



APPROVED BY
THE GOVERNING BOARD

DATE

6/22/21

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

MUSD is a preschool through grade eight district in southwestern Riverside County. The current enrollment is over 10,500 students and ongoing development in the region forecasts continued growth. The district has ten elementary schools, one kindergarten through eighth grade school, three middle schools and a state funded preschool and a Special Day Class (SDC) preschool. Meniffee is among the top 5 fastest growing cities in California.

With the rapid development of our district in size as well as leadership, staffing and community representation, there is also a challenge in ensuring the MUSD vision and systems grow along with our community. In July of 2020, our Board of Trustees issued a resolution condemning racism and affirming the District's commitment to an inclusive school environment for all. Within this resolution, the District emphasized the importance of the guiding beliefs that all children can learn, that equity and access to rigorous curriculum is every student's right, that diversity is strength and strong relationships and trust positively impact learning. The Board charged the MUSD leadership to implement specific actions which include the call to address equity and challenge inequities and to eliminate the effects of racism and inequities on our marginalized students and staff. During the 2020-21 school year, the MUSD has engaged the community in the development of a new Vision, Mission, and student profile. Our emerging vision is Engaging Young Minds for Limitless Opportunities.

The District's diverse geographic area encompasses isolated, rural housing to planned community developments, and produces an equally diverse socio-economic and ethnic student population. The District's diverse community speaks over 39 different primary languages and the student population is comprised of the following:

Hispanic 46.6%

American Indian 0.3%

Pacific Islander 0.6%

Two or More Races 5.2%

White 33.8%

Filipino 3.8%

Asian 2.2%

African American 6.2%

Forty-five percent of the students district-wide are socio-economically disadvantaged (SED). The District had a total of 817 English Learners (EL), 718 Reclassified Fluent English Proficient students, and 56 foster youth in 2019-20. All required metrics are addressed in the Local Control Accountability Plan (LCAP); however, since MUSD is a preschool through grade eight structure, high school required metrics are not included.

Menifee Union School District serves its community in the following ways:

- Providing a high quality standards-based education to all students, with a focus on differentiated instruction and intervention to meet the needs of under-performing students not meeting those standards.
- Providing support services intended to meet the social-emotional learning needs of students, to promote better achievement and a positive school climate.
- Providing professional development to teachers on universal access to core content to ensure academic success for ALL students, including those with special needs, gifted students, as well as English Learners through a multi-tiered system of support (MTSS) and implementation of Universal Design for Learning (UDL).
- Ensuring a well-rounded education for students through a vertically articulated visual and performing arts program, increased access to electives including College and Career Readiness, technology, foreign language classes, Career and Technical Education (CTE).
- Creating an environment of collaboration through actions and services intended to promote increased parent participation, parent training, and community partnerships.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The California Accountability Dashboard and Local Indicators help to inform us of our progress towards our LCAP goals. We recognize that even small accomplishments provide opportunities to reflect and plan for continuous improvement. The California Accountability Dashboard data and the Local Indicators demonstrate District progress in providing professional development and support for differentiated needs of all learners, social-emotional support, and meaningful engagement of staff and community stakeholders.

Our greatest progress as captured in the 2019 California Accountability Dashboard (2018-2019 data), is in the area of English Language Arts (ELA), with an overall increase of 7.4 points and an indicator of green for all students. However, results for foster youth and students with disabilities were in the orange, and results for African American students, English Learners, and socio-economically disadvantaged students were in the yellow. At the beginning of the 2020-21 school year, iReady Reading and Math diagnostic assessments demonstrated comparatively similar results for all students and student groups. Mid-year assessment results demonstrate that school closures and distance learning created barriers for maintaining the overall progress of students in ELA and Math for all students. The data also demonstrated that the historic trend of inequitable outcomes for students with greater barriers continued and were amplified for students with disabilities, students experiencing poverty and/or homelessness, foster youth, English Learners, and students who have experienced trauma.

Our District also experienced progress in the reduction of suspensions reported in the 2019 California Accountability Dashboard. We maintained green status for all students with a suspension rate of 1.3% of all students who were suspended at least once. We also successfully reduced suspensions for our foster youth and homeless students during the 2018-19 school year. The suspension rate was higher for students with disabilities, students of two or more races, and Asian students resulting in yellow status. Rates were considerably higher for African American students resulting in red status. The absence of in-person learning for the majority of the 2020-21 school year did not allow us the opportunity to continue our progress or measure the results of our efforts to improve outcomes in school suspensions or absenteeism due to distance learning. Additionally, SB 98 modified attendance and engagement reporting requirements.

The dedication of resources in the 2019-20 LCAP to provide additional staffing at each school site, through the position of Intervention Facilitator, contributed to the effectiveness of our efforts to provide standards-aligned differentiated instruction to underperforming students. During the 2020-21 school year, the Intervention Facilitators continued to support the school-based efforts to provide targeted academic support for students scoring below grade level in Reading and Math.

Our 2019-20 LCAP priority to increase support for social-emotional well-being resulted in the staffing of a School Counselor to every elementary school and an additional School Counselor to each of our middle schools. As a result, all schools implemented a social-emotional curriculum, Second Step, for all students during the 2019-20 school year and increased integrated support for students. During the 2020-21 school year, the School Counselors were instrumental in continuing to deliver social-emotional and mental health support to students as well as college and career readiness lessons. Even in Distance Learning in 2020-21, School Counselors provided small groups, individual counseling, and facilitated engagement activities across our District, such as Lunch with the Counselor.

The MUSD 2021-22 LCAP will maintain priorities and actions for continuous improvement in academic growth in all content areas for all students, supporting positive engaging environments for staff and students and systemic support to meet the underlying social-emotional

needs of learners. The MUSD 2021-22 LCAP will prioritize the implementation of Multi-Tiered System of Support (MTSS) that includes the following:

- Systemic use of data for all students and all student subgroups including, but not limited to, academic achievement, behavior, attendance, and engagement.
- Systemic support for the establishment of safe and welcoming school culture through Positive Behavior Intervention Systems (PBIS).
- Systemic support to provide all students rigorous and engaging instruction.
- Systemic support for continuous improvement and equitable outcomes for all students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The guiding beliefs of the Menifee Union School District that all children can learn, that equity and access to the rigorous curriculum is every student's right, that diversity is strength, and that strong relationships and trust positively impact learning, compel our concerted efforts to address equity on our marginalized students and staff. Our emerging vision for our District, "Engaging Young Minds for a Limitless Future", and stakeholder feedback, provide a common thread of identifying opportunities for growth for all students, eliminating practices that contribute to inequity, and implementing practices that will improve outcomes for all student groups.

We are committed to honest reflection with our community on all quantitative and qualitative data related to our system operations and system outcomes. Providing equitable opportunities and outcomes for all members of our community continues to demand intentional collection and analysis of our data in all areas and required priorities demonstrated in the California Accountability Dashboard, as well as other local data. We will continue to use said data to identify and equitably address access, achievement, and opportunity gaps for all students and between subgroups, as they persist throughout the data.

In the area of English Language Arts (ELA), our District's 2019 CA Accountability Dashboard indicator for all students was green, and overall 7.4 points above standard, 56% of all students met or exceeded the standard. The ELA performance indicator was yellow for African American students (11.5 points below standard), English Learners (24.6 points below standard), and socio-economically disadvantaged students (11.7 points below standard). The ELA performance indicator was orange for foster youth (54.5 points below standard) and Students with Disabilities (75 points below standard).

iReady Standards Aligned Reading/English Language Arts (ELA) diagnostic assessment administered during the 2020-21 school year in grades three through eight demonstrated that performance for all students was comparable to 2018-19 CAASPP results and that gaps in achievement were maintained or widened for students who typically perform below all students such as students with disabilities, students experiencing poverty and/or homelessness, foster youth, English Learners and students who have experienced trauma. Mid-year ELA

assessment results demonstrate 37% of all students were at grade level and 23% of all students were near grade level. For socio-economically disadvantaged students, 32% were at grade level and 26% were near grade level. For African American students, 45% were at grade level and 17% were near grade level. For English Learners, 6% were at grade level and 31% were near grade level. For homeless students, 26% were at grade level and 18% were near grade level. For students with disabilities, 15% were at grade level and 19% were near grade level. For foster youth, 26% were at grade level and 17% were near grade level.

California Accountability Dashboard indicator for English Learner Progress in 2019 demonstrates that 42.7% of English Learners made progress towards proficiency, yielding a low rating and identified need. Mid-year iReady diagnostic assessment revealed low progress for English Learners in ELA and Math. The 2020-21 English Language Proficiency Assessment of California (ELPAC) will not be available until the summer of 2021.

In the area of Math, our District's 2019 CA Accountability Dashboard indicator for all students was yellow and overall 21 points below standard, 43% of all students met or exceeded the standard. The Math performance indicator was orange for English Learners (51.8 points below standard), foster youth (86.3 points below standard), Hispanic students (33.6 points below standard), Pacific Islander (31.3 points below standard), and socio-economically disadvantaged students (42.2 points below standard). The Math performance indicator was red for students with disabilities (103.8 points below standard).

iReady Standards Aligned Math Diagnostic assessment administered during the 2020-21 school year, like ELA results, demonstrated that performance for all students was comparable to 2018-19 CAASPP results and that gaps in achievement were maintained or widened for students who typically perform below all students. Mid-year Math assessment results demonstrate 27% of all students were at grade level and 38% of all students were near grade level. For socio-economically disadvantaged students, 20% were at grade level and 42% were near grade level. For African American students, 40% were at grade level and 34% were near grade level. For English Learners, 6% were at grade level and 31% were near grade level. For homeless students, 11% were at grade level and 40% were near grade level. For students with disabilities, 11% were at grade level and 26% were near grade level. For foster youth, 3% were at grade level and 40% were near grade level. In response to identified performance gaps and overall need for increased achievement in Math, the 2021-22 LCAP will contain numerous actions to ensure high quality professional development in student centered Math instructional practices. During the 2021-22 professional development will focus on a review of Math standards for teachers and administrators, support for additional staff to provide coaching and staff to support the implementation of small group instruction. District support for the effectiveness of professional development will ensure the coherence of implementation of math practices and strategies to positively impact student outcomes.

For the 2018-19 school year, 9.7 % of MUSD students were absent for 10% or more of the school year, an increase of 1.1% from the prior year resulting in an overall indicator of orange on the dashboard in the area of Chronic Absenteeism. The Chronic Absenteeism performance indicator was red for homeless students, 42.2% of whom were chronically absent. The overall indicator of orange demonstrates the need to implement practices that will improve outcomes for all student groups.

The absence of in-person learning for the majority of the 2020-21 school year did not allow us the opportunity to adequately continue our progress or measure the results of our efforts in school suspensions or absenteeism due to the reality of distance learning. Additionally, SB 98 modified attendance and engagement reporting requirements. While the impacts of the pandemic will likely continue to impact improved attendance for all students, decreasing the percentage of students who are chronically absent is an area of ongoing need.

In the area of Suspension, our District indicator for all students during the 2018-19 school year was green, as reported in the 2019 California Accountability Dashboard. Foster youth performance indicator was red, African American student indicator rating was orange, and students with disabilities, socio-economically disadvantaged, and two or more races indicator rating was yellow. Suspension data from the 2019-20 school year continued to demonstrate a disproportionate number of suspensions for African American students leading to the identification of our District as significantly disproportionate in the area of suspensions. While this finding was specific to disproportionality for African American students with disabilities, the process to identify the underlying cause and related factors demonstrate the need for continued improvements in support for social-emotional well-being and appropriate adult response to student behaviors.

The 2019-20 and 2020-21 student engagement data collected through pupil attendance and engagement and thorough California Healthy Kids Survey provided student perception data. While student perception data in the area of meaningful participation showed a minor increase, results showed that only 42% of 5th-grade students and 33% of 7th-grade students perceive school as providing meaningful participation, including being involved in decision-making, opportunities for problem-solving, and engaged in activities that interest them. Additionally, 38% of 5th-grade students and 56% of 7th grade students reported feeling “zest” about school, including being excited to go to school, excited to learn something new, as well as feeling energetic and enthusiastic. In response to identified overall need for improvement in student engagement demonstrated in chronic absenteeism data, suspension data, and student CHKS survey data, the 2021-22 LCAP will contain numerous actions to ensure high quality professional development in Multi-Tiered System of Support and Universal Design for Learning for teachers and administrators, support for additional staff. To ensure the effectiveness and coherence of implementation of MTSS practices and UDL strategies to positively impact student and family outcomes, District support for implementation of services will be included in the plan.

Professional development, key staff, and structures are directed to improve our District's capacity for effective standards-based instruction, Positive Behavioral Intervention Systems (PBIS), Multi-tiered System of Support (MTSS), and student engagement. Embedded in these actions is the intentional consideration and planning to ensure systemic capacity to effectively provide enhanced or improved support for student groups experiencing inequitable outcomes.

We acknowledge the reality that students with learning disabilities, students experiencing homelessness and/or poverty, African American students, and English Learners traditionally experience inequitable outcomes as compared to White and Asian students. The 2019 Accountability Dashboard data demonstrates the need to maintain efforts to sustain improvement in English Language Arts, the need for enhanced efforts to accelerate achievement in Mathematics, as well the need to implement systems to address gaps in outcomes for student subgroups and ethnicities in student achievement. Progress towards proficiency for English Learners also demonstrates the need for improvement. Chronic Absenteeism Dashboard data and student California Healthy Kids Survey data in the area of Meaningful Participation also demonstrate the need for improvement in a systemic approach to improve student voice, choice, connectedness and engagement at school. Data collected during the 2020-21 school year demonstrates that inequities in academic outcomes and engagement have been amplified during school closures.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The impacts of the pandemic and school closures on our staff, students and families has required all members of our community to adapt and to reflect on the needed priorities for students. The unpredictable challenges of COVID-19 and school closure necessitated changes in our relationships leading to greater partnerships and more candid conversations with our community. We look forward to the 2021-22 school year and our continued partnerships with all stakeholders. The MUSD 2021-22 LCAP is an exciting opportunity for our District and community to build upon our strengths, to embrace the opportunity to face and overcome challenges, and reimagine how our system operates and responds to the needs of our staff and students to support achievement and wellness.

As the MUSD Board of Trustees charged the MUSD leadership to implement specific actions to address equity, challenge inequities and eliminate the effects of racism and inequities on our marginalized students and staff. Our community reiterated the importance of actions and outcomes to meet these expectations. The vision for our District emerging from our stakeholders is “Engaging Young Minds for a Limitless Future”. The guiding beliefs of the Menifee Union School District; that all children can learn; that equity and access to rigorous curriculum is every student's right; that diversity is strength and strong relationships and trust positively impact learning are woven into our Local Control Accountability Plan in Actions to achieve the following goals:

1. MUSD will be culturally responsive to our community and serve the learning community in a safe, supportive and engaging environment.
2. MUSD will ensure all students experience a high-quality, standards-aligned education to increase academic achievement.
3. MUSD will promote organizational effectiveness and equity through alignment of District systems and structures.

Through the examination of multiple data sources including, but not limited to, student achievement data, chronic absenteeism, discipline/suspensions, and additional CA Healthy Kids Survey scale questions, Maslow's Hierarchy of Needs provides an explanation of our overall data profile, barriers to student achievement and opportunities, and a framework to truly engage all students and provide for maximum opportunities for limitless opportunities. The premise of Maslow's Hierarchy of Needs is that the basic physiological and safety needs of individuals as well as the need for belongingness and love, are prerequisites and must be satisfied before individuals can attend higher needs of developing esteem through accomplishments and achieving one's full potential academically and other creative endeavors.

This premise is threaded throughout our LCAP. There is a dedication of actions and resources that demonstrate an investment in school systems to address physiological, safety, and belonging needs for our students and school communities, as well as expectations that all students and student groups will be afforded the opportunity to explore and develop abilities towards full intellectual and creative potential.

Embedded in all of our priorities and actions in our LCAP, our community will observe intentional systems to ensure our District seeks to understand and address inequitable outcomes for all students and every student group including ethnic groups.

Our commitment to strengthen social-emotional support for students and staff is prioritized through actions found primarily in Goal 1. The convergence of actions and systems to build academic capacity and strengthen social-emotional support for students is a theme found in our LCAP. School Counselors support academics, college and career readiness, and social-emotional well being systems for students. Similarly,

there is an ongoing dedication to provide training and District support for professional development, supportive learning environments and implementation of tiered systems of support to identify students by need and connect them with the appropriate social-emotional support.

Our commitment to support and improve student learning is prioritized through actions found primarily in Goal 2. The priority to provide a School Counselor to every elementary school and an additional School Counselor to each of our middle schools is continued. Similarly, there is a continued allocation of funding for the position of Intervention Facilitator at each school site to support classroom instruction and the capacity for teachers to facilitate small group differentiated instruction. The continued use of standards-aligned assessments to inform stakeholders of student progress and to inform our instructional program and practices monitoring for success. To ensure the coherence of District systems to support and improve student learning, the MUSD 2021-22 LCAP will build capacity in staff for high quality instruction, development and implementation of a multi-tiered system of support for the diverse academic, behavioral and social-emotional needs of students and families.

In Goal 3 of our LCAP, support for coherence of District systems to strengthen social-emotional support for students and staff is visible. The MUSD 2021-22 LCAP will maintain priorities and actions for continuous improvement in academic growth in all content areas for all students, supporting positive engaging environments for staff and students to meaningfully participate and thrive and systemic support to meet the underlying social-emotional needs of learners. The MUSD 2021-22 LCAP will prioritize the implementation of tiered systems of support to identify students by needs and connect them with the appropriate supports.

Using the MTSS framework, we will align leadership, organizational structure and culture, family and community engagement, policies, and practices to build capacity in staff to systemically support the diverse academic, behavioral and social emotional needs of students and families.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

MUSD has no CSI eligible schools

Support for Identified Schools

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

MUSD has no CSI eligible schools

Monitoring and Evaluating Effectiveness

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

MUSD has no CSI eligible schools

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

MUSD's vision for stakeholder engagement emphasizes meaningful participation and representation of all constituents to understand and respond to the unique profile of strengths and challenges in our District. Stakeholder engagement in the development of our LCAP provided multiple opportunities to leverage the voices, hopes, and dreams of our community to align our resources, goals, and actions to LCAP priorities. In addition to ongoing engagement with our employee bargaining units, Menifee Union School District is fortunate to have four active District parent groups that meet monthly during regularly scheduled meetings: District English Learner Advisory Committee (DELAC); District African American Parent Advisory Committee (DAAPAC); Parent Advisory Committee (PAC); and the Special Education Parent Advisory Committee (SEPAC) that includes our SELPA Administrator. Each of these important community groups participated in an LCAP Stakeholder Forum in March and April of 2021.

Parents and community were invited to participate in these structured opportunities to reflect on District data and to provide feedback regarding the LCAP priorities through school site meetings such as English Learner Advisory Committee (ELAC), Parent Teacher Association or Organization (PTA/O), or other meetings such as Coffee with the Principal and Site Leadership meetings in March through May, 2021.

District employee groups participated in school site LCAP forums to reflect on District data and to provide feedback regarding the LCAP priorities. School teams consisting of classified and certificated staff and parents attended a virtual District LCAP Forum on March 31, 2021, as well as scheduled Board of Trustees LCAP Community input meetings. During the 2020-21 school year, all Governing Board meetings and parent committee meetings were held virtually and community members were provided the opportunity to join and provide feedback via phone message, email, and/or join an online meeting.

Parents and staff stakeholders from each school community also had the opportunity to provide feedback on LCAP priorities via the LCAP Stakeholder Input Survey. Students provided powerful feedback to inform the development of LCAP priorities. All students in grades 5 and 7 participated in the California Healthy Kids Survey and all students in grade 4-8 participated in a student well-being survey in October, 2020 and April, 2021. Students and families provided feedback regarding LCAP priorities through our community LCAP Stakeholder Survey. As of April 26, 2021, over 2,300 students had participated in the Student LCAP Survey and over 300 staff and parents have participated in the LCAP Staff and Community Survey.

Through school closure and in development of potential plans for a return to school, numerous task force meetings occurred involving staff and parents which also provided input from the community on District priorities. In response to parent interest in continuing full time distance learning in the 2021-22 school year, staff and community were invited to join the Menifee Union School District Virtual School Task Force to plan for the learner profile and vision for the new school.

Staff and community members had the opportunity to participate in the Meniffee Union School District vision and mission setting workshops February through May, 2021. These ongoing meetings supported stakeholder engagement to develop our District vision and mission in response to the shared aspirations and goals of our community.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder engagement provided constituents the opportunity to review District data in all priorities of the LCAP for all MUSD students and all student groups. Intentional analysis of our progress and outcomes in all LCAP priorities for all students and the discrepancies of outcomes between student groups resulted in community feedback to inform areas of LCAP priorities and actions. Staff and community also shared desires for a return to in-person schooling in the most normal way possible and the level of support to respond to the needs of students and families due to the impact of the pandemic and school closures. The following trends in stakeholder feedback emerged to inform LCAP goal development and actions.

A strong theme in stakeholder feedback is rooted in student learning and engagement. There is a strong desire for our District to be competitive and shine in academic achievement. Our community acknowledged our need to continue academic progress in ELA and Math instruction and learning, noting that our District Math results demand significant improvement. Similarly, outcomes for English Learners are lower and yielded feedback supporting enhanced support for English Language Development instruction and engaging activities to learn. Furthermore, there is a shared desire to see improvement in the results of and support for students with disabilities as well students who access learning and engagement differently. Many staff and parent groups also acknowledged that learning routines and environments must value and support all students' backgrounds and differences if students are to truly thrive. Our DAAPAC, DELAC, and SEPAC want our schools to be places where all cultures and talents are valued and celebrated. Parents and staff also shared a strong desire for learning to be engaging and interesting.

The theme of student voice and choice was repeated in numerous stakeholder comments, both in learning and other school activities, particularly among Site Administrators. While all constituents continued to indicate a strong support for the work of School Counselors, Site Administrator feedback suggested a need for increased support for social-emotional well being. Additionally, Site Administrators have a strong shared desire to improve student engagement and school climate through ongoing training in Multi-tiered System of Support (MTSS).

A strong theme in teacher feedback is in the area of school culture, well-being and morale of staff and students. Teachers also had a strong interest in increased opportunities for extracurricular activities for all students and a broad range of elective offerings for students at the middle school level. Teachers shared a desire for new curriculum materials in Math and Science in grades K-8 and Social Studies in grades K-5. The teacher's bargaining unit association echoed the desire for crossing guards as well as the need to attract and maintain highly qualified teachers; in turn, providing support for new teachers to complete their credentialing programs.

Our classified bargaining unit provided strong feedback expressing a desire for transparency and collaboration. Additionally, the classified association shared a desire for our classified work partners to receive the recognition, training, and overall support needed to be safe and effective. Feedback from classified staff also recommended parent communication and engagement.

Overall, stakeholders appreciate the outcomes of School Counselors and recognize the growing need for social-emotional and mental health support as students return to school, especially those who have experienced trauma and/or with elevated social-emotional and behavioral needs. The theme of strengthening school communities, relationships, and connectedness were repeated by stakeholders in LCAP forums and throughout the school year as parent groups such as PTA/PTO and District Parent Advisory Council expressed their concerns about the negative impacts of school closures. The theme of school communities that value and celebrate students' differences and strengths also came through in LCAP feedback as well as throughout the year in the wake of national dialogue about racism and equity. Stakeholders want schools to provide opportunities for all students to engage in interesting activities during lunch and/or after school such as clubs and athletics. Our SEPAC looks forward to increased visibility and opportunities for extracurricular activities as well. Our District African American Parent Advisory Committee (DAAPAC) looks forward to continuing to create opportunities for parent engagement and student leadership. All parent groups expressed the desire to continue to build partnerships with families and in our community with groups such as local businesses, city, law enforcement, and youth organizations to increase opportunities for students. One area of concern by teachers and parents is the need for crossing guards to ensure the safety of all students.

Stakeholder engagement and collaboration has been heightened since school closures in March of 2020. Through the multiple plans for potential return to in-person schooling, the hiring of District leadership, a change in our School Board, and the development of a new Menifee Union School District vision, our community LCAP forums and feedback opportunities, our community shared aspirations and set expectations for 2021-22. A major theme of these expectations is a desire for continued improvement and systems to provide equity. Parents wish to continue to be involved in school data, behavior conversations and planning. All stakeholders have a concern about the impacts of school closures on learning, wellness, and behavior and acknowledge that classrooms and schools will require strategies and supports that need to be well coordinated. Inequitable outcomes visible in our data led to feedback that school teams need to look at subgroup discipline data and student well being data regularly. Parents are willing to support the school and many shared that continued parent participation at ELAC, DELAC, PAC, school site and District activities will make schools more successful. Parents acknowledged that improved school communication and meetings via Parent Square and virtual meetings allowed parents to attend more events. Our DELAC greatly appreciates the availability of all workshops in Spanish and English as well as opportunities to learn how to support their students to be prepared for high school and college/career.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder engagement provided constituents the opportunity to review District data in all priorities of the LCAP for all MUSD students and all student groups and to provide feedback to inform actions and expected outcomes related to LCAP priorities. The themes of stakeholder voice and recommendations are captured in our 2021-22 LCAP Goals:

- #1 MUSD will be culturally responsive to our community and serve the learning community in a safe, supportive and engaging environment.
- #2 MUSD will ensure all students experience a high-quality, standards-aligned education to increase academic achievement.
- #3 MUSD will promote organizational effectiveness and equity through alignment of District systems and structures.

Our District Parent Advisory Committee provided the following feedback :

A main concern is to have less time when taking the state test. Parents appreciate delaying the testing one year.

Expect that the protocol for attendance to change post COVID and not receive letters.

We would like to have current data.

Priority in our District should be to provide additional support to students who have experienced trauma.

A suggestion was made to involve students by having them take the LCAP survey and motivate parent involvement.

Desire to have students attend more than 2 days a week during Hybrid schedule.

Teachers need to go back to the classroom but not on a hybrid model.

Students need the opportunity to have fun, interact, and engage.

The above PAC recommendations/feedback are addressed in the LCAP development and actions. Parent concerns regarding District actions to improve attendance and support consistent attendance following COVID-19 is acknowledged. Current safety protocols require students to stay home if potential symptoms are present. While there is no action in the LCAP to alter the parent outreach procedures of the District, safety protocols will continue to be followed and lessons learned through SB 98 re-engagement team support will continue to inform the MUSD process for parent communication regarding school absences. Student 2020-21 academic iReady data is provided to parents and more timely reports will be available following administration of iReady Reading and Math diagnostics in the 2021-22 and subsequent school years. Additionally, actions in the LCAP address the development of a MTSS which will include protocols for analysis and timely response to student performance and outcome data. Over 2,300 students in grades 3-8 participated in the 2021-22 LCAP development survey. Additional support for students experiencing trauma, and other challenges associated with school closure, are addressed in the LCAP through the addition of District Social Workers and School-Community Liaisons. The need for student opportunities for engagement and interaction is addressed through actions and metrics related to the number of engagement opportunities as well as unduplicated student participation.

Goal area 1 contains actions and metrics that have emerged from themes in stakeholder feedback. The desire to continue and build upon the role of School Counselors was strong and supported continuing with school counselors. During the LCAP Public Forum, a community member shared support for continuing the role of the School Counselor and to consider additional counselors to provide social-emotional support that may be needed in return from school closures. In response to the consistent stakeholder feedback to add to the capacity of our District to support the social-emotional and mental health needs of families, we provided funding for three District Social Workers. For schools in the District with the highest concentration of unduplicated pupils and the highest need for school and community-based services and resources, five District Community Liaisons were added to support the District parent engagement plan, capacity to eliminate barriers to attendance and learning, and to increase parent involvement with an emphasis on our unduplicated pupils. Student engagement in extracurricular activities and clubs is a priority with dedicated resources in our LCAP in response to stakeholder feedback.

Feedback also resulted in the inclusion of metrics in response to our student outcome data. MUSD 5th and 7th grade student responses to the California Healthy Kids Survey (CHKS) in the areas of Meaningful Participation and Zest were lower than all other areas of student engagement data measured by CHKS in 2019-20 and 2020-21. Our new LCAP will have metrics for improved Meaningful Participation and Zest as these attributes are seen as underlying conditions of academic performance and attendance. Additionally, there are metrics related to the number of after-school enrichment or extracurricular activities offered at our schools as well as the number of student-initiated clubs at middle school. There will also be metrics for the number of foster youth and students with disabilities who participate in clubs and enrichment activities.

Within Goal 2, specific actions for students emerged as a result of District data and community recommendations for outcomes for all students. The need for improvement in math learning and student engagement in learning resulted in a variety of actions related to District-wide math professional development including two Math Teachers on Special Assignment (TOSAs) to serve as coaches, contracted professional development in supportive and engaging strategies in student-centered math, and teacher coaching and planning time. The need for improvements in District systems to support the progress of English Learners (ELs) resulted in District-provided professional development and support for the implementation of integrated and designated English Language Development (ELD) standards. This will be enacted through Riverside County Office of Education (RCOE) professional development with teachers and administrators in learning cycles throughout the school year where staff learn and plan for implementation. The implementation of supportive strategies for math and plans for implementation of effective ELD will be monitored with school learning walks where District and site staff can collect data and provide feedback to support the implementation of best practices. The feedback provided by stakeholders related to the considerable gaps in outcomes for students with disabilities, while somewhat addressed by the emphasis of supportive strategies of both the Math and ELD professional development, also merit specific support in Special Education. A District Special Education Coordinator position is added to improve the effectiveness of educational programs that provide services to students with disabilities. Embedded in the professional development will be the emphasis on student engagement, meaningful participation, and opportunities for students to explore their potential, all of which are in alignment and emphasized in response to stakeholder feedback.

Feedback also resulted in the inclusion of metrics our community identified as opportunities to improve our District in the context of our student achievement and outcome profile. For ELs, metrics are included to both increase the reclassification rate and to decrease the percent of ELs identified as Long Term English Learners (LTELs) in grades 6-8. In response to community expressed concern at the learning loss experienced by lower elementary students, metrics are included in our LCAP specific to the percent of students meeting standards in reading by the end of third grade. Additionally, the desire for our District achievement data to be both competitive and provide a limitless future for students, a metric included above minimum requirements for the percent of students exceeding standards who complete our middle school Compacted Math course. Additionally, there are metrics related to the number of unduplicated students and students with disabilities who participate in Compacted Math and in the advanced elective offerings at our middle schools.

In response to teacher feedback, a curriculum adoption calendar will be created. Beginning in 2021-22, elementary Social Studies curriculum approved materials will be reviewed by teachers and selected through a curriculum adoption process. A timeline of framework adoption and release of approved materials will also be shared with teachers and parents. During the 2021-22, teachers of Math will receive professional development in the new Math Framework in anticipation of a potential adoption following the 2021-2022 school year.

Goal 3 of our LCAP promotes organizational effectiveness and equity through alignment of District systems and structures in all LCAP priorities. Stakeholder feedback on the importance of effective support for academic achievement and social emotional well-being of students contributed to actions to coordinate and improve outcomes across our District in a coherent manner. This resulted in the continuation of the Educational Services Director and Coordinator positions while adding a new Curriculum Coordinator position in response to teacher and administrator feedback. Staff feedback accentuated staff climate and morale. In response to staff climate surveys, self-care practices will be included in the LCAP. Teacher request for training of the Intervention Facilitator staff to support small group instruction of struggling students is supported in the LCAP through the addition of a District Intervention Specialist. Similarly, teacher and administrator feedback also expressed a desire to continue the social- emotional lessons and small groups that School Counselors organize. The coordination of School

Counselors and teacher professional development is implemented in the LCAP through a District Lead Counselor, who will coordinate Second Step Social-Emotional lessons and teacher professional development.

Our community noticed the inequitable outcomes in student achievement and suspensions across our District and have expressed an expectation for our school District to provide support to close the gaps and to ensure our school communities value the talents and background of all members. Staff development in culturally responsive practices, Multiple Tiers of Support Structure (MTSS), and Positive Behavior Intervention Systems (PBIS) are included in our LCAP in alignment with feedback from teachers as well as administrators. Additionally, the stakeholder feedback recommending monitoring student subgroup data in academic achievement and discipline is addressed through the systemic support of PBIS and MTSS.

Goals and Actions

Goal

Goal #	Description
1	<p>MUSD will be culturally responsive to our community and serve the learning community in a safe, supportive and engaging environment.</p> <p>LCFF Priority 1: Basic Services (Facilities)</p> <p>LCFF Priority 3: Parent Involvement</p> <p>LCFF Priority 5: Student Engagement</p> <p>LCFF Priority 6: School Climate (CHKS & Attendance & Suspension)</p> <p>LCFF Priority 8: Student Outcomes</p>

An explanation of why the LEA has developed this goal.

Maslow's Hierarchy of Needs provides an explanation of our overall data profile, barriers to student achievement and opportunities, and a framework to truly engage all students and provide for maximum opportunities for a limitless future. The premise of Maslow's Hierarchy of Needs is that the basic physiological and safety needs of individuals as well as the need for belongingness and love, are prerequisite and must be satisfied before individuals can attend higher needs of developing esteem through accomplishments and achieving one's full potential academically and in other creative endeavors.

Actions and metrics in Goal 1 are tightly connected to the experience of each student. At the heart of the actions in Goal 1 is a commitment to providing all students safe, supportive schools and equitable opportunities for meaningful participation and to experience joy or excitement which we refer to as "zest." Increased staffing, training, and systems of support to address social-emotional and mental health needs, or to connect families with a continuum of supports, are intended to eliminate barriers and strengthen family connections. Additionally, many actions intentionally address support and strategies to engage traditionally marginalized communities or students experiencing inequitable outcomes.

Metrics throughout Goal 1 demonstrate aspirational goals for equitable opportunities for all students and all student groups. Student growth goals are present to ensure our intentional work toward improving student perception of meaningfulness of school and zest, or excitement, in learning. Additionally, there are metrics related to the number of after-school enrichment and extracurricular opportunities at all schools and the number of student initiated clubs at the middle school level. There are also expected outcomes in the number of unduplicated students and students with disabilities who participate in clubs and activities, with an additional metric for foster youth.

District-wide professional development will focus on school-wide systems and classroom strategies to support and respond to behavior in a manner that promotes positive behavior and prosocial skill development. Professional development, ongoing planning and support, and analysis of data will provide our District and community with progress in Goal 1.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in Good or Excellent Repair (SARC - Facilities Inspection Tool)	100%				100%
Parent Involvement Efforts to seek parent input in decision making (Local Indicators Self-Reflection Tool)	3 - Initial Implementation				5- Full Implementation and Sustainability
Priority 3 Percent Parental Participation in Programs (attendance logs)	DAAPAC Average Meeting Attendance: 10 Grandparents Raising Grandchildren (GRG) Average Meeting Attendance: 10 Parent Advisory Committee Average Meeting Attendance: 7				DAAPAC Average Meeting Attendance: 36 Grandparents Raising Grandchildren Average Meeting Attendance: 40 Parent Advisory Committee Average Meeting Attendance: 36

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 Percent Parental Participation in Programs - English Learner (attendance logs)	DELAC Average Meeting Attendance: 15				DELAC Average Meeting Attendance: 36
Priority 3 Percent Parental Participation in Programs for students with disabilities	SEPAC Average Meeting Attendance: 14				SEPAC Average Meeting Attendance: 36
School Attendance Rate Percentage of Positive Attendance (SIS)	(2019/20) – 96.4% (8/7/19 – 3/13/20) – 95.2%				98%
Chronic Absenteeism (CA School Dashboard)	<p>All students: Orange 9.7 %</p> <p>20/21 Chronic Absenteeism Disengagement Data 2.1% (SIS)</p> <p>English Learner (EL) Orange : 9.3 %</p> <p>Socio-Economically Disadvantaged (SED): Orange 13.4 %</p>				<p>All students: Green 5.0%</p> <p>English Learner (EL) : Green 5.0%</p> <p>Socio-Economically Disadvantaged (SED): Green 5.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities (SWD): Orange 14.2 %</p> <p>Foster youth: Orange 10.7 %</p> <p>Homeless youth: Red 42.2 %</p> <p>African American: Orange 10.8%</p> <p>Hispanic: Orange 10.2%</p> <p>Two or More Races: Orange 10.3%</p>				<p>Students with Disabilities (SWD): Green 5.0%</p> <p>Foster youth: Green 5.0%</p> <p>Homeless youth: Green 5.0%</p> <p>African American: Green 5.0%</p> <p>Hispanic: Green 5.0%</p> <p>Two or More Races: Green 5.0%</p>
<p>Meaningful Participation/Decision-making</p> <p>(20-21 CA Healthy Kids Survey)</p>	<p>7th Grade: 33%</p> <p>5th Grade: 42%</p>				<p>7th Grade: 63%</p> <p>5th Grade 72: %</p>
Zest	7th Grade: 56%				7th Grade: 86%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(20-21 CA Healthy Kids Survey)	5th Grade: 38%				5th Grade: 68%
Suspension Rate (CA School Dashboard)	<p>All students: Green 1.3 %</p> <p>English Learner (EL): Green 0.8 %</p> <p>Socio-Economically Disadvantaged (SED): Yellow 1.8 %</p> <p>Students with Disabilities (SWD): Yellow 3.0 %</p> <p>Foster youth: Red 6.6 %</p> <p>Homeless youth: Green 1.4 %</p> <p>African American: Orange 4.1%</p> <p>Hispanic: Green 1.2%</p>				<p>All students: Blue 0.5 %</p> <p>English Learner (EL): Blue 0.5 %</p> <p>Socio-Economically Disadvantaged (SED): Blue 0.5 %</p> <p>Students with Disabilities (SWD): Blue 0.5 %</p> <p>Foster youth: Blue 0.5 %</p> <p>Homeless youth: Blue 0.5 %</p> <p>African American: Blue 0.5%</p> <p>Hispanic: Blue 0.5 %</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Two or More Races: Orange 10.3%				Two or More Races: Blue 0.5 %
Expulsion Rate (Dataquest)	2019/20 - 0.03%				0.00%
Number of Student Initiated Clubs at Middle Schools (ASB Minutes; School Calendar)	9 total ; Average of 2.25 per school				28 total
Number of After School Enrichment Activities	38 total; Average of 2.7 per school				4 at each school
Middle School Dropout (SIS 2019-20)	0				0

Actions

Action #	Title	Description	Total Funds	Contributing
1	Care Solace	Provide referrals for students, staff, and families to access mental health and health services.	\$26,885.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Supplemental School Counselors	Hire counseling staff to facilitate and support Tier I, Tier II, and Tier III social-emotional and behavioral Multi-Tiered Support Structure (MTSS)	\$1,305,659.00	Yes
3	District Social Workers (3)	District Social workers will support Tier II and III social emotional and mental health needs of students.	\$347,086.00	No
4	Community Liaison Site QVE (7hr) , FCE, RES, CWM, ERE (3.5 hr each)	Continue to increase Community Liaison's face-to-face contact with parents throughout the district positioned at school sites with high unduplicated count to provide and support parent involvement and training opportunities, connecting families with school and community resources, personal meetings and/or site meetings. Liaisons support the district and school capacity to eliminate barriers to attendance and learning and to increase parent involvement with an emphasis on our unduplicated pupils.	\$299,285.00	Yes
5	5 APs: K Brilee, K. Cross, Sue Di Bernardo, M. Blanton	Provided targeted site support to pupils through the hiring of Assistant Principals to SSE, OME, FCE and a Dean of Students at MVMS to address the areas of academic achievement, social-emotional learning, parent engagement, and safe and orderly schools.	\$628,797.00	Yes
6	Music Teachers and program supplies	Provide music education opportunity to all students	\$690,029.00	Yes
7	Teacher Staffing for Effective Learning Environments/Eliminate Combo classes	Maintain effective teacher staff to student ratios: eliminate as many combination grade classes and reduce class size through the hiring of additional elementary school teachers as appropriate and as funding allows.	\$1,408,385.00	Yes
8	TK-3 25:1	Maintain 25:1 teacher staff to student ratios in grades TK - 3	\$855,355.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Maintain Additional MUSD School Psychologist	Support School Tier II and III Behavioral Needs	\$345,665.00	No
10	Translation Services	Translation Services and extra hours for parent meetings	\$69,173.00	Yes
11	MTSS/UDL Planning, Professional Development	Continue to provide training or resources to support behavior, social or emotional needs, and to increase school connectedness, MTSS, Universal Design for Learning (UDL) administrator and teacher training and collaboration.	\$96,179.00	Yes
12	CUE/Google Camp	Continue to provide opportunities for teachers and administrators to receive technology integration certifications, including Leading Edge and Google Certifications.	\$20,437.00	Yes
13	Parent Involvement/Education	Continue to identify, research, and implement best practices to meaningfully engage students and their families in order to close the achievement gap for English Learners, Foster Youth, and Low Income Students.	\$18,269.00	Yes
14	CPI Training; Certificated Sub	Provide Training to Staff in Crisis Prevention Institute (CPI) to support safe and effective response to students in crisis	\$6,496.00	No
15	SSS Workshops and Training	SSS Professional Development in PBIS, MTSS, and strategies to promote student safety and well-being	\$39,945.00	No
16	After School Enrichment Foster	Provide materials and extra hours for staff to facilitate after school enrichment/extracurricular activities with a priority for engaging Foster youth and other unduplicated at risk students	\$7,296.00	No

Action #	Title	Description	Total Funds	Contributing
17	LCFF Site Allocation	Site allocations were targeted to meet the individual student needs of low income, foster youth, and English Learners	\$293,274.00	Yes
18	MUSD Equity Committee; Workshops, and CRL for admin	MUSD Equity Committee; Workshops, and CRL for admin	\$15,000.00	Yes
19	Attendance Intervention and Support A2A	Attendance Intervention and Support A2A documentation and resources	\$53,000.00	No
20	CHKS and well-being progress monitoring dashboard	California Healthy Kids Survey (CHKS) and staff and student well-being progress monitoring dashboard	\$11,500.00	Yes
21	CKH BMMS	Capturing Kids Hearts BMMS contract; Staff professional development and planning for the implementation of strategies to improve school culture and reduce discipline/suspension	\$45,000.00	No
22	Lunch Time or Before/After School Enrichment	Lunch Time or Before/After School Enrichment	\$100,000.00	Yes
23	Library/Media Center/Makerspace Supplies	Library/Media Center/Makerspace Supplies	\$112,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	MUSD will ensure all students experience a high-quality, standards-aligned education to increase academic achievement. LCFF Priority 1: Basic Services LCFF Priority 2: Implementation of State Standards LCFF Priority 4: Student Achievement LCFF Priority 7: Course Access LCFF Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

The guiding beliefs of the Menifee Union School District that all children can learn, that equity and access to rigorous curriculum is every student's right, that diversity is strength, and that strong relationships and trust positively impact learning, compel our concerted efforts to address equity and to eliminate inequities on our marginalized students and staff. Our emerging vision for our District, "Engaging Young Minds for Limitless Futures" and stakeholder feedback, provide a common thread of identifying opportunities for growth for all students, eliminating practices that contribute to inequity, and implementing practices that will improve outcomes for all student groups.

Goal 2 anchors these beliefs, vision, and commitments in student academic achievement and related LCFF Priorities. The actions and metrics in Goal 2 connect resources to provide coherent professional development and ongoing support for the implementation of instructional practices that foster student engagement, strategies that support student access to rigorous content, maximize opportunities to learn, and student-centered learning practices to give relevance and meaningfulness to learning. Support for students with disabilities, students experiencing poverty and/or homelessness, foster youth, and English Learners, are prioritized throughout actions in Goal 2.

Metrics throughout Goal 2 demonstrate aspirational goals for high academic achievement for all students and equitable outcomes for all student groups. Metrics specific to English Learners are included above the minimum to establish desired outcomes for the increased rate of reclassification of English Learners and reduction of Long-Term English Learners in grades 6-8. Additionally, there are metrics related to the number of unduplicated students and students with disabilities who participate in Compacted Math and in the advanced elective offerings at our middle schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Properly Credentialed Teachers As evidenced by CALPADS 4.1, 4.2, 4.3 SARC	0.8% misagnments of teachers of English Learners 4 total teacher misassignments and/or vacancies				0% misagnments of teachers of English Learners 0 total teacher misassignments and/or vacancies
Access to Instructional Material Williams Textbook Sufficiency Report, SARC	100% Students with access to own copies of standards-aligned instructional materials				100% Students with access to own copies of standards-aligned instructional materials
Implementation of Academic Content Standards Local Indicators Self-Reflection Tool	4- Full Implementation				5- Full Implementation and Sustainability
EL Access to CA Standards including ELD Standards, Local Indicators Self-Reflection Tool	3 - Initial Implementation				5- Full Implementation and Sustainability
ELA Pupil Achievement on Statewide Assessments Ca School Dashboard Indicator Color and Distance from Standard	All students: Green 7.4 points above standard (CA School Dashboard 2019)				All students: Green 10.1 points above standard (CA School Dashboard) English Learner: Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learner (EL): Yellow 24.6 points below standard (CA School Dashboard 2019)</p> <p>Socio-Economically Disadvantaged (SED): Yellow 11.7 points below standard (CA School Dashboard 2019)</p> <p>Students with Disabilities (SWD): Orange 75 points below standard (CA School Dashboard 2019)</p> <p>Alternate: ELA CAASPP (SBAC) Performance: Percent Met/Exceeded TOMS</p> <p>Foster youth: Orange 54.5 points below standard</p>				<p>(EL): 5.1 points below or above standard (CA School Dashboard)</p> <p>Socio-Economically Disadvantaged (SED): Green 2.7 points below standard</p> <p>Students with Disabilities (SWD): Green 5 points below standard (CA School Dashboard)</p> <p>Alternate: ELA CAASPP (SBAC) Performance: Percent Met/Exceeded TOMS</p> <p>Foster youth: Green 5 points below standard (CA School Dashboard)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(CA School Dashboard 2019) Homeless youth: Green 1.7 points below standard (CA School Dashboard 2019) African American: Yellow 11.5 points below standard (CA School Dashboard 2019) Hispanic: Green 3.4 points below standard (CA School Dashboard 2019) Two or More Races: Green 20.6 points above standard (CA School Dashboard)				Homeless youth: Green 7.3 points above standard (CA School Dashboard) African American: Green 2.5 points below standard (CA School Dashboard) Hispanic: Green 5.6 points above standard (CA School Dashboard) Two or More Races: Green 20.6 points above standard (CA School Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress Towards Literacy 3rd Grade (Dataquest, SBAC)	<p>29.9% of 3rd grade Students Above Standards in Reading, SBAC</p> <p>19.85% of 3rd grade Students Above Standards in Writing, SBAC</p>				<p>60% of 3rd grade Students Above Standards in Reading, SBAC</p> <p>50% of 3rd grade Students Above Standards in Writing, SBAC</p>
Pupil Achievement on Statewide Assessments Math (CA School Dashboard 2019)	<p>All students: Yellow 21 points below standard (CA School Dashboard)</p> <p>English Learner (EL): Orange 51.8 points below standard (CA School Dashboard)</p> <p>Socio-Economically Disadvantaged (SED): Orange 42.2 points below standard (CA School Dashboard)</p>				<p>All students: Green 12 points below standard (CA School Dashboard)</p> <p>English Learner (EL): Green 25 points below standard (CA School Dashboard)</p> <p>Socio-Economically Disadvantaged (SED): Green 25 points below standard (CA School Dashboard)</p>

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>33.6 points below standard (CA School Dashboard)</p> <p>Two or More Races: Yellow 13.2 points below standard (CA School Dashboard)</p>				<p>24.6 points above standard (CA School Dashboard)</p> <p>Two or More Races: Green 4.2 points below standard (CA School Dashboard)</p>
Students Completing Compact Math 8 Exceeds Standards SBAC (SIS)	60%				90%
Pupil Achievement on Statewide Assessments Science (CAST)	34.75% Met and Exceeded				64% Met and Exceeded
Percentage of EL Students Making Progress on English Proficiency (CA School Dashboard ELPAC)	42.7% English Learners Making Progress on English Proficiency ELPI Status : Low				57.7% English Learners Making Progress on English Proficiency ELPI Status : High

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate Dataquest	22.1%				35%
Percent Long Term English Learners (LTELs) Grades 6-8 Dataquest	88%				32%
Number Unduplicated Access to Rigorous Courses - Compact Math (SIS)	48.9% program participation				52% program participation
Number Unduplicated Access to Advanced Electives, ASB, WEB, CCR (SIS)	63.9% program participation				64% program participation
Number Foster youth Access to Advanced Electives such as ASB, WEB, CCR (Aeries SIS)	1 out of 26 7th and 8th grade, or 3.8%				25% Foster youth
Number Unduplicated Access to Rigorous Courses - Spanish (Aeries SIS)	60.8% program participation				61% program participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Students with Disabilities Access to Advanced Electives, ASB, WEB, CCR (Aeries SIS)	0% program participaiton				3% program participation
2020-21 iReady Mid-year Reading	<p>All students: 39.3 % met or exceeded standard iReady Reading Mid-Year (2020-21)</p> <p>English Learner (EL): 11 % met or exceeded standard iReady Reading Mid-Year (20/21)</p> <p>Socio-Economically Disadvantaged (SED): 34 % met or exceeded standard iReady Reading Mid-Year (20/21)</p> <p>Students with Disabilities (SWD): 16.6 % met or exceeded standard iReady Reading Mid-Year (20/21)</p>				<p>All students: 66 % met or exceeded standard iReady Reading Mid-Year</p> <p>English Learner (EL): 16 % met or exceeded standard iReady Reading Mid-Year</p> <p>Socio-Economically Disadvantaged (SED): 66 % met or exceeded standard iReady Reading Mid-Year</p> <p>Students with Disabilities (SWD): 21 % met or exceeded standard iReady Reading Mid-Year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Foster youth: 25.67 % met or exceeded standard iReady Reading Mid-Year (20/21)</p> <p>Homeless youth: 26.5 % met or exceeded standard iReady Reading Mid-Year (20/21)</p> <p>African American: 51.89 % met or exceeded iReady Reading Mid-Year (20/21)</p> <p>Hispanic: 32 % met or exceeded standard iReady Reading Mid-Year (20/21)</p> <p>Two or More Races: 46.39 % met or exceeded standard iReady Reading Mid-Year (20/21)</p>				<p>Foster youth: 33 % met or exceeded standard iReady Reading Mid-Year</p> <p>Homeless youth: 40 % met or exceeded standard iReady Reading Mid-Year</p> <p>African American: 67 % met or exceeded iReady Reading Mid-Year</p> <p>Hispanic: 53 % met or exceeded standard iReady Reading Mid-Year</p> <p>Two or More Races: 83 % met or exceeded standard iReady Reading Mid-Year</p>
2020-21 iReady Mid-year Math	All students: 26.7 % students met or exceeded standard				All students: 26.7 % students met or exceeded standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>iReady Reading Mid-Year (20/21)</p> <p>English Learner (EL): 6.4 % met or exceeded standard iReady Reading Mid-Year (20/21)</p> <p>Socio-Economically Disadvantaged (SED): 19.6 % met or exceeded standard iReady Reading Mid-Year (20/21)</p> <p>Students with Disabilities (SWD): 10.6 % met or exceeded standard iReady Reading Mid-Year (20/21)</p> <p>Foster youth: 2.7 % met or exceeded standard iReady Reading Mid-Year (20/21)</p> <p>Homeless youth: 10.6 % met or exceeded standard iReady Reading Mid-Year (20/21)</p> <p>African American:</p>				<p>iReady Reading Mid-Year</p> <p>English Learner (EL): 16 % met or exceeded standard iReady Reading Mid-Year</p> <p>Socio-Economically Disadvantaged (SED): 35 % met or exceeded standard iReady Reading Mid-Year</p> <p>Students with Disabilities (SWD): 16 % met or exceeded standard iReady Reading Mid-Year</p> <p>Foster youth: 30 % met or exceeded standard iReady Reading Mid-Year</p> <p>Homeless youth: 40 % met or exceeded standard iReady Reading Mid-Year</p> <p>African American:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>42.6 % met or exceeded standard iReady Reading Mid-Year (20/21)</p> <p>Hispanic: 18.7 % met or exceeded iReady Reading Mid-Year (20/21)</p> <p>Two or More Races: 29 % met or exceeded standard iReady Reading Mid-Year (20/21)</p>				<p>56 % met or exceeded standard iReady Reading Mid-Year</p> <p>Hispanic: 18.7 % met or exceeded iReady Reading Mid-Year</p> <p>Two or More Races: 70 % met or exceeded standard iReady Reading Mid-Year</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Math Teacher and Administrator Professional Development and Coaching in Math Framework, Student Centered-Learning, Universal Design for Instruction	Support high quality math professional development and implementation of standards and framework	\$96,663.00	Yes
2	Induction and stipend SLP	Induction and salary stipend for SLP	\$55,968.00	No

Action #	Title	Description	Total Funds	Contributing
3	Next Generation Science Standards (NGSS) Teacher Training	Support high quality Science professional development and implementation of standards and framework with a focus on equity and engagement	\$9,593.00	No
4	Rosetta Stone for English Learners	Supplemental resource for English Learners to practice English Literacy Development	\$28,000.00	No
5	Learning Ally Audiobooks	Program that supports all students identified with a reading deficit with audio books and embedded tools	\$22,000.00	No
6	Gizmos, Dreambox, and Screencastify	Curriculum related programs to support differentiated instruction in science simulations for grades two through eight from Explore Learning's Gizmos platform and standards aligned Math	\$142,550.00	Yes
7	Virtual School Library Start Up other library supplies	Virtual school option provided for families who prefer full online learning	\$75,000.00	No
8	ELPAC Testing Cadre	ELPAC testing provides data to inform academic progress and instructional needs of students identified as English Learners.	\$84,422.00	No
9	GATE Assessment	Gate Assessment	\$18,000.00	No
10	Preschool Curriculum and Materials	Provide MUSD Preschool standard aligned curriculum and/or materials	\$6,000.00	Yes
11	Homeless Materials and Supplies and Transportation	Support Homeless students access school by eliminating barrier of transportation and supplies for staff who monitor Homeless student attendance and progress.	\$18,000.00	No

Action #	Title	Description	Total Funds	Contributing
12	Achieve 3,000	A supplemental resource to the core ELA/ELD program to improve reading comprehension including academic vocabulary.	\$101,769.00	Yes
13	SPED Technology (N2Y)	N2Y is an annual online subscription that is issued, per license, to our 10 Special Day teachers. The subscription includes the SymbolStix, Unique Learning System and News-2-You curricula.	\$20,000.00	No
14	College Career Readiness Tutors	College Student College Career Readiness Tutors support to develop effective organization and study habits to promote improved academic achievement and foundation for high school and college/career readiness.	\$40,772.00	Yes
15	1:1 Chromebook Refresh Cycle	Continue to equip TK through grade one classrooms with six tablets per classroom, and the 1:1 Chromebook program in grades two through eight.	\$300,000.00	Yes
16	EL and Data Technician	Supports the implementation of CAASPP, including ELPAC, EL reclassification, and data analysis	\$38,111.00	No
17	English Learner Services Clerk	Supports the ELPAC assessment requirements, EL reclassification and monitoring, and data analysis	\$11,591.00	Yes
18	Step Up to Writing Professional Development and Planning	Teacher and administer Professional Development and Planning for implementation of standards-aligned structured support of ELA/ELD CCSS in writing	\$56,845.00	No

Action #	Title	Description	Total Funds	Contributing
19	Go Math	Supplemental Math Curriculum Resource Targeted to Address the Learning Needs of underperforming students	\$5,000.00	No
20	Cognitively Guided Instruction Professional Development, QVE	Administrator and Teacher Professional Development and planning for the implementation of Cognitively Guided Instruction to support increasing math achievement at QVE	\$13,500.00	No
21	English Language Development and Universal Design for Learning Professional Development	Administrator and Teacher Professional Development and planning for the implementation of effective integrated and designated ELD in Sheltered English Immersion program for English Learners.	\$57,000.00	No
22	Library Aide/Tech Extra hours	Library Aide/Tech Extra hours	\$1,393.00	No
23	District Spelling Bee	District Spelling Bee	\$612.00	No
24	Student Success Services Materials and Supplies	Student Success Setrvices Materials and Supplies	\$4,200.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	MUSD will promote organizational effectiveness and equity through alignment of district systems and structures.

An explanation of why the LEA has developed this goal.

The guiding beliefs of the Menifee Union School District that all children can learn, that equity and access to rigorous curriculum is every student's right, that diversity is a strength, and that strong relationships and trust positively impact learning, compel our concerted efforts to address equity and to eliminate inequities on our marginalized students and staff. Our emerging vision for our District, "Engaging Young Minds for a Limitless Future", and stakeholder feedback, provide a common thread of identifying opportunities for growth for all students, eliminating practices that contribute to inequity, and implementing practices that will improve outcomes for all student groups.

With the rapid development of our District in size as well as leadership, staffing and community representation, there is also a call for increased efforts to ensure the MUSD systems grow along with our community. "Collective teacher efficacy is the collective belief of teachers in their ability to positively affect students and is strongly correlated with student achievement," according to the research of John Hattie. Teachers have the single greatest impact on student outcomes and the effectiveness of those outcomes is greatly increased through collective beliefs in the shared work.

In order to achieve the goals, aspirations, and vision set forth in our LCAP priority areas, our organization and educational community must have a shared belief in the "why" behind our roles and our work. Similarly, the capacity of every member to contribute to achieving our goals requires the systemic support and alignment of systems to ensure equity and effectiveness of our outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff training in school safety and legal compliance topics (Keenan and OMS)	100% staff receive annual training on mandatory legal compliance topics				100% staff receive annual training on mandatory legal compliance topics
All Site Administrators and Teachers receive PD in Universal	6 sites				All Site Administrators and Teachers receive PD in Universal

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Design for Learning and English Language Development					Design for Learning and English Language Development
All Site Administrators and Teachers of Math receive training in CA Math Standards and Framework	0 sites have received training in new Math Frameworks. Level of Teacher proficiency in Math Standards varies by site.				All Math Teachers receive training in CA Math Standards and Framework and provide instruction aligned to CA Standards and Framework.
All sites implement UDL strategies and effective English Language Development	varies by site				All sites implement UDL strategies and English Language Development as measured through learning walks and student ELPAC scores.
All sites implement UDL strategies and English Language Development	varies by site				All sites implement UDL strategies and English Language Development as measured through learning walks
All Math Teachers provide Math instruction aligned to CA Standards and Framework.	Framework: 0 CA Standards: Varies by site				All Math Teachers provide Math instruction aligned to CA Standards and Framework.
All administrators provide effective	varies by site				All administrators provide effective

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
feedback for growth aligned to CA Standards and Framework and UDL					feedback for growth aligned to CA Standards and Framework and UDL as measured by administrator observation and feedback notes

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Square, Raptor, Navigate Prepared	Parent communication tools and school safety software	\$66,000.00	No
2	Illuminate DnA	Online assessment and data analysis utilized for secure assessments and student data and to support standards aligned instruction	\$28,840.00	Yes
4	Open Gov	Utilized Open.Gov program as a resource to increase transparency for budget related expenditures with all stakeholders	\$21,000.00	Yes
5	District cell phones	Provide district leadership consistent accessibility to all school personnel	\$5,410.00	No
6	Cultural Responsiveness Trauma Informed/Equity Keynote, Contract 3140	Speaker to provide Cultural Responsiveness Trauma Informed/Equity Keynote	\$3,330.00	No

Action #	Title	Description	Total Funds	Contributing
7				
8	Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides	Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides support full implementation of technology resources in classrooms for instruction to support efforts to target the educational needs of unduplicated pupils through increased technology support.	\$515,198.00	Yes
9	Curriculum and Instruction Department Training	Curriculum and Instruction Department Training to maintain current and to support effective planning of district professional development and curriculum and instruction needs.	\$17,440.00	Yes
10	Curriculum and Instruction Provided Professional Development	Teacher and Administrator Professional Development to support effective standards-aligned instruction with a priority for incorporating appropriate supports and strategies to support English learners and traditionally underperforming students	\$100,000.00	Yes
11	Director Special Programs and Support Staff	Maintain Director Curriculum, Instruction, and Special Programs (and classified support staff) to support efforts to target the educational needs of unduplicated pupils and compliance with federal program requirements through access to programs, reports, and timely data analysis.	\$265,412.00	Yes
12	Intervention Specialist and Site Intervention Facilitators	Continue to hire district Intervention Specialist and Intervention Facilitators to support student learning and intervention strategies and resources at school sites with a priority for supporting unduplicated and underperforming pupils. Intervention Specialist will coordinate the effectiveness of Intervention Facilitators through professional development, data analysis, and coordination with school principals	\$718,745.00	Yes

Action #	Title	Description	Total Funds	Contributing
13	Special Education Coordinator	Add Special Education Coordinator position to oversee effectiveness and legal compliance of programs that provide educational assistance to children with mental, psychological, learning, behavioral, or physical disabilities.	\$164,800.00	No
14	Student Success Services Director and Lead Counselor	Maintain Student Success Services Director and Lead Counselor to coordinate the effectiveness of School Counselors to support the academic, social-emotional and mental health, and college/career readiness activities implemented by school counselors throughout the district.	\$206,339.00	Yes
15	Math Teachers on Special Assignment (TOSAs)/Coaches; CORE Curriculum Support	Math Teachers on Special Assignment (TOSAs)/Coaches will support high quality professional development and implementation of standards and framework with an emphasis of equity and engagement, universal design for learning, and multiple tiers of support. Additional staff will be provided to MS to support students in core curriculum.	\$353,986.00	Yes
16	Curriculum Coordinators	Maintain Curriculum Coordinators to provide coherent professional development and support for site administration, teacher teams, and other staff in the implementation of effective use of curriculum to support student achievement.	\$335,850.00	Yes
17	Summer New Teacher Orientation	Continue to provide certificated staff orientation. Supports teachers in the structures, programs and policies of MUSD	\$5,323.00	No
18	Library Media Technician Supervisor, Warehouse Clerk, and Accounting Clerk	Maintain Library Media Technician Supervisor, Warehouse Clerk, and Accounting Clerk to coordinate the effectiveness of school libraries, curriculum inventory and distribution, and opportunities for libraries to support student engagement.	\$151,014.00	Yes

Action #	Title	Description	Total Funds	Contributing
19	Support for Teacher Credentialing/Induction and New Teacher Training	Support for Teacher Credentialing/Induction and New Teacher Training	\$190,520.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.07%	\$8,922,328

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

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

The justification for district-wide use of funds for Lunch Time or Before/After School Enrichment and Library/Media Center/Makerspace Supplies is that services/supports can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students.

Data collected about our unduplicated pupil access to and participation in enrichment activities demonstrates an equity and access gap. CHKS data also demonstrates the need to improve student engagement.

Student engagement and excitement about school has a strong impact on attendance. Access to before/after school and lunch engaging activities such as extracurricular programs and maker spaces is intended to improve attendance and academics of our unduplicated pupils as measured by district assessments, CAASPP, and absenteeism data.

The outcome will be measured by Benchmark assessments for unduplicated pupils in K-2 at the middle of the year and end of the year, as well as absenteeism data, and unduplicated student participation in school based enrichment activities and advanced elective pursuits at the middle school.

We believe this is the most effective use of funds in accordance with stakeholder feedback and supporting research. According to the Economic Policy Institute, "The more frequently students miss school, the worse their (academic) performance." According to "After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It" published by Harvard Family Research Project, many studies "repeatedly underscore the impact of supporting a range of positive learning outcomes, including academic achievement, by affording children and youth opportunities to learn and practice new skills through hands-on, experiential learning."

Additionally, participating in maker-based activities engages students in valuable science and engineering practices such as defining problems and designing solutions (Martin 2015). It also promotes students developing 21st-century skills such as communication and collaboration (Kalil 2013).

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

The justification for district-wide use of funds for Care Solace, Supplemental School Counselors, and well-being Progress Monitoring Dashboard is that services/supports can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students.

Our data shows we have 9.7% of students chronically absent with a 1.1% increase from the previous year. The Dashboard shows we have 1.3% of students have been suspended once. Within the 1.3% of students suspended, our foster youth have demonstrated a 2.4% increase and our African American students have demonstrated a 1.5% increase in suspensions from previous years. We also have analyzed our California Healthy Kids Survey where we observed trends in students not feeling connected to school.

This evidence has prompted us to provide mental health services through Care Solace. Our data from Care Solace shows 10,574 family communications initiated, 254 warm hand-offs to service providers and 102 appointments into care. The communication from stakeholders, School Counselors and Site Administrators have demonstrated a need for Tier II and Tier III mental and behavioral health services which is beyond the scope of the School Counselor.

The opportunities for our students and families to connect with professional health services will improve our students' school experiences, thereby improving school attendance and connection to school. The increased services at the Tier II and Tier III level will positively impact student mental and behavioral health thereby improving attendance, relationships and academic engagement. Attendance, relationships and academic engagement will be measured by site and teacher level student surveys, California Healthy Kids Survey, Rally surveys, PBIS/Discipline data, and CAASPP scores.

This action is a continuing action as it has shown positive impact on unduplicated pupil achievement and access to services as well as growth in need for additional mental health services for families/students following school closures and stakeholder feedback indicates need for ongoing and increased social-emotional support for pupils/families.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of funds in accordance with stakeholder feedback, data collected on the number of referrals provided to MUSD families, and data collected about the number of students receiving small group or individual support through School Counselors.

Homeless Materials and Supplies and Transportation (Goal 2 Action 11)

The justification for district-wide use of funds for Homeless Materials and Supplies and Transportation is that services/supports can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our homeless youth, we learned that the attendance rate and academic achievement of our homeless students and unduplicated pupils is lower than the attendance rate and academic achievement for all students. We also know through our School-Community Liaison interactions with families of youth in transition that these families experience a lot of barriers which impact student attendance, behavior, and performance. Access to transportation, materials, clothing, and community resources are among these barriers.

We identified a need among our homeless students that requires support for transportation to and from school to pick up supplies, food and attend in-person classes. Barriers of transportation were identified that impacted students attending school through the School-Community Liaison's communication with families. We expect that continued family communication with the School-Community Liaison will improve student attendance and by students attending school, will impact student progress.

The benefit of this action is measured through the outcomes of our homeless pupils as demonstrated by academic achievement, discipline/counseling data, attendance data, enrollment in advanced elective purists, and as reported by students through check-ins or well-being surveys.

This action is a continuing action as it has shown a positive impact on attendance and parent engagement of homeless youth.

This action is principally directed to support homeless students.

We believe this is the most effective use of funds as feedback from District Youth in Transition Liaison as well as District SARB facilitators report the need in response to meetings with MUSD families of Youth in Transition/homeless students.

Achieve3000 (Goal 2 Action 12)

The justification for district-wide use of funds for Achieve3000 is that services/supports can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the academic achievement of our unduplicated pupils is lower than the academic achievement for all students. Our district-wide ELA CAASPP scores are 7.4 above standard while our English Learners are 54.5 points below standard and foster youth are 75 points below standard. The achievement gap is evident.

We identified a need for improvement in reading comprehension of informational text from 2018-19 CAASPP ELA, across the District. Achieve3000 is a supplemental resource to the core ELA/ELD program to improve reading comprehension including a focus on academic vocabulary and close reading strategies. We expect students that engage in the recommended two lessons per week will improve their reading comprehension to grade level standards measured by a Lexile measure.

The benefit of this action is measured through improved unduplicated pupil achievement in ELA as measured by CAASPP.

This action is a continuing action as it has shown positive on unduplicated pupil achievement when implemented correctly. Teacher feedback also supports continuing to use Achieve3000 to meet the needs of underperforming pupils who are principally represented by our unduplicated pupils.

This action is principally directed to support English Learners and low socio-economic students.

We believe this is the most effective use of the funds to meet the needs of English Learners and low-income students because of the improved results of students who have participated in Achieve3000 at the recommended frequency and in accordance with the U.S. Department of Education What Works Clearinghouse Report that states, "According to the WWC review, the extent of evidence for Achieve3000® on the reading achievement outcomes of adolescent readers was medium to large for two student outcome domains—comprehension and general literacy achievement".

College Career Readiness Tutors (Goal 2 Action 14)

The justification for district wide use of funds for College Career Readiness Tutors at Middle Schools is that services/supports can only be implemented district wide in order to address this gap. We plan to increase access to AVID similar strategies for a larger group of students based on research reflecting increased rigor when AVID strategies are implemented in middle school.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the academic achievement of our unduplicated pupils is lower than the academic achievement for all students. We also learned that many of our unduplicated pupils and their families do not have aspirations for attending college.

We identified the need to provide additional strategies and support for students and families to prepare for college and high school. College Career Readiness Tutors provide AVID-like strategies for students in core subjects. The need has been defined by teachers, site administrators and parents. Hattie's effect size identifies students self-selecting learning goals has an effect size of 0.68 compared to students setting no goals. We identified a need for student support in the area of organization and study habits in middle school due to the

multiple core and elective offerings. College Student College Career Readiness Tutors support students to develop effective organization and study habits to promote improved academic achievement and foundation for high school and college/career readiness.

We expect student outcomes to improve because they have additional academic support where goal setting is a focus. The additional interactions with adults and support in organization and study habits will improve academic course mastery of standards as measured by CAASPP.

The benefit of this action is measured through unduplicated pupil enrollment in CCR, unduplicated pupil GPA, and unduplicated pupil goal setting for high school.

This action is a continuing action as targeted unduplicated pupil populations continue to access the CCR AVID-like elective program providing preparation for academic success in school, college/career, and engaging students and families with goals setting and context for college and career pursuits.

This action is principally directed to support English learners, low socio-economic students, homeless youth, and Foster youth.

We believe this is the most effective use of the funds to meet the needs of English learners, and low-income students because of student enrollment in the CCR elective, data collected about MUSD CCR student pursuit of advanced placement courses in high school and Post-secondary pursuits, and in accordance with research. According to the 2020 AVID College and Career Readiness White Paper, "By focusing on system inputs and ensuring that all students have access to rigorous instruction with support, subgroup differences in achievement can be minimized and eliminated".

English Learner Services Clerk (Goal 2 Action 17)

The justification for district-wide use of funds for English Learner Services Clerk is that services/support for English Learners can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our English Learners, we learned that academic achievement is lower than the academic achievement for all students. Additionally, we observe that family understanding of the District supports and services for English Learners is critical to supporting engagement of families towards supporting student growth. We also acknowledge the circumstance that language barriers do not promote family engagement or improvement in addressing gaps in outcomes for students.

We identified the need to increase parent engagement and ability to access and navigate the educational system. The need for an English Learner Services Clerk was included in centralizing our English Learner Services at the LEA level. The English Learner Services Clerk supports the ELPAC assessment requirements, consultation with families in identification, placement and reclassification; EL reclassification and monitoring, and data analysis.

We expect the impact on students to be focused on testing communication, student testing and reclassification. The expected outcome is improved ELPAC scores and the number of reclassified students.

The benefit of this action is measured through effective monitoring of English Learners, student and family participation in meetings and/or accessing school and community services relevant to English Learners, and through evaluation of the Title III program.

This action is a continuing action as participation of families in consultation and coordination of pupil data to monitor achievement of students demonstrates successful impact on parent engagement, compliance with required program needs, and student access to relevant services.

This action is principally directed to support English Learners.

We believe this is the most effective use of the funds to meet the needs of English Learners in accordance with Federal Legislation Governing English Learners and Research shows that strong family-school relationships are an indicator of student success (Weiss, López,& Rosenberg, 2011).

Parent Involvement/Education (Goal 1 Action 13), Community Liaisons QVE (7hr) , FCE, RES, CWM, ERE (3.5 hr each) (Goal 1 Action 4)

The justification for district-wide use of funds for Parent Involvement/Education and School-Community Liaisons is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students. We also identified that language barriers and access to resources is lower for our unduplicated pupils' families than for the families of all students.

We identified the need to increase parent engagement and ability to access and navigate the educational system for families of our unduplicated pupils. School sites have shown an increased need for additional services provided by a School-Community Liaison. QVE, FCE, RES, CWM, and ERE students have the highest percent of low socio-economic status in our District. We have also observed that attendance, parent engagement, and other barriers such as access to community resources impact student outcomes as measured in the CA Accountability Dashboard. ERE's Chronic Absenteeism and Suspension rates are in the orange. FCE's Chronic Absenteeism and Math indicators are orange. CWM student performance for Hispanic and Socio-economically disadvantaged students is two levels below the District indicator for all students in ELA and one level below the District indicator in Math. QVE and RES families experience the highest percent of English Learners, Chronic absenteeism, and low socioeconomic status. Barriers that impede families' access to resources in the District and region include language, navigating technology, and advocacy and are reflected in the schools' CA Accountability Dashboard indicator performance gaps. QVE student performance in ELA is two levels below the District indicator and RES student performance indicator in ELA is one level below the District indicator for English Learners and socio-economically disadvantaged students.

These positions are in addition to the district-wide School-Community Liaison position serving all school sites and the Family Engagement Center. We will continue to increase School-Community Liaison's face-to-face contact with parents at school sites by continuing to provide and support parent involvement and training opportunities via phone calls, workshops, personal meetings and/or site meetings throughout

our District. Liaisons support the District and school capacity to eliminate barriers to attendance and learning and to increase parent involvement with an emphasis on our unduplicated pupils. The intended outcome is to improve absenteeism and increase parent involvement in District Advisory Committees measured by attendance in order to close the achievement gap for English Learners, foster youth, and low-income students.

This action will be measured by the number of parents and families of unduplicated pupils involved in workshops, school site councils, advisory committees, along with community surveys to ensure we are meeting the needs of our families who are English Learners, foster youth, and low-income students.

This action is a continuing action with added positions. Participation of families in meetings and parent engagement have increased as a result of the role of existing School-Community Liaisons.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement meetings, data collected about parent engagement, annual Title I Needs Assessment Survey, and feedback from School Counselors about the demand for referrals for Health and Mental Health services.

Research shows that strong family-school relationships are an indicator of student success (Weiss, López,& Rosenberg, 2011).

Translation Services (Goal 3 Action 10)

The justification for district-wide use of funds for Translation Services is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our English Learners, low-income and unduplicated pupils, we learned that academic achievement of our English Learners, low-income and unduplicated pupils is lower than the academic achievement for all students. Additionally, we observe that family understanding of the District supports and services is critical to supporting engagement of families towards supporting student growth. We also acknowledge the circumstance that language barriers do not promote family engagement or improvement in addressing gaps in outcomes for students.

With the majority of our population Hispanic/Latino and over 50 different languages spoken in our District, we identified the need to provide translation services to provide communication and inclusion for all stakeholders. Translation services are not only provided during school hours but also for after school events, workshops and advisory committee meetings. Research shows that strong family-school relationships are an indicator of student success (Weiss, López,& Rosenberg, 2011).

The intended outcomes are inclusion for all stakeholders and an increased participation of families of unduplicated pupils in school community events and connection to school. This service will be measured by attendance at advisory committees, school events, workshops and input on LCAP goals and services.

This action is a continuing action as participation of families in meetings and parent engagement have increased as a result of translation services and feedback from stakeholders strongly supports increased parent engagement.

This action is principally directed to support English Learners and unduplicated pupils with the need for assistance to access information in their native language. .

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement meetings, annual Title I Needs Assessment Survey, and feedback from our DEPAC about the value of translators/interpreters to them.

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

The justification for district-wide use of funds for MTSS Planning and UDL Professional Development is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that academic achievement of our unduplicated pupils is lower than the academic achievement for all students. We also see that the chronic absenteeism and suspension rate of our unduplicated pupils is higher than the chronic absenteeism and suspension rate of all students. We also identified through analysis of instructional programs that the use of Universal Design for Learning (UDL) strategies were not in place to meet the needs of students. These strategies benefit all students but without these strategies, our unduplicated pupils have reduced capacity to access grade level learning in comparison to access for all students.

Based on stakeholder input and evidence of student need in Math and ELA, 21 points below standard in Math and only 7.4 above standard in ELA, we identified the need for training and professional development in differentiation, ways to increase student engagement through student voice and choice and collaborative circles. Mirko Chardin and Katie Novak are leaders in the application of Universal Design for Learning. We have laid the foundation with a small population of Site Administrators and teacher leaders in 2020-2021 in Equity by Design. For the 2021-2022 school year, we will build upon that foundation by beginning our year with an equity focus using Equity by Design as a blueprint for teachers to improve the outcomes for under-served students with Katie Novak as a keynote speaker. The cycle of professional development will connect social justice and UDL to equip teachers with the will, skill, and collective capacity to enact change throughout the year. MTSS Planning will occur throughout the year with a team of District leadership, teachers, Site Administrators, parents, students, School Counselors and community members. The outcome will be a well communicated MTSS plan district-wide, as well as site-specific, to meet the needs of the individual school communities.

The outcome will be measured by the plan itself, the implementation of the plan, learning walks, surveys including California Healthy Kids Survey, and in all areas of California Accountability Dashboard indicators for our unduplicated pupils.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement meetings, annual Title I Needs Assessment Survey, and School Counselor referrals for Health and Mental Health services. We also acknowledge the shift of all school systems to a comprehensive system of support and guidance from California Department of Education which states, "MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students".

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

The justification for district-wide use of funds for Math Teachers on Special Assignment and Professional Development is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that academic achievement of our unduplicated pupils is lower than the academic achievement for all students. We also identified through analysis of instructional programs that the use of Universal Design for Learning (UDL) strategies were not in place to meet the needs of students. These strategies benefit all students but without these strategies, our unduplicated pupils have reduced capacity to access grade level learning in comparison to access for all students.

Based on stakeholder input and evidence of student need in Math and ELA CAASPP, 21 points below standard in Math and only 7.4 above standard in ELA, we identified a need for training of teachers and modeling of best evidence-based practices for unduplicated students. Math TOSAs will support the training, modeling and targeted feedback cycles for the Math TOSAs.

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

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement meetings, Comprehensive Needs Assessment and in accordance with Hattie's research related to impact of effective instructional strategies.

LCFF Site Allocations (Goal 1 Action 17)

The justification for district-wide use of funds for LCFF Site Allocations is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students. We also acknowledge that the needs of unduplicated student populations as well as staff and school context vary by school site.

Site allocations are determined by site population of unduplicated pupils. The need is measured by CA Accountability Dashboard data which demonstrates the need for increased and improved services to address the achievement gap experienced by our unduplicated pupils. School Site Councils approve and direct the use of funding in conjunction with a school based Comprehensive Needs Assessment which analyzes the achievement gap between all students and unduplicated pupils. The SPSA is reviewed and approved by the School Board to ensure funding is appropriate and meeting the goals for student learning, both in social-emotional and academic achievement. Each school will report on the impact of the funding to impact the evidenced needs of students in the Annual Program Evaluation.

The effectiveness of this action is measured through the Comprehensive Needs Assessment and Annual Program Evaluation completed by the SSC in developing the annual School Plan for Student Achievement which assesses outcomes of all students and prioritization of addressing the needs of underperforming pupils who are principally represented by our unduplicated pupils.

This action is a continuing action as the school Comprehensive Needs Assessment completed as well as outcomes of CA School Accountability dashboard demonstrate growth towards improvement goals in academic, suspension and chronic absenteeism data. We also have identified the need through the SPSA development for site based professional development and enrichment and intervention programs to meet the local needs of staff and students supported through LCAP stakeholder feedback.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement meetings, Comprehensive Needs Assessment conducted by the SSC in the development of the School Plan for Student Achievement, and the site evaluation of the effectiveness of these funds to meet the needs of unduplicated pupils.

MUSD Equity Committee, Workshops, and Culturally Responsive Learning (CRL) (Goal 1 Action 18)

The justification for district-wide use of funds for MUSD Equity Committee, Workshops, and CRL is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that academic achievement of our unduplicated pupils is lower than the academic achievement for all students. We also see that the chronic absenteeism and suspension rate of our unduplicated pupils is higher than the chronic absenteeism and suspension rate of all students. Through the analysis of suspension

and discipline data, we also are identified as having disciplinary practices which provide a significantly disproportionate impact on unduplicated pupils.

We identified the need to develop systems and policies to respond to and correct the inequitable outcomes of our unduplicated pupils. The District Equity Committee was formed as part of the School Board's actions in publicly stating the mission of providing an equitable experience for all students. Teachers and Site Administrators will continue learning with RCOE's leadership and guidance in constructing the guideposts for the district's equity plan. The use of the Targeted Feedback Inventory and Culturally Responsive Learning rubric provides the resources we need as we construct our MTSS with equity in mind.

The outcomes will be measured using the equity and culturally responsive rubric, surveys for all stakeholders, and District advisory committees. Additionally, academic achievement, suspension, and absenteeism data of our unduplicated pupils will measure the effectiveness of this action. This is continual and ongoing work as we learn new information, implement and measure towards our equity goals.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement and the call of the Learning Policy Institute to systematically assess and address conditions in our system which contribute to inequitable results for our unduplicated pupils.

Teacher Staffing for Effective Learning Environments/Eliminate Combo classes (Goal 1 Action 7) Maintain 25:1 teacher staff to student ratios in grades TK - 3 (Goal 1 Action 8)

The justification for district-wide use of funds for Effective Learning Environments/Eliminate Combo classes and smaller class size ratios (25:1 TK-3) is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that academic achievement of our unduplicated pupils is lower than the academic achievement for all students. We also see that the chronic absenteeism and suspension rate of our unduplicated pupils is higher than the chronic absenteeism and suspension rate of all students.

We identified the need to provide classroom staffing that improves the capacity of teachers to support the academic and behavioral needs of unduplicated pupils. The teacher staffing is increased to provide more effective learning environments through smaller class sizes and the elimination of combination classes.

The benefit of this action will be measured in outcomes for our unduplicated pupils in achievement on CASSPP and Literacy on CAASPP in 3rd grade as well as student CHKS survey and well-being data.

This action is a continuing action as the school Comprehensive Needs Assessment completed as well as outcomes of CA School Accountability dashboard demonstrate improvement in ELA and Suspension data and teacher feedback strongly supports the need to continue to provide smaller classes. Additionally, we are seeing improvement in District discipline and suspension data for foster youth and low socioeconomic students.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement and in accordance with research about "(the) positive effects of small class sizes are strongest for elementary school students, and they become more powerful and enduring the longer students are in smaller classes. That is, students who have smaller classes in early elementary grades continue to benefit from this experience even if they are in larger classes in upper elementary or middle school" (Bruhwiler & Blatchford, 2011; Chingos, 2013).

Curriculum and Instruction Provided Professional Development and Support (Goal 3 Action 9 and 10)

The justification for district-wide use of funds for Curriculum and Instruction Provided Professional Development and Support is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate and academic achievement of our low-income students and unduplicated pupils is lower than the attendance rate and academic achievement for all students. We also identified through analysis of instructional programs that the use of Universal Design for Learning (UDL) strategies were not in place to meet the needs of students. These strategies benefit all students but without these strategies, our unduplicated pupils have reduced capacity to access grade level learning in comparison to access for all students.

Based on stakeholder input and evidence of student need in Math and ELA CAASPP, 21 points below standard in Math and only 7.4 above standard in ELA, we identified a need for training, professional development and Site Administrator and teacher support. The creation of two mathematics Teachers-on-Special-Assignment, one for middle school and one for upper elementary will provide modeling, coaching and professional development on the Math Standards, and the new Math Framework and mathematical practices with a priority to support English Learners and traditionally underperforming students who data demonstrates are principally representative of our unduplicated pupils. The strategies being trained on will include Universal Design for Learning, student-centered learning, specifically student discourse and the integration of Reading and Math. Next Generation Science Standards site leads will continue to receive professional development and training in the trainer-of-trainer model. The site leads will train and support the site grade level representatives in the implementation of the 3-dimensions (Science and Engineering Practices, Cross-Cutting Concepts and Disciplinary Core Ideas). Modeling, training and implementation walks will support the integration of ELA and NGSS through reading and writing specifically for English Learners and underrepresented populations.

The intended outcomes will be an increase in academic achievement of unduplicated pupils on the CAASPP ELA, Math and CAST.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement and in accordance with the Learning Policy Institute statement, "For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills."

Director Special Programs and Support Staff (Goal 3 Action 11)

The justification for district-wide use of funds for Curriculum and Instruction Provided Professional Development and Support is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students, that academic achievement of our unduplicated pupils is lower than that of all students. We also learned that the discipline and suspension rate of unduplicated pupils is higher than that of all students.

Based on stakeholder input and evidence of student need in Math and ELA CAASPP, 21 points below standard in Math and only 7.4 above standard in ELA, we identified a need for training, professional development and Site Administrator and teacher support. This need is planned to be addressed through the position of Director Curriculum, Instruction, and Special Programs (and classified support staff) to support efforts to target the educational needs of unduplicated pupils and compliance with federal program requirements through access to programs, reports, and timely data analysis. Additionally, Director of Curriculum, Instruction, and Special Programs and Support Staff support family engagement as well as targeted professional development to improve results of our unduplicated pupils.

The effectiveness of the Director of Curriculum, Instruction, and Special Programs and Support Staff to support schools capacity to serve unduplicated pupils is measured by, the Comprehensive Needs Assessment of the school site plan, CHKS survey, CAASPP ELA and Math, CAST, and ELPAC data of our unduplicated pupils.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

This action is a continuing action as the School Comprehensive Needs Assessment, District findings of significant disproportionality in discipline practices and suspensions, and stakeholder feedback strongly calls for increased effectiveness of Multi Tiered System of Support (MTSS) for foster youth, English Learners, low socio-economic students, and homeless students.

We believe this is the most the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement and in accordance with the Learning Policy Institute statement, "For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must

employ more sophisticated forms of teaching. Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills."

Intervention Specialist and Site Intervention Facilitators (Goal 3 Action 12)

The justification for district-wide use of funds for Intervention Specialist and Site Intervention Facilitators is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap. School closures have hindered growth towards achievement gains for our unduplicated pupils as measured by iReady assessments and the use of Intervention Facilitators demonstrated progress towards increased achievement for unduplicated pupils prior to school closures.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the academic achievement of our unduplicated pupils is lower than that of all students.

Our data on District standards-based benchmarks demonstrates a need for an early literacy focus and targeted interventions for underachieving pupils who are principally represented by our unduplicated pupils. We identified the need for additional staff to coordinate training of key support staff, Intervention Facilitators, who provide enrichment and extension while teachers meet with students at-risk. The Intervention Specialist supports the Intervention Facilitators in improving student learning and intervention strategies with a priority for supporting unduplicated and underperforming pupils. The Intervention Specialist will coordinate the effectiveness of Intervention Facilitators through professional development, data analysis, and coordination with school teacher teams and principals.

The effectiveness of this action will be measured by District Benchmark assessments for unduplicated pupils in K-2 at the middle of the year and end of the year and CA Accountability Dashboard Academic progress indicators for students in grades 3-8.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

This action is a continuing action as the School Comprehensive Needs Assessment completed as well as outcomes of CA School Accountability dashboard demonstrate growth towards improvement goals in academic as well as suspension and chronic absenteeism data for our unduplicated pupils. Stakeholder feedback also strongly supports the need to support underachieving pupils who are principally represented by our unduplicated pupils.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement highlighting the need for additional academic support to support small group and differentiated instruction for our underperforming pupils who are principally represented by our unduplicated pupils. Additionally, staff feedback supports that these actions demonstrated effectiveness in supporting teacher capacity to plan instruction and support to meet the needs of unduplicated pupils. This action is part of a district-wide comprehensive approach to data driven intervention, parent/community engagement, and staff development. Research also supports the theory that focused intervention for academic and behavioral support and parent engagement have a direct impact on student overall success. Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006).

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

The justification for district-wide use of funds for Student Success Services Director and Lead Counselor is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap. School closures have also demonstrated the need for continuing District social-emotional support and systems to support pupils who have experienced learning loss or increased mental health needs who are principally represented by our unduplicated pupils.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students, that academic achievement of our unduplicated pupils is lower than that of all students, and the suspension rate of unduplicated pupils is higher than that of all students. We also identified the increased need for small group or individualized counseling and referrals for mental health services or supports is higher for our unduplicated pupils than for all students.

Our data shows we have 9.7% of students chronically absent with a 1.1% increase from the previous year. The CA Accountability Dashboard shows we have 1.3% of students have been suspended once. Within the 1.3% of students suspended, our foster youth have demonstrated a 2.4% increase and our African American students have demonstrated a 1.5% increase in suspensions from previous years. We also have analyzed our California Healthy Kids Survey where we observed trends in students not feeling connected to school. This evidence has led to our identification of the need to provide mental health services through Care Solace. Our data from Care Solace shows 10,574 family communications initiated, 254 warm hand-offs to service providers and 102 appointments into care. We will maintain the Lead Counselor position to coordinate the effectiveness of School Counselors to support the academic, social-emotional and mental health, and college/career readiness activities implemented by School Counselors throughout the District. The Lead Counselor, with supervision and guidance from the Director of Student Success Services, also coordinates the SEL curriculum across the district, district-wide wellness opportunities, professional development and training for School Counselors and teachers to improve attendance, relationships and academic engagement. The Student Success Services Director guides and supports the MTSS work of the District and sites. This work encompasses all systems within MTSS serving English Learners, foster youth and at risk student groups. Attendance, relationships and academic engagement will be measured by site and teacher level student surveys, California Healthy Kids Survey, Rally surveys and CAASPP scores.

The effectiveness of Student Success Services Director, Lead Counselor, workshops, training and supplies to support schools capacity to serve unduplicated pupils is measured by, the Comprehensive Needs Assessment of the school site plan, CHKS survey, CAASPP ELA and Math, CAST, ELPAC data, and absenteeism and suspension data of our unduplicated pupils.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

This action is a continuing action as the School Comprehensive Needs Assessment completed as well as outcomes of CA School Accountability dashboard demonstrate growth towards improvement goals in academic as well as suspension and chronic absenteeism data for unduplicated pupils. Data collected about increasing need for mental health supports also informs the need for continuing this action.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement, the need to provide professional development to teachers and administrators to implement practices to increase school connectedness and to minimize student suspensions of our unduplicated pupils and in accordance with the call of the Learning Policy Institute to systematically assess and address conditions in our system which contribute to inequitable results for our unduplicated pupils.

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

The justification for district-wide use of funds for Assistant Principals is that services/supports for unduplicated pupils can only be implemented district-wide in order to address this gap. School closures have also demonstrated the need for continuing District social-emotional support and systems to support pupils who have experienced learning loss who are principally represented by our unduplicated pupils.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students. We also learned that the discipline incidents and suspensions of our unduplicated pupils is higher than that of all students.

The number of students at the following sites exceed 800: Oak Meadows Elementary, Southshore Elementary, Freedom Crest Elementary, Menifee Valley Middle, Hans Christensen Middle and Bell Mountain Middle School. Through analysis of school absenteeism and the school principal and counselor capacity to improve school climate for learning and behavior for unduplicated pupils, we identified the need to provide additional administrative staff to improve outcomes for unduplicated pupils. Assistant Principals will assist principals and counselors by alleviating some of the routine administrative tasks so principals and counselors may connect unduplicated pupils and families with systems of support in all areas of student services such as counseling, SART or SST meetings, and restorative practices.

Outcomes of effectiveness of Assistant Principals to support schools capacity to serve unduplicated pupils is measured by principal feedback, the Comprehensive Needs Assessment of the school site plan, CAASPP ELA, ELPAC Math and CAST, in addition to absenteeism and suspensions as well as academic achievement and suspension and absenteeism data of our unduplicated pupils.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

This action is a continuing action as the school Comprehensive Needs Assessment completed as well as outcomes of CA School Accountability dashboard demonstrate growth towards improvement goals in academic as well as suspension and chronic absenteeism data. Additionally stakeholder feedback and the feedback from principals strongly support the need for continuing this action.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement and research that support the capacity of school leadership, "Leadership (principal/assistant principal) effects on student learning occur largely because leadership strengthens professional community; teachers' engagement in

professional community, in turn, fosters the use of instructional practices that are associated with student achievement” (Wahlstrom, Louis, Leithwood, & Anderson, 2010, p. 10).

Music Teachers and Program Supplies (Goal 1 Action 6)

The justification for district-wide use of funds for Music Teachers and Program Supplies is that services/supports can only be implemented district-wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students. Data collected about our unduplicated pupil access to and participation in enrichment activities demonstrates an equity and access gap. CHKS data also demonstrates the need to improve student engagement.

We identified the need to provide access to unduplicated students to enrichment and music programs. Student engagement and excitement about school has a strong impact on attendance. Access to Before/After School and lunch engaging activities such as music programs is hoped to improve attendance and academics of our unduplicated pupils as measured by district assessments, CAASPP and absenteeism data.

The outcome will be measured by Benchmark assessments for unduplicated pupils in K-2 at the middle of the year and end of the year, absenteeism data, and unduplicated student participation in school based enrichment activities and advanced elective pursuits at the middle school.

This action is principally directed to support English Learners, low socio-economic students, homeless youth, and foster youth.

This action is continuing as participation of unduplicated pupils in Music programs has steadily increased and stakeholder feedback strongly supports the need for music and increased pupil engagement in elective programs.

We believe this is effective use of funds in accordance with stakeholder feedback, and growing participation of unduplicated pupils in our music program. Additionally, the School Comprehensive Needs Assessment completed as well as outcomes of CA School Accountability dashboard demonstrate growth towards improvement goals in academic as well as suspension and chronic absenteeism data for our foster youth, English Learners, and students experiencing poverty pupils.

According to the Economic Policy Institute, "The more frequently students miss school, the worse their (academic) performance." Additionally, " research also shows positive associations between music participation and academic ability." Schellenberg, E. G. (2006)

CUE - Google Camp (Goal 1 Action 12)

The justification for district wide use of funds for CUE - Google Camp is that services/supports can only be implemented district wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate and academic achievement of our low-income students and unduplicated pupils is lower than the attendance rate and academic achievement for all students.

We identified the need to improve the use of technology to address engagement and learning gaps of our unduplicated pupils. Google Camp provides opportunities for our teachers and staff to gain knowledge and skills to provide engaging, differentiation instruction to students at-risk who are principally represented by our unduplicated pupils. Engaging and differentiated lessons will improve attendance and academic access to grade level instruction and standards in ELA, Math and Science.

The outcome will be measured by student engagement data reflected in CHKS, Benchmark assessments for unduplicated pupils in K-2 at the middle of the year and end of the year, unduplicated pupil absenteeism data as well as teacher feedback.

This action is principally directed to support English learners, low socio-economic students, homeless youth, and foster youth.

This action is continuing as participation has steadily increased and teacher feedback supports the desire for continuing this action to support teachers' capacity to provide online learning and engaging instruction and the increasing demand for teacher proficiency in online learning.

We believe this is the most effective use of funds in accordance with stakeholder feedback and the strong participation of teachers.

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

The justification for district wide use of funds for Gizmos, Dreambox, Screencastify, and Illuminate DNA is that services/supports can only be implemented district wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate and academic achievement of our low-income students and unduplicated pupils is lower than the attendance rate and academic achievement for all students.

We identified the need to improve the use of technology to address engagement and learning gaps of our unduplicated pupils. The academic programs of Gizmos, Dreambox, and Screencastify are supported for unduplicated students. Gizmos provides science simulations with the same structure as the California Science Test. Exposure to the question-types and depth of knowledge will benefit our students for the end of year master of standards. Dreambox is a computer adapted math program that provides students throughout elementary school the opportunity to fill math gaps and enrich those students that need it. Screencastify is a support for students where they can practice speaking and listening, allows for student voice and supports all course subjects for our unduplicated students. The

outcomes are an increase in ELPAC and CAASPP ELA, Math and CAST. Illuminate DNA is a tool for district data analysis to pull student subgroups to monitor achievement and challenges. This system provides a breakdown of the targets and claims where the need is and reestablishes the implementation cycle where needed.

The outcome will be measured by student engagement data reflected in CHKS, Benchmark assessments for unduplicated pupils in K-2 at the middle of the year and end of the year, unduplicated pupil absenteeism data as well as teacher feedback.

This action is principally directed to support English learners, low socio-economic students, homeless youth, and foster youth.

This action is continuing as teacher feedback supports the desire for continuing this action and the increasing demand for teacher proficiency in online learning. Student achievement data of our unduplicated pupils also demonstrates improvement when these programs are used according to recommended frequency.

We believe this is the most effective use of funds in accordance with the recommendations of teachers in LCAP stakeholder feedback and in accordance with research about the benefits of technology tools to increase pupil achievement. "The positive findings were that students in technology rich environments experienced positive effects on achievement in all major subject areas and they showed increased achievement in preschool through higher education for both regular and special needs children (Sivin-Kachala, 1998,).

Preschool Curriculum and Materials (Goal 2 Action 10)

The justification for district wide use of funds for Preschool Curriculum and Materials is that services/supports can only be implemented district wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate and academic achievement of our low-income students and unduplicated pupils is lower than the attendance rate and academic achievement for all students.

We identified the need to improve access to pre school academic and overall development materials for our unduplicated pupils. The need for preschool curriculum and supplies is driven by the need to address equity gaps in our unduplicated pupils' access to early childhood education. Preschool curriculum and supplies are provided to engage and provide inquiry-based instruction and experiences.

The outcome will be measured by unduplicated pupil readiness for and in kindergarten as assessed by district Progress Monitoring Benchmark TK and Kindergarten.

This action is principally directed to support English learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of funds in accordance with stakeholder feedback, and emerging research about the importance of early childhood education. "People who attend preschool are more productive in school, work, and society generally—with higher levels of education and earnings, less involvement in delinquency and crime, and fewer chronic health problems," said W. Steven Barnett, Founder and Senior Co-Director of the National Institute for Early Education Research (NIEER) at Rutgers University. Student outcomes are measured by social-emotional and academic progression into transitional kindergarten or kindergarten with the skills necessary to reach grade-level standards.

Chromebook refresh cycle (Goal 2 Action 15)

The justification for district wide use of funds for Chromebook refresh cycle is that services/supports can only be implemented district wide in order to address this gap. We learned through the 2020-21 school year that unduplicated student access to technology is essential to support connection to school based educational and engagement resources.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate and academic achievement of our low-income students and unduplicated pupils is lower than the attendance rate and academic achievement for all students. We also learned that access to technology in the homes of unduplicated pupils is lower than access to technology in the home of all students.

We identified the need to improve the use and access of technology to address engagement and learning gaps of our unduplicated pupils. Technology supports after school programs and intercessions during holiday breaks where foster youth, English Learners and unduplicated students access programs, curriculum and enrichment activities as well as improved support for learning and engagement. The Chromebook refresh cycle is necessary due to the retirement of older Chromebooks that no longer have an operating system that supports the secure browser for state testing (CAASPP). Foster youth and English Learners are provided Chromebooks for home use. The outcome for unduplicated pupils is access to curriculum, embedded supports, and additional support programs for students and families.

The outcome is a greater connection to school and differentiated support to improve academic achievement and minimize the achievement gap measured by a reduced absenteeism and suspension, student engagement survey (CHKS), and improved academic achievement of our unduplicated pupils on CAASPP.

This action is principally directed to support English learners, low socio-economic students, homeless youth, and foster youth.

We believe this is the most effective use of funds in accordance with stakeholder feedback, the increasing demand for available reliable technology and "the positive findings were that students in technology rich environments experienced positive effects on achievement in all major subject areas and they showed increased achievement in preschool through higher education for both regular and special needs children (Sivin-Kachala, 1998,).

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

The justification for district wide use of funds for Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides is that services/supports can only be implemented district wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate and academic achievement of our low-income students and unduplicated pupils is lower than the attendance rate and academic achievement for all students.

We identified the need to improve the use of technology to address engagement and learning gaps of our unduplicated pupils. The technology department and personnel support the digital infrastructure for students and staff. The Technology Coordinator and Tech Support Analyst II support after school programs and intercessions during holiday breaks where foster youth, English Learners and unduplicated students access programs, curriculum and enrichment activities.

The outcome is improved connections to school measured by a reduced absenteeism and suspension, student engagement survey (CHKS), and improved academic achievement of our unduplicated pupils on CAASPP.

This action is principally directed to support English learners, low socio-economic students, homeless youth, and foster youth.

This action is continuing as the need for access to technology in online learning for unduplicated pupils and support for educators to utilize technology to improve outcomes for unduplicated pupils has dramatically increased. Stakeholder feedback also supports the need to improve engagement, attendance, and academic achievement for underperforming students who are principally represented by our unduplicated pupils.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with feedback from stakeholders about the importance of connectivity and appropriate technology tools. Additionally research indicates "the positive findings were that students in technology rich environments experienced positive effects on achievement in all major subject areas and they showed increased achievement in preschool through higher education for both regular and special needs children (Sivin-Kachala, 1998,).

Curriculum Coordinators (Goal 3 Action 16)

The justification for district wide use of funds for Curriculum Coordinators is that services/supports for unduplicated pupils can only be implemented district wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the academic achievement of our unduplicated pupils is lower than that of all students, and the suspension rate of unduplicated pupils is higher than that of all students.

Based on stakeholder input and evidence of student need in Math and ELA CAASPP, 21 points below standard in Math and only 7.4 above standard, we identified a need for training, professional development and site administrator and teacher support. This need is planned to be addressed through the position of Curriculum Coordinators to support efforts to target the educational needs of unduplicated pupils and compliance with federal program requirements through access to programs, reports, and timely data analysis. The Coordinators will support early literacy, Universal Design for Learning, ELA/ELD and Step-up-to-Writing cycles of professional development. The outcome will be an increase in student achievement and progress towards mastery as measured by CAASPP (ELPAC, Math, ELA, CAST).

The effectiveness of Curriculum Coordinators to support schools capacity to serve unduplicated pupils is measured by, the Comprehensive Needs Assessment of the school site plan, CHKS survey, CAASPP ELA and Math, CAST, and ELPAC data of our unduplicated pupils.

This action is principally directed to support English learners, low socio-economic students, homeless youth, and foster youth.

This action is a continuing action as the school Comprehensive Needs Assessment completed and stakeholder feedback strongly calls for increased effectiveness of support for youth, English Learners, low socio-economic students, and homeless students. Additionally, Research shows that strong family-school relationships are an indicator of student success (Weiss, López,& Rosenberg, 2011).

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement and in accordance with the Learning Policy Institute statement, "For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills."

Library Media Technician Supervisor, Warehouse Clerk, and Accounting Clerk (Goal 3 Action 18)

The justification for district wide use of funds for Library Media Technician Supervisor, Warehouse Clerk, and Accounting Clerk is that services/supports can only be implemented district wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate of our low-income students and unduplicated pupils is lower than the attendance rate for all students.

We identified the need to ensure timely access to curricular resources and materials for our unduplicated pupils and their teachers. The Library Media Technician Supervisory, Warehouse and Accounting Clerk support student access to curriculum, science kits and library books with a priority for addressing the achievement gap and needs of our unduplicated pupils who have demonstrated lack of resources to access supplemental learning materials through community feedback and surveys.

Student outcomes is an improvement in CAASPP ELA, ELPAC, Math and CAST scores towards closing the achievement gaps with engaging, standards-aligned curriculum and manipulatives to support at-risk student groups.

This action is principally directed to support English learners, low socio-economic students, homeless youth, and foster youth.

This action is continuing as ensuring pupil access to standards aligned materials and unduplicated pupil access to supplemental to and materials is growing in our district and achievement data of our unduplicated pupils continues to demonstrate need for improved outcomes in engagement and academics. Stakeholder feedback also strongly supports the need for job-embedded professional development to support teachers' capacity to improve achievement for our underperforming students who are principally represented by our unduplicated pupils.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement, the increasing percent of unduplicated pupils, in our district, and in accordance with the 2013 National Council of Supervisors of Mathematics (NCSM) position statement on the use of manipulatives in classroom instruction to improve student achievement. “[I]n order to develop every student’s mathematical proficiency, leaders and teachers must systematically integrate the use of concrete and virtual manipulatives into classroom instruction at all grade levels.” (NCSM, 2013)] .

Open Gov program is a resource to increase transparency for budget related expenditures with all stakeholders (Goal 3 Action 4).

The justification for district wide use of funds for Open Gov is that services/supports can only be implemented district wide in order to address this gap.

After assessing the needs, conditions, and circumstances of our low-income and unduplicated pupils, we learned that the attendance rate and academic performance of our low-income students and unduplicated pupils is lower than the attendance rate and academic achievement for all students. We have also observed that attendance, parent engagement, and other barriers such as access to community resources impact student outcomes as measured in the CA Accountability Dashboard and local indicators. Barriers that impede families' access to resources in the district and region include language, navigating technology, and advocacy and are reflected in the schools' CA Accountability Dashboard indicator performance gaps.

We identified the need to increase engagement and ability to access and navigate the educational system for parents/families of our unduplicated pupils. The Open Gov program provides accessible access to our community to engage and understand in the school program and supports with a priority for improving parent engagement for our unduplicated pupils whom we have identified through achievement and absenteeism data in need of improved access and engagement to support improved pupil outcomes.

The effectiveness of this action will be measured through Title I School Needs Assessment, parent feedback, and parent participation in district meetings.

This action is principally directed to support English learners, low socio-economic students, homeless youth, and foster youth.

This action is a continuing action as participation of families in meetings and parent engagement have increased as a result of technology based tools. Additionally the community feedback gathered in LCAP stakeholder engagement meetings, annual Title I Needs Assessment

Survey, and feedback from District English Language Advisory Committee express strong desire for continuing to improve parent engagement and partnership with families with a priority for improved participation and outcomes for families of unduplicated pupil groups.

We believe this is the most effective use of the funds to meet the needs of unduplicated pupils in accordance with community feedback gathered in LCAP stakeholder engagement meetings, annual Title I Needs Assessment Survey, and the increased parent participation in school board meetings. Research shows that strong family-school relationships are an indicator of student success (Weiss, López, & Rosenberg, 2011).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, services provided for unduplicated pupils in the 2021-22 LCAP are increased or improved as compared to the services provided for all students in the LCAP year. Through the Comprehensive Needs Assessment analysis of outcomes for all students as well as all student groups, achievement, attendance, and suspension data support the need for increased or improved services for foster youth, students experiencing homelessness or poverty, and English Learners to address gaps in achievement which inequitably impact our unduplicated pupils. The amount of increased and improved services for English learners, students experiencing homeless and/or poverty, and foster youth is 10.07%.

The District intends to spend the increased services by providing additional ELD teacher support (Goal 1 Action 21), supplemental materials and technology (Goal 2 Action 4), and other support services provided to support parent engagement and consultation through the English Learner (EL) service s Clerk (Goal 1 Action 17) and District Community Liaisons (Goal 1 Action 4, 13). This includes ELD supplemental materials for all EL students in grades TK-8 specifically for newcomer students, Special Programs Staff to ensure services for English Learners and unduplicated pupils (Goal 1 Action 5 and Goal 2 Action 11), Math TOSAs/Coaches and Support for additional staff in middle school core academics with a focus on supporting English Learners (Goal 3 Action 15), Support to appropriately credential teachers (Goal 3 Action 19), Culturally Responsive Learning Practices (Goal 3 Action 6), Translation Services (Goal 1 Action 10), and After school enrichment (Goal 1 Action 16, 22). New teachers also receive professional development and support to ensure they develop instructional practices for unduplicated pupils and appropriate credentialing in subject area and for English Learners (Goal 3 Action 19). Intervention staff in middle school (Goal 3 Action 15) support English Learners in core academics classes.

Homeless students or Youth in Transition, while included in support for low-socio-economic status students, will also receive increased or improved support through targeted Supplies and Transportation (Goal 1 Action 11) and materials and supplies (Goal 1 Action 24). Additionally District training in Culturally Responsive Learning Practices (Goal 3 Action 6), Student Success Services Coordinator and Staff (Goal 3 Action 14), After School Enrichment Opportunities (Goal 1 Action 16) target services and prioritization of access to foster and Homeless youth.

The following supports, while principally chosen and targeted to meet the needs of unduplicated pupils, are of benefit to meet the assessed needs of English learners, students experiencing homelessness and/or poverty, and foster youth. Achieve 3000 (Goal 1 Action 12), Learning

Ally Audiobooks (Goal 1 Action 5), Gizmos, Dreambox, Screencastify (Goal 1 Action 6), and School Provided Chromebooks and Wi-Fi Devices (Goal 1 Action 15) support student access to core academic support and intervention, embedded scaffolds and supports, and connectivity. Enhanced staffing and materials are provided to ensure our English Learners, students experiencing homelessness and/or poverty, and foster youth access Music program and before/after school enrichment (Goal 1 Action 6,16) to foster connectedness, increase attendance, and overall academic achievement.

Teacher professional development is principally targeted to ensure teachers possess the tools and strategies to support access to grade level standards in NGSS (Goal 1 Action 3) and Math (Goal 1 Action 1) for English Learners and our students experiencing homelessness and/or poverty, and foster youth whom our data supports the need for improved scaffolds to experience grade level rigor. Unduplicated pupil needs, academic and socio-emotional, are principally considered in staff training in Culturally Responsive Learning Practices (Goal 3 Action 6 and Goal 1 Action 18), Multi Tiered System of Supports (MTSS) and Universal Design for Learning (UDL) (Goal 1 Action 11, 12, 15, 21) to ensure preventative strategies and school culture embraces and support our English Learners, students experiencing homeless and/or poverty, and foster youth. New teachers also receive professional development and support to ensure they develop instructional practices for unduplicated pupils and appropriate credentialing in subject area and for English Learners (Goal 3 Action 19).

Support for our English Learners, students experiencing homeless and/or poverty, and foster youth is also prioritized in District staffing and programs. Teacher staffing is increased to provide more effective learning environments through smaller class sizes and the elimination of combination classes (Goal 1 Action 7, 8) to support teachers' capacity to provide targeted support and differentiated instruction for unduplicated pupils. CCR Tutors (Goal 1 Action 14), District Intervention Specialist, and School Site Intervention Facilitators (Goal 3 Action 12) and Supplemental School Counselors and District Social Workers (Goal 1 Action 2, 3) complement and support the capacity of schools to ensure student data monitoring provided through Data Analysis Assessment Platform and Social Emotional/Wellness Dashboard (Goal 1 Action 20, Goal 2 Action 2 and Goal 3 Action 2) informs access to academic, social emotional, and behavioral supports available. Technology department staff support unduplicated pupils to access technology to improve engagement, access to learning supports, and eliminating barriers for unduplicated pupils (Goal 3 Action 8). Curriculum and Instruction Staff and training (Goal 3 Action 9,10, 16, 18), Special Programs Staff (Goal 3 Action 11), and Student Success Services and Special Programs Staff (Goal 3 Action 14 and Goal 1 Action 5) ensure the district coordination of services, staff training, and support for English Learners, students experiencing homeless and/or poverty, and foster youth. Similarly, district Math TOSAs/Coaches and additional intervention staff in middle school (Goal 3 Action 15) support English Learners and underachieving pupils who are principally low socioeconomic, and access core academics.

District Community Liaisons (Goal 1 Action 4, 13) promote family engagement and access to district resources and referrals for Health and Mental Health Services (Goal 1 Action 1) for our English Learners, students experiencing homeless and/or poverty, and foster youth. Additionally, unduplicated pupils are supported through increased staff to provide social emotional support and access to school based academic supports (Goal 1 Action 5).

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$8,924,516.00	\$729,237.00	\$121,478.00	\$1,375,680.00	\$11,150,911.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$6,930,082.00	\$4,220,829.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Care Solace	\$26,885.00				\$26,885.00
1	2	English Learners Foster Youth Low Income	Supplemental School Counselors	\$1,180,118.00			\$125,541.00	\$1,305,659.00
1	3	Students with Disabilities	District Social Workers (3)		\$112,283.00		\$234,803.00	\$347,086.00
1	4	English Learners Foster Youth Low Income	Community Liaison Site QVE (7hr) , FCE, RES, CWM, ERE (3.5 hr each)	\$40,803.00			\$258,482.00	\$299,285.00
1	5	English Learners Foster Youth Low Income	5 APs: K Brilee, K. Cross, Sue Di Bernardo, M. Blanton	\$628,797.00				\$628,797.00
1	6	English Learners Foster Youth Low Income	Music Teachers and program supplies	\$690,029.00				\$690,029.00
1	7	English Learners Foster Youth Low Income	Teacher Staffing for Effective Learning Environments/Eliminate Combo classes	\$1,408,385.00				\$1,408,385.00
1	8	English Learners Foster Youth Low Income	TK-3 25:1	\$855,355.00				\$855,355.00
1	9	Students with Disabilities	Maintain Additional MUSD School Psychologist	\$345,665.00				\$345,665.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners	Translation Services	\$39,067.00		\$30,106.00		\$69,173.00
1	11	English Learners Foster Youth Low Income	MTSS/UDL Planning, Professional Development	\$61,180.00			\$34,999.00	\$96,179.00
1	12	English Learners Foster Youth Low Income	CUE/Google Camp	\$20,437.00				\$20,437.00
1	13	English Learners Foster Youth Low Income	Parent Involvement/Education	\$16,011.00			\$2,258.00	\$18,269.00
1	14	All	CPI Training; Certificated Sub				\$6,496.00	\$6,496.00
1	15	All	SSS Workshops and Training				\$39,945.00	\$39,945.00
1	16	Foster	After School Enrichment Foster				\$7,296.00	\$7,296.00
1	17	English Learners Foster Youth Low Income	LCFF Site Allocation	\$293,274.00				\$293,274.00
1	18	English Learners Foster Youth Low Income	MUSD Equity Committee; Workshops, and CRL for admin	\$15,000.00				\$15,000.00
1	19	All	Attendance Intervention and Support A2A	\$53,000.00				\$53,000.00
1	20	English Learners Foster Youth Low Income	CHKS and well-being progress monitoring dashboard	\$7,500.00			\$4,000.00	\$11,500.00
1	21	All	CKH BMMS				\$45,000.00	\$45,000.00
1	22	English Learners Foster Youth Low Income	Lunch Time or Before/After School Enrichment	\$100,000.00				\$100,000.00
1	23	English Learners Foster Youth Low Income	Library/Media Center/Makerspace Supplies	\$112,000.00				\$112,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Math Teacher and Administrator Professional Development and Coaching in Math Framework, Student Centered-Learning, Universal Design for Instruction	\$96,663.00				\$96,663.00
2	2	Students with Disabilities	Induction and stipend SLP	\$41,285.00			\$14,683.00	\$55,968.00
2	3	All	Next Generation Science Standards (NGSS) Teacher Training				\$9,593.00	\$9,593.00
2	4	English Learners	Rosetta Stone for English Learners				\$28,000.00	\$28,000.00
2	5	Students with a Reading Defecit	Learning Ally Audiobooks				\$22,000.00	\$22,000.00
2	6	English Learners Foster Youth Low Income	Gizmos, Dreambox, and Screencastify	\$142,550.00				\$142,550.00
2	7	All	Virtual School Library Start Up other library supplies	\$75,000.00				\$75,000.00
2	8	All English Learners	ELPAC Testing Cadre	\$4,550.00		\$79,872.00		\$84,422.00
2	9	All	GATE Assessment	\$18,000.00				\$18,000.00
2	10	English Learners Foster Youth Low Income	Preschool Curriculum and Materials	\$6,000.00				\$6,000.00
2	11	Youth in Transition	Homeless Materials and Supplies and Transportation				\$18,000.00	\$18,000.00
2	12	English Learners Foster Youth Low Income	Achieve 3,000	\$101,769.00				\$101,769.00
2	13	Students with Disabilities	SPED Technology (N2Y)	\$20,000.00				\$20,000.00
2	14	English Learners Foster Youth Low Income	College Career Readiness Tutors	\$40,772.00				\$40,772.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	15	English Learners Foster Youth Low Income	1:1 Chromebook Refresh Cycle	\$300,000.00				\$300,000.00
2	16	All	EL and Data Technician	\$38,111.00				\$38,111.00
2	17	English Learners	English Learner Services Clerk	\$11,591.00				\$11,591.00
2	18	All	Step Up to Writing Professional Development and Planning				\$56,845.00	\$56,845.00
2	19	All	Go Math				\$5,000.00	\$5,000.00
2	20	All	Cognitively Guided Instruction Professional Development, QVE				\$13,500.00	\$13,500.00
2	21	English Learners	English Language Development and Universal Design for Learning Professional Development				\$57,000.00	\$57,000.00
2	22	All	Library Aide/Tech Extra hours	\$1,393.00				\$1,393.00
2	23	All	District Spelling Bee	\$612.00				\$612.00
2	24	English Learners Foster Youth Low Income	Student Success Services Materials and Supplies	\$4,200.00				\$4,200.00
3	1	All	Parent Square, Raptor, Navigate Prepared	\$66,000.00				\$66,000.00
3	2	English Learners Foster Youth Low Income	Illuminate DnA	\$28,840.00				\$28,840.00
3	4	English Learners Foster Youth Low Income	Open Gov	\$21,000.00				\$21,000.00
3	5	All	District cell phones	\$5,410.00				\$5,410.00
3	6	All	Cultural ResponsivenessTrauma Informed/Equity Keynote, Contract 3140				\$3,330.00	\$3,330.00
3	8	English Learners Foster Youth Low Income	Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides	\$515,198.00				\$515,198.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	9	English Learners Foster Youth Low Income	Curriculum and Instruction Department Training	\$5,940.00		\$11,500.00		\$17,440.00
3	10	English Learners Foster Youth Low Income	Curriculum and Instruction Provided Professional Development	\$100,000.00				\$100,000.00
3	11	English Learners Foster Youth Low Income	Director Special Programs and Support Staff	\$231,823.00			\$33,589.00	\$265,412.00
3	12	English Learners Foster Youth Low Income	Intervention Specialist and Site Intervention Facilitators	\$101,791.00	\$616,954.00			\$718,745.00
3	13	Students with Disabilities	Special Education Coordinator				\$164,800.00	\$164,800.00
3	14	English Learners Foster Youth Low Income	Student Success Services Director and Lead Counselor	\$206,339.00				\$206,339.00
3	15	English Learners Foster Youth Low Income	Math Teachers on Special Assignment (TOSAs)/Coaches; CORE Curriculum Support	\$353,986.00				\$353,986.00
3	16	English Learners Foster Youth Low Income	Curriculum Coordinators	\$335,850.00				\$335,850.00
3	17	All	Summer New Teacher Orientation	\$5,323.00				\$5,323.00
3	18	English Learners Foster Youth Low Income	Library Media Technician Supervisor, Warehouse Clerk, and Accounting Clerk	\$151,014.00				\$151,014.00
3	19	All	Support for Teacher Credentialing/Induction and New Teacher Training				\$190,520.00	\$190,520.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$8,250,167.00	\$9,367,596.00
LEA-wide Total:	\$7,420,435.00	\$8,279,382.00
Limited Total:	\$11,591.00	\$11,591.00
Schoolwide Total:	\$818,141.00	\$1,076,623.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Care Solace	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,885.00	\$26,885.00
1	2	Supplemental School Counselors	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,180,118.00	\$1,305,659.00
1	4	Community Liaison Site QVE (7hr) , FCE, RES, CWM, ERE (3.5 hr each)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: QVE, ERE, RES, CWM, FCE	\$40,803.00	\$299,285.00
1	5	5 APs: K Brilee, K. Cross, Sue Di Bernardo, M. Blanton	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SSE, OME, FCE, MVMS	\$628,797.00	\$628,797.00
1	6	Music Teachers and program supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$690,029.00	\$690,029.00
1	7	Teacher Staffing for Effective Learning Environments/Eliminate Combo classes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,408,385.00	\$1,408,385.00
1	8	TK-3 25:1	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	\$855,355.00	\$855,355.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	10	Translation Services	LEA-wide	English Learners	All Schools	\$39,067.00	\$69,173.00
1	11	MTSS/UDL Planning, Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$61,180.00	\$96,179.00
1	12	CUE/Google Camp	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,437.00	\$20,437.00
1	13	Parent Involvement/Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,011.00	\$18,269.00
1	17	LCFF Site Allocation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$293,274.00	\$293,274.00
1	18	MUSD Equity Committee; Workshops, and CRL for admin	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
1	20	CHKS and well-being progress monitoring dashboard	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	\$11,500.00
1	22	Lunch Time or Before/After School Enrichment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00
1	23	Library/Media Center/Makerspace Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$112,000.00	\$112,000.00
2	1	Math Teacher and Administrator Professional Development and Coaching in Math Framework, Student Centered-Learning, Universal Design for Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,663.00	\$96,663.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	6	Gizmos, Dreambox, and Screencastify	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$142,550.00	\$142,550.00
2	10	Preschool Curriculum and Materials	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Meniffee Preschool Meniffee Preschool	\$6,000.00	\$6,000.00
2	12	Achieve 3,000	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CWM, HHSA, BMMS, CKE	\$101,769.00	\$101,769.00
2	14	College Career Readiness Tutors	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BMMS, HCMS, HHSA, MVMS 6-8	\$40,772.00	\$40,772.00
2	15	1:1 Chromebook Refresh Cycle	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	\$300,000.00
2	17	English Learner Services Clerk	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$11,591.00	\$11,591.00
2	24	Student Success Services Materials and Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,200.00	\$4,200.00
3	2	Illuminate DnA	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,840.00	\$28,840.00
3	4	Open Gov	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,000.00	\$21,000.00
3	8	Technology Coordinator, Network Engineer, Tech Support Analyst II, and Technology Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$515,198.00	\$515,198.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	9	Curriculum and Instruction Department Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,940.00	\$17,440.00
3	10	Curriculum and Instruction Provided Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00
3	11	Director Special Programs and Support Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$231,823.00	\$265,412.00
3	12	Intervention Specialist and Site Intervention Facilitators	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,791.00	\$718,745.00
3	14	Student Success Services Director and Lead Counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$206,339.00	\$206,339.00
3	15	Math Teachers on Special Assignment (TOSAs)/Coaches; CORE Curriculum Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$353,986.00	\$353,986.00
3	16	Curriculum Coordinators	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$335,850.00	\$335,850.00
3	18	Library Media Technician Supervisor, Warehouse Clerk, and Accounting Clerk	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$151,014.00	\$151,014.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.