,440,658	$25,868,516	19.832%	0.000%	19.832%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$26,722,167.00	$6,196,602.00	$385,961.00	$1,465,553.00	$34,770,283.00	$26,139,108.00	$8,631,175.00

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	$100,000.00	$100,000.00				$100,000.00	
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	$67,000.00	$67,000.00				$67,000.00	
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	$564,212.00	$156,600.00	$660,812.00	$60,000.00			$720,812.00	
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	$49,070.00	$22,703.00			$26,367.00	$49,070.00	
1	1.5	Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$354,554.00	$5,000.00	$47,564.00			$311,990.00	$359,554.00	
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	$45,492.00	$45,492.00				$45,492.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Instructional Minutes Increase	English Learners 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	
1	1.10	School Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$2,966,236.00	$1,250.00	$2,755,406.00	$212,080.00			$2,967,486.00	
1	1.11	Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$5,150,426.00	$0.00	$3,379,123.00	$1,771,303.00			$5,150,426.00	
1	1.12	Translation and Interpretation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$114,013.00	$59,206.00	$173,219.00				$173,219.00	
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	$105,174.00	$105,174.00				$105,174.00	
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	$546,254.00	$312,813.00	$859,067.00				$859,067.00	
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	$12,000.00	$12,000.00				$12,000.00	
1	1.17	Social Workers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$667,876.00	$500.00	$502,115.00		$166,261.00		$668,376.00	
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	$1,511,226.00	$236,700.00	$1,258,026.00		$16,500.00	$1,511,226.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.19	Technology Professional Learning	English Learners 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	$186,596.00	$51,400.00	$213,822.00	$24,174.00			$237,996.00	
2	2.2	Math Personalized Learning Software	All	No			All Schools	3 years	$0.00	$212,454.00				$212,454.00	$212,454.00	
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	$195,967.00	$1,000.00	$196,967.00				$196,967.00	
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	$0.00	$75,000.00	$75,000.00				$75,000.00	
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	$644,433.00	$168,500.00	$417,719.00	$395,214.00			$812,933.00	
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	$21,837.00	$125,038.00	$101,702.00			$45,173.00	$146,875.00	
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	$52,639.00	$148,850.00	$52,639.00	$14,800.00		$134,050.00	$201,489.00	
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	$153,906.00	$7,043.00	$84,796.00	$76,153.00			$160,949.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.10	College and Career Readiness	English Learners 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	
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	$58,000.00	$397,756.00	$225,506.00	$55,600.00		$174,650.00	$455,756.00	
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	$59,914.00	$139,780.00	$92,988.00	$106,706.00			$199,694.00	
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	$19,711.00	$209,097.00	$228,808.00				$228,808.00	
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	$134,091.00	$100,000.00	$134,091.00	$100,000.00			$234,091.00	
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	All Schools	3 years	$1,265,716.00	$0.00	$1,265,716.00				$1,265,716.00	

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
						Low Income										
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	$327,404.00	$4,000.00	$287,721.00			$43,683.00	$331,404.00	
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	$1,349,347.00	$2,000.00	$1,221,194.00			$130,153.00	$1,351,347.00	
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	$38,704.00	$43,246.00	$81,950.00				$81,950.00	
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	$102,291.00	$142,334.00	$244,625.00				$244,625.00	
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	$319,565.00	$0.00	$161,032.00		$96,132.00	$62,401.00	$319,565.00	
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	$351,684.00	$2,000.00	$230,116.00		$123,568.00		$353,684.00	
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	$245,786.00	$4,000.00	$249,786.00				$249,786.00	
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	$638,854.00	$7,929.00	$338,651.00			$308,132.00	$646,783.00	
4	**4.1**	Community Liaison for Student Engagement	All	No			Specific Schools: Menifee Virtual School	2 years	$77,308.00	$0.00		$77,308.00			$77,308.00	
4	**4.2**	Targeted Academic Support	All	No			Specific Schools:	2 years	$5,000.00	$0.00		$5,000.00			$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Menifee Virtual School									
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	$0.00	$6,000.00		$6,000.00			$6,000.00	
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	

2025-26 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
$130,440,658	$25,868,516	19.832%	0.000%	19.832%	$26,722,167.00	0.000%	20.486 %	**Total:**	$26,722,167.00
								LEA-wide Total:	$26,411,513.00
								Limited Total:	$310,654.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Parent Communication Tools and School Safety Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	**1.2**	Climate and Culture Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,000.00	
1	**1.3**	Attendance Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$660,812.00	
1	**1.4**	Parent Involvement/Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,703.00	
1	**1.5**	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,564.00	
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	$45,492.00	
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	$2,755,406.00	
1	1.11	Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,379,123.00	
1	1.12	Translation and Interpretation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$173,219.00	
1	1.13	Positive Behavior Intervention Professional Learning and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,174.00	
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	$859,067.00	
1	1.16	Equity Committee	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
1	1.17	Social Workers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$502,115.00	
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	$213,822.00	
2	2.3	Next Generation Science Standards Teacher Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$196,967.00	
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	$417,719.00	
2	2.7	Tiered Reading Supports and Supplemental ELA software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,702.00	
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	$52,639.00	
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	$84,796.00	
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	$225,506.00	
3	3.2	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,988.00	
3	3.3	Assessment Systems and MTSS Data Platform	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$228,808.00	
3	3.4	MTSS District Leadership Team (DLT)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$134,091.00	
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	$1,265,716.00	
3	3.8	Director of Curriculum and Instruction & Special Programs and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$287,721.00	
3	3.9	Intervention Specialists and Site Intervention Facilitators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,221,194.00	
3	3.10	Instructional Content Leads	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,950.00	
3	3.11	New Teacher Induction and Professional Learning Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$244,625.00	
3	3.12	Curriculum and Instruction Warehouse and Accounting Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$161,032.00	
3	3.13	Student Success Services Director and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$230,116.00	
3	3.14	Director of Continuous	Yes	LEA-wide	English Learners Foster Youth	All Schools	$249,786.00	

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	$338,651.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$29,869,844.00	$28,981,421.08

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	$381,474.00
1	**1.2**	Climate and Culture Survey	Yes	$60,000.00	$53,500.00
1	**1.3**	Attendance Intervention and Support	Yes	$724,270.00	$726,229.00
1	**1.4**	Parent Involvement/Education	Yes	$49,070.00	$7,730.00
1	**1.5**	Community Liaisons	Yes	$345,395.00	$269,611.00
1	**1.6**	Teacher Staffing for Effective Learning Environments to Reduce Combo Classes	Yes	$2,662,101.00	$2,504,908.00
1	**1.7**	TK-3 Ratios	Yes	$1,922,790.00	$2,499,014.00
1	**1.8**	Social Emotional and Behavioral Learning	Yes	$75,000.00	$94,307.00
1	**1.9**	Instructional Minutes Increase	Yes	$2,879,822.00	$2,218,852.00
1	**1.10**	School Counseling	Yes	$2,944,845.00	$2,789,406.08
1	**1.11**	Administrative Support	Yes	$4,867,333.00	$4,266,813.00

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	$118,957.00	$145,509.00
1	1.13	Positive Behavior Intervention Professional Learning and Support	Yes	$94,065.00	$94,065.00
1	1.14	LCFF Site Allocation Safe and Supportive School Culture	Yes	$151,270.00	$150,441.00
1	1.15	Visual and Performing Arts	Yes	$686,714.00	$607,165.00
1	1.16	Equity Committee	Yes	$18,000.00	$7,077.00
1	1.17	Social Workers	Yes	$635,434.00	$528,715.00
1	1.18	Mental Health Services and Support	Yes	$151,200.00	$190,200.00
1	1.19	Technology Professional Learning	Yes	$40,000.00	$51,310.00
2	2.1	Math Professional Learning	Yes	$276,750.00	$284,132.00
2	2.2	Math Personalized Learning Software	Yes	$233,637.00	$254,787.00
2	2.3	Next Generation Science Standards Teacher Training	Yes	$133,907.00	$159,354.00
2	2.4	Science Supplemental Software	Yes	$34,520.00	$37,051.00
2	2.5	Makerspaces	Yes	$75,000.00	$75,948.00

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	$157,060.00	$156,606.00
2	2.7	Tiered Reading Supports and Supplemental ELA software	Yes	$201,155.00	$234,578.00
2	2.8	English Language Development Supplemental Software and Professional Learning with Coaching Support for ELs and LTELS	Yes	$166,000.00	$150,827.00
2	2.9	English Learner Data Services and Coaching Supports for English Learners and Long Term English Language Learners	Yes	$152,359.00	$218,262.00
2	2.10	College and Career Readiness	Yes	$12,367.00	$12,000.00
2	2.11	Technological Devices and Network Connectivity	Yes	$2,000,000.00	$2,000,000.00
2	2.12	Academic Achievement Site Allocations	Yes	$151,270.00	$150,441.00
3	3.1	Universal Screeners and Diagnostic Assessments	Yes	$147,000.00	$196,848.00
3	3.2	Professional Learning Communities	Yes	$330,330.00	$295,174.00
3	3.3	Assessment Systems and MTSS Data Platform	Yes	$100,000.00	$99,540.00
3	3.4	MTSS District Leadership Team	Yes	$127,542.00	$179,343.00
3	3.5	Open Gov	Yes	$22,414.00	$0.00
3	3.6	Districtwide Professional Learning	Yes	$1,908,934.00	$2,246,819.00

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	3.7	Device, Network, and Digital Curriculum Support Staff	Yes	$1,407,944.00	$1,330,979.00
3	3.8	Director of Curriculum and Instruction & Special Programs and Support Staff	Yes	$318,018.00	$298,875.00
3	3.9	Intervention Specialists and Site Intervention Facilitators	Yes	$1,398,925.00	$1,304,451.00
3	3.10	Instructional Content Leads	Yes	$44,970.00	$54,562.00
3	3.11	New Teacher Induction and Professional Learning Academy	Yes	$214,646.00	$204,314.00
3	3.12	Curriculum and Instruction Warehouse and Accounting Technicians	Yes	$299,646.00	$348,063.00
3	3.13	Student Success Services Director and Support Staff	Yes	$339,552.00	$342,071.00
3	3.14	Director of Continuous Improvement and Accountability	Yes	$241,928.00	$241,127.00
3	3.15	Multi-Tiered System of Support Site Allocatons	Yes	$151,270.00	$150,441.00
3	3.16	Instructional Specialists	Yes	$696,434.00	$368,502.00

2024-25 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)
$23,751,918	$25,767,150.00	$25,377,772.00	$389,378.00	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	$381,474.00		
1	1.2	Climate and Culture Survey	Yes	$60,000.00	$53,500.00		
1	1.3	Attendance Intervention and Support	Yes	$724,270.00	$726,229.00		
1	1.4	Parent Involvement/Education	Yes	$22,703.00	$7,730.00		
1	1.5	Community Liaisons	Yes	$45,628.00	$45,619.00		
1	1.6	Teacher Staffing for Effective Learning Environments to Reduce Combo Classes	Yes	$2,662,101.00	$2,504,908.00		
1	1.7	TK-3 Ratios	Yes	$1,922,790.00	$2,499,014.00		
1	1.8	Social Emotional and Behavioral Learning	Yes	$75,000.00	$94,307.00		
1	1.9	Instructional Minutes Increase	Yes	$2,879,822.00	$2,218,852.00		
1	1.10	School Counseling	Yes	$2,937,453.00	$2,696,659.00		
1	1.11	Administrative Support	Yes	$3,305,221.00	$2,953,651.00		
1	1.12	Translation and Interpretation Services	Yes	$118,957.00	$145,409.00		

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	$94,065.00	$94,065.00		
1	1.14	LCFF Site Allocation Safe and Supportive School Culture	Yes	$151,270.00	$150,441.00		
1	1.15	Visual and Performing Arts	Yes	$686,714.00	$607,165.00		
1	1.16	Equity Committee	Yes	$18,000.00	$7,077.00		
1	1.17	Social Workers	Yes	$476,371.00	$485,762.00		
1	1.18	Mental Health Services and Support	Yes	$151,200.00	$183,053.00		
1	1.19	Technology Professional Learning	Yes	$40,000.00	$51,310.00		
2	2.1	Math Professional Learning	Yes	$177,350.00	$164,000.00		
2	2.2	Math Personalized Learning Software	Yes	$27,600.00	$48,750.00		
2	2.3	Next Generation Science Standards Teacher Training	Yes	$133,907.00	$159,354.00		
2	2.4	Science Supplemental Software	Yes	$34,520.00	$37,050.00		
2	2.5	Makerspaces	Yes	$75,000.00	$75,948.00		
2	2.6	ELA/ELD Professional Learning	Yes	$104,560.00	$117,606.00		
2	2.7	Tiered Reading Supports and Supplemental ELA software	Yes	$99,935.00	$73,269.00		
2	2.8	English Language Development Supplemental Software and Professional Learning with Coaching Support for ELs and LTELS	Yes	$21,600.00	$21,735.00		
2	2.9	English Learner Data Services and Coaching Supports for English Learners and Long	Yes	$79,798.00	$87,820.00		

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)
		Term English Language Learners					
2	2.10	College and Career Readiness	Yes	$12,367.00	$12,000.00		
2	2.11	Technological Devices and Network Connectivity	Yes	$2,000,000.00	$2,000,000.00		
2	2.12	Academic Achievement Site Allocations	Yes	$151,270.00	$150,441.00		
3	3.1	Universal Screeners and Diagnostic Assessments	Yes	$109,000.00	$124,592.00		
3	3.2	Professional Learning Communities	Yes	$93,830.00	$87,000.00		
3	3.3	Assessment Systems and MTSS Data Platform	Yes	$100,000.00	$99,540.00		
3	3.4	MTSS District Leadership Team	Yes	$127,542.00	$179,343.00		
3	3.5	Open Gov	Yes	$22,414.00	$0.00		
3	3.6	Districtwide Professional Learning	Yes	$1,908,934.00	$2,246,819.00		
3	3.7	Device, Network, and Digital Curriculum Support Staff	Yes	$1,315,864.00	$1,239,286.00		
3	3.8	Director of Curriculum and Instruction & Special Programs and Support Staff	Yes	$275,715.00	$265,170.00		
3	3.9	Intervention Specialists and Site Intervention Facilitators	Yes	$1,273,937.00	$1,184,440.00		
3	3.10	Instructional Content Leads	Yes	$44,970.00	$54,562.00		
3	3.11	New Teacher Induction and Professional Learning Academy	Yes	$9,646.00	$9,188.00		
3	3.12	Curriculum and Instruction Warehouse and Accounting Technicians	Yes	$149,823.00	$197,779.00		
3	3.13	Student Success Services Director and Support Staff	Yes	$220,588.00	$223,000.00		

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	3.14	Director of Continuous Improvement and Accountability	Yes	$241,928.00	$241,127.00		
3	3.15	Multi-Tiered System of Support Site Allocatons	Yes	$151,270.00	$150,441.00		
3	3.16	Instructional Specialists	Yes	$332,217.00	$221,287.00		

2024-25 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)
$126,557,917 .00	$23,751,918	1.177%	19.945%	$25,377,772.00	0.000%	20.052%	$0.00	0.000%

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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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).

California Department of Education
November 2024