2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Morongo Unified School District
CDS Code:	36-67777
LEA Contact Information:	Name: Doug Weller Position: Superintendent Phone: (760) 367-9191 4221
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$90,709,254
LCFF Supplemental & Concentration Grants	$17,586,664
All Other State Funds	$19,493,323
All Local Funds	$1,154,900
All federal funds	$19,967,154.
Total Projected Revenue	$131,324,631

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$127,682,473
Total Budgeted Expenditures in the LCAP	$22,663,368
Total Budgeted Expenditures for High Needs Students in the LCAP	$19,026,576
Expenditures not in the LCAP	$110,095,809

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$8,807,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	$5,368,741

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$1,439,912
2020-21 Difference in Budgeted and Actual Expenditures	$-3,438,259

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Majority of teacher salaries, Maintenance, Textbooks, Administration
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this	Due to the school climate of the 2020-21 fiscal year, there were a number of planned expenditures that could not be executed as anticipated. In addition, we saw a decrease in our student population corresponding with the change in planned expenditures.

difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	

LCFF Budget Overview for Parents

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CDS Code: 36-67777

School Year: 2021-22

LEA contact information:

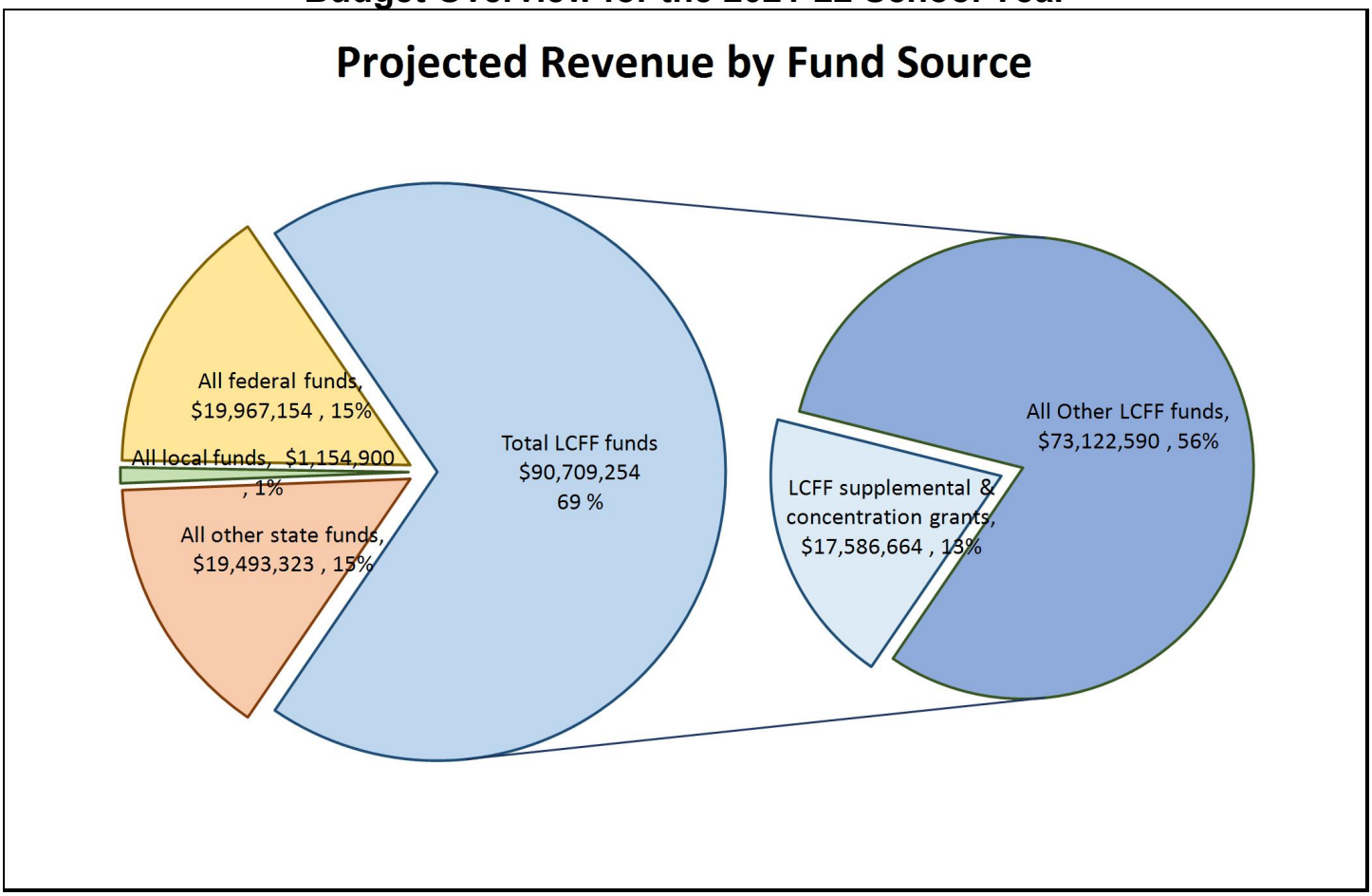
Doug Weller

Superintendent

(760) 367-9191 4221

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

Budget Overview for the 2021-22 School Year

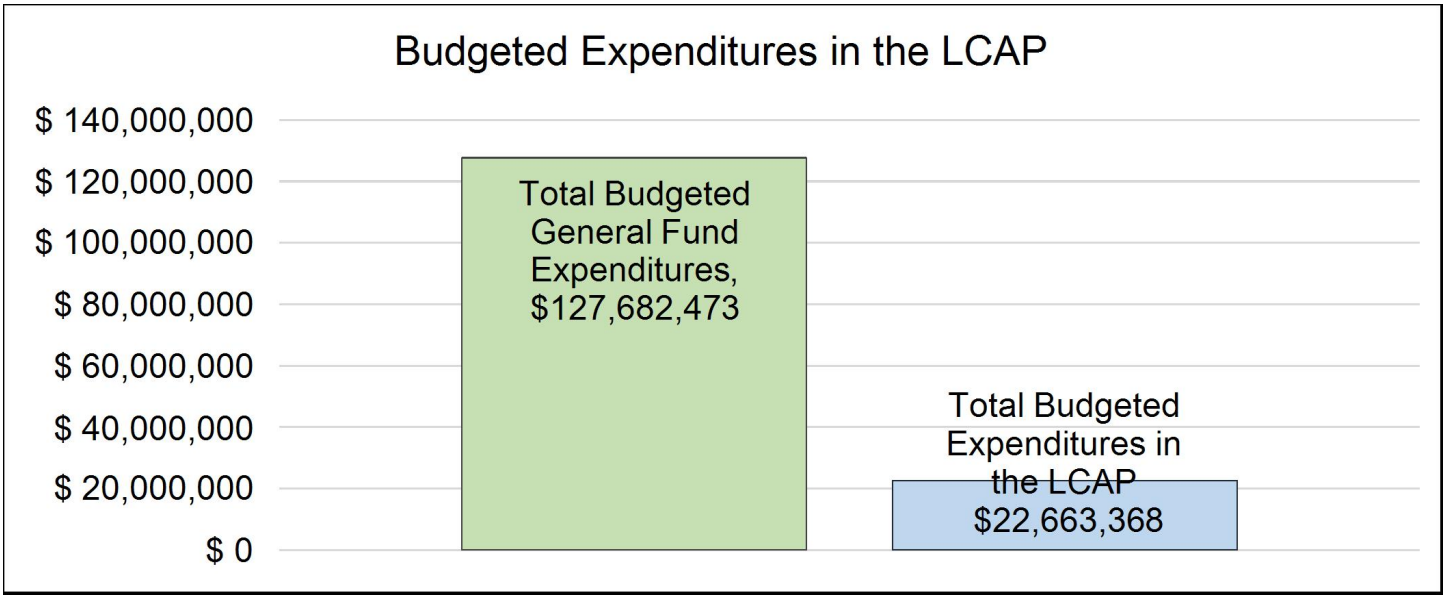


This chart shows the total general purpose revenue Morongo Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Morongo Unified School District is $131,324,631, of which $90,709,254 is Local Control Funding Formula (LCFF), $19,493,323 is other state funds, $1,154,900 is local funds, and $19,967,154. is federal funds. Of the $90,709,254 in LCFF Funds, $17,586,664 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Morongo Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Morongo Unified School District plans to spend $127,682,473 for the 2021-22 school year. Of that amount, $22,663,368 is tied to actions/services in the LCAP and $110,095,809 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

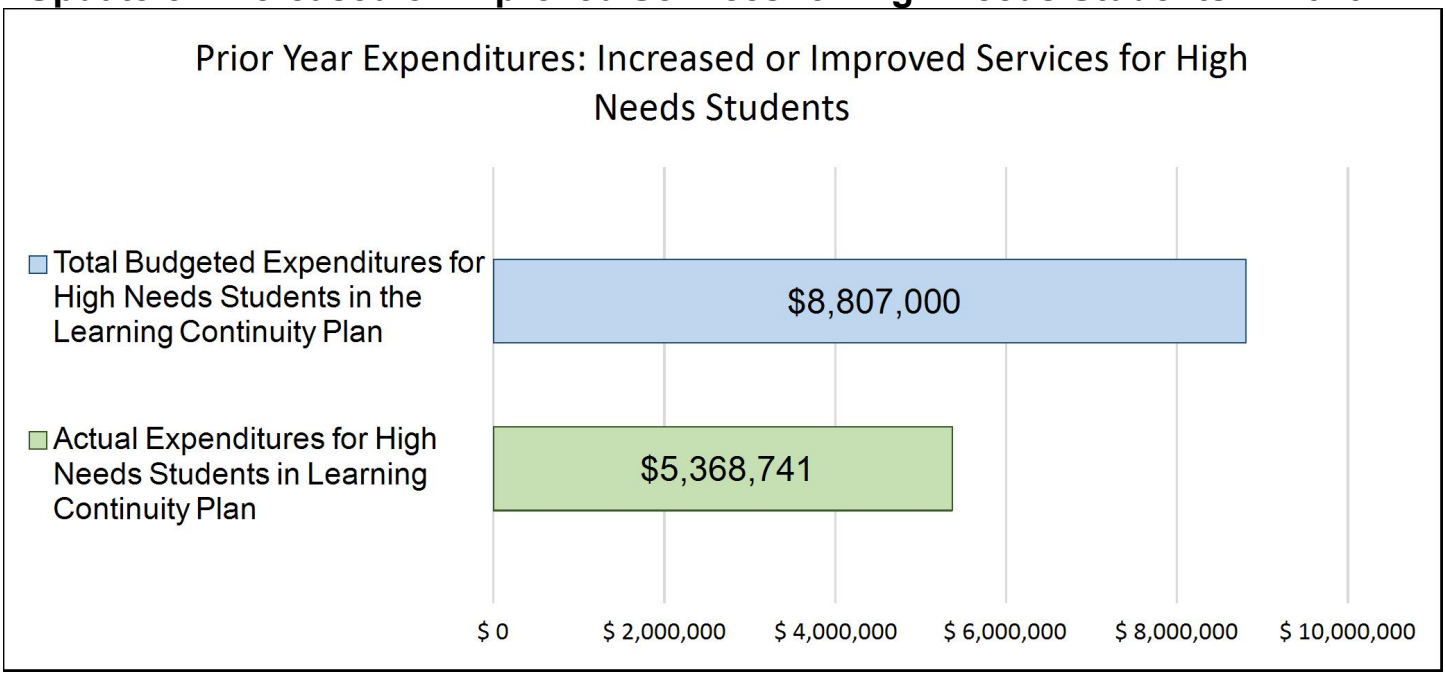
Majority of teacher salaries, Maintenance, Textbooks, Administration

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Morongo Unified School District is projecting it will receive $17,586,664 based on the enrollment of foster youth, English learner, and low-income students. Morongo Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Morongo Unified School District plans to spend $19,026,576 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Morongo Unified School District's Learning Continuity Plan budgeted $8,807,000 for planned actions to increase or improve services for high needs students. Morongo Unified School District actually spent $5,368,741 for actions to increase or improve services for high needs students in 2020-21.

Due to the school climate of the 2020-21 fiscal year, there were a number of planned expenditures that could not be executed as anticipated. In addition, we saw a decrease in our student population corresponding with the change in planned expenditures.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Morongo Unified School District	Doug Weller Superintendent	douglas.weller@morongo.k12.ca.us (760) 367-9191 4221

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1 Increase academic rigor and student engagement in learning, assess individual students' progress and improve performance and close achievement gaps in student groups as indicated by multiple data points.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Local Priorities: Increase academic rigor and student engagement in learning, assess individual students'

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 40% meets standard on SBAC ELA	SBAC was waived for the 2019/2020 school year
Metric/Indicator 27% meets or exceeds standard on SBAC Math	SBAC was waived for the 2019/2020 school year
Metric/Indicator 9.9% EL Reclassification Rate	reclassification rate 3.8%
Metric/Indicator 34% CELDT proficiency Level 4 Well Developed on ELPAC 38% Level 3 Moderately Developed on ELPAC	ELPAC 11.2% Level 4 Well Developed 35.16% Level 3 Moderately Developed
Metric/Indicator 86% Graduation Rate	80.8% Graduation rate
Metric/Indicator Attendance rate 93.5%	Elementary average 94.72% Secondary average 92.17%
Metric/Indicator College and Career Indicator (EAP)(13-14 cohort data)	College and Career Indicator (EAP)(13-14 cohort data) Prepared: 30.7% Approaching prepared: 21.5%

Expected	Actual
Prepared: 30% Approaching prepared: 34%	
Metric/Indicator College and Career Ready (11th grade) ELA 10 points below standard (move from orange to yellow) Math 47 points below standard (move from orange to yellow)	California Dashboard for the 19/20 in ELA and Math is not available due to the suspensions of SBAC testing
Metric/Indicator HQT: 100% of core classes taught by ESEA highly qualified teacher	92.5% of all core classes were taught by ESEA highly qualified teachers
Metric/Indicator Standards Aligned Materials/Student Access/Sufficiency of Textbooks and Williams Report. 100% of students have access to standard aligned materials	100% of students have access to standard aligned materials
Metric/Indicator Middle School dropout rates Decrease all dropout rates by .1% High School dropout rates Decrease all dropout rates by .1%	Data was not available for the 20/21 school year
Metric/Indicator District Benchmarks in ELA, Math (Science and Social Studies to be added as new Benchmarks are developed). % of students in ELA performed at or above grade level on final Spring testing % of students in Math performed at or above grade level on final Spring testing	Spring benchmarks were not administered due to the closure of school

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide the Base Instructional Program for every student and in addition: *Continue intervention staffing *Additional tutoring materials and services *Intervention program support and materials *Classroom computers/technology devices *Maintain 22 Class Size Reduction teachers *Provide site funding for specific site designated art and music materials/support *TOSA for Intervention and MTSS Implementation *Kindergarten Teachers to teach an all -day program for an increase of services by 40% *Provide consistent District-wide assessments in ELA and Math 1st-8th grades	$5,453,679 LCFF, Title I	$4,871,405
2. Professional Development	$0.00	$0.00
3. For Low Income: All schools will offer after school tutoring to Low income students with pre and post data collected	$146,182 LCFF, Title I	$108,538
4. English Learners: Continue funding for bi-lingual EL IA's Action will remain the same. Fiscal impact with changes in salaries and benefits, and additional services.	$157,495 LCFF	$144,239
5. For Foster Youth: All schools will offer after school tutoring to Low income, Foster homeless, and at risk students with pre and post data collected Action will remain the same....fiscal impact with changes in salaries and benefits, and additional	$15,956 LCFF	$36,451
6. For RFEP: Reclassification rate will increase from 5% to 6%	$0	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
7. For English Learners: Purchase translators/translation services and materials to be used at sites for English Learners and families Action will remain the same....fiscal impact with changes based on previous	$1,250 LCFF	$0
8. Identified CSI Schools: Blackrock Continuation High School: Needs Assessment Survey indicated; Professional Development in; MTSS Tier 1 and Student Engagement. La Contenta Middle School: Needs Assessment Survey indicated; Professional Development in MTSS Tier 1, PLC data time for MTSS team decisions, Curriculum Coaching. Oasis Elementary School: Needs Assessment Survey indicated; Professional Development in MTSS Tier 1, student engagement training, PLC collaboration time Palm Vista Elementary School: Needs Assessment Survey indicated; Professional Development in MTSS Tier 1, Curriculum and instructional Strategy facilitator Yucca Valley Elementary School: Needs Assessment Survey indicated; Common Core Implementation coaching, student engagement strategies.	Black Rock Continuation High School $38,100 Oasis Elementary 183,000 Palm Vista Elementary $132,000 Yucca Valley Elementary $183,000 La Contenta Middle School $230,100 Comprehensive Support and Improvement (CSI) funding for District	BRHS - $33,112.04 OES - $50,350.79 PVES - $132,000.00 YVES - $163,246.11 LCMS - $102,671.19

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 1: The actual expenditures were $582,274 less than what was estimated. This was due to the Teacher on Assignment position for MTSS being discontinued and the need for fewer class size reduction teachers due to declining enrollment caused by the pandemic. These funds were reallocated toward Goal 3 - School safety: maintain a safe learning and working environment that supports all students learning. MUSD is implementing a new school entry access system that will provide a safe environment for students and staff.

Action 3: The actual expenditures were $37,644 less than budgeted. The unspent funds from this action were used to support Action 5 - Providing tutoring for foster youth because that action exceeded the expected expenditure by $20,495. Since a larger population of foster youth attended tutoring than expected, and fewer socio-economically disadvantaged students attended tutoring, the use of these funds supported the academic growth of the foster youth population in mastering grade level academic skills. The remaining $17,149 supported Goal 3 - School safety: maintain a safe learning and working environment that supports all students learning. MUSD is implementing a new school entry access system that will provide a safe environment for students and staff.

Action 4: The actual expenditure was $13,256 and Action 7 was $1,250 less than what was budgeted. The budget for English Language Learner Instructional Assistants were decreased due to the resignation of an Instructional Assistant. This action will be continued after a new Instructional Assistant is hired. The budgeted expenditures for translation services were not used due to the availability of bilingual school site employees. This action will continue to ensure these supports for our English Language Learners. These funds were reallocated toward Goal 3 - School safety: maintain a safe learning and working environment that supports all students learning. MUSD is implementing a new school entry access system that will provide a safe environment for students and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Morongo Unified provided an MTSS/Intervention teacher at all elementary and middle school sites. English Learner Instructional Assistants rotated between sites to provide English Language Development services. Each school site provided after school tutoring to students 3 days a week. Visual and Performing Arts were provided after school one day a week at all elementary schools. The district conducted a successful pivot from in-person learning to distance learning within a two week period of time. Morongo Unified faced many challenges including student and family engagement in distance learning which ultimately resulted in some learning loss

and difficulty establishing student re-engagement. The rural area our district is in made virtual instruction difficult due to a lack of transportation and internet access. Although many of the defined matrix for these goals were suspended due to the pandemic, actions in this goal were somewhat successful. Our intervention programs, including MTSS, resulted in an increase in attendance throughout the district. In fact, we achieved a 94.72% average attendance rate for our elementary schools, which exceeds our goal of 93%. Additionally, our secondary schools came very close to meeting the 93% attendance rate with a 92.17%. Additionally, looking at the district benchmarks in the Fall of the 2020/2021 school year, we noted that the proficiency rate was similar to previous years even with the interruption of the building closures caused by the pandemic. This pattern was repeated in the winter of 2021 where we noted similar gains between the fall administration and the winter administration of the benchmarks in 2019-20. The area of weakness in this goal was the number of reclassified ELL students and our graduation rates. MUSD will be conducting professional development on instructional strategies for English Language Learners and the process for reclassifyinging students, which we revised during the spring of the 2020/2021 school year. MUSD will also hire additional counselors for the secondary schools and provide additional support to assist the high schools in increasing their graduation rates.

Goal 2

Goal 2 Effective Instruction, Leadership, and Accountability: Teachers and administrators will utilize best practices, including analyzing data, in order to ensure that decisions are made in the best interest of all students.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)
Local Priorities:	Local Priorities: Teachers and administrators will utilize best practices, including analyzing data, in order to ensure

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator AP Pass rate 50%	15.9%
Metric/Indicator ADA 93.4%	Elementary average 94.72% Secondary average 92.17%
Metric/Indicator Chronic Absenteeism 16.5%	14.3%
Metric/Indicator Standards Aligned materials/Student access/Sufficiency 100% of students have access to standards aligned	100% of student have access to standards aligned materials
Metric/Indicator Implementation of CCSS for all students, including EL. Walk-through data by principals indicate they are getting to an average of 60% of classrooms, including 100% of ELD classes.	All principals performed walkthroughs in an average of 60% of classrooms, including 100% of ELD classes per week
Metric/Indicator Score on API: API suspended	API has been suspended

Expected	Actual
Metric/Indicator Student access and enrollment in all required areas: Data gathered by mandated four year plans for all high school students. Monitor and do a random transcript audit each spring for Junior highs and High schools. Sub-group enrollments for all	All students met with counselors annually to create/update their 4 year plan

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Professional Development in Common Core and Instructional strategies Key Data Services Credit Recovery/tutoring needs for High School and Junior high/ Middle School Summer School opportunities Black Rock Alternative High School will offer coursework designed to assist in the graduation of high school students. ROP/CTE courses Independent Continuing Education (ICE) will be an option to afford parents and students the opportunity of a home study format with our credentialed teachers to assist families as needs Board Certified Behavior Analyst Continue an Alternative Academy to serve At -Risk students to incorporate alternative instructional opportunities Alternative Education Registrar and Counselor Action will remain the same. Fiscal impact with changes in salaries and benefits, and additional services.	$4,339,408 LCFF	$4,205,845
2, Professional Development	$0	$0
3. For Low Income: CCSS and Instructional Strategies for differentiation training for at--risk students.	$69,870 Title I	$69,870

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4. For English Learners: continued funding of bi-lingual IA's	$0	$0
5. For Foster Youth: before and after school tutoring	$0	$0
6. For RFEP: counselors and direct intervention with 4 year	$0	$0
7. For Low Income: tutoring transportation	$25,492 LCFF	$28,897
8. Low Income Students: AVID and alternative educational services Action will remain the same....fiscal impact with changes in salaries and benefits, and additional services.	$148,004 LCFF	$64,858

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 1: The actual expenditures were $133,563 less than budgeted and Action 7's actual expenditures were $3,405 less than budgeted. This decrease in expenditures was caused by MUSD temporarily adopting a distance learning program throughout the district during the pandemic. Credit Recovery options were decreased, and so were transportation costs during this time. Both credit recovery and transportation services will be continued in the future. These funds were reallocated toward Goal 3 - School safety: maintain a safe learning and working environment that supports all students learning. MUSD is implementing a new school entry access system that will provide a safe environment for students and staff.

Action 9: $83,146 of the budgeted actions were not expended as AVID offerings at the secondary schools are being phased out. These funds were reallocated toward Goal 3 - School safety: maintain a safe learning and working environment that supports all students learning. MUSD is implementing a new school entry access system that will provide a safe environment for students and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Morongo Unified successfully implemented after school tutoring services at every school site. Professional development on data-based instruction was conducted district-wide and with administrators. Professional Development was conducted on Universal Design for Learner (UDL) to ensure individual students' needs were met in every day instruction. Additional CTE courses were added to our course offerings. However, the implementation of these courses stalled due to teachers transferring outside of the district and the difficulty in finding qualified professionals to take the positions. School closure to in-person learning limited the availability and

reliability of data which presented a challenge for our district to continue to provide data-driven instruction. The actions in Goal 2 met with success in meeting the defined measurements in this goal. Elementary schools exceeded the 93% attendance rate goal with an attendance rate 94.72%. The secondary schools almost met this goal with a 92.17% average attendance rate. MUSD provided every student with standard aligned instructional materials,100% of the site principals performed walkthroughs in at least 60% of the classrooms weekly, every student created a four year plan with their counselors and every junior's transcript was reviewed to ensure graduation readiness. The area of weakness was our passage rate for the AP exams, with only 15% of the students passing.

Goal 3

School safety: maintain a safe learning and working environment that supports all students learning.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	Local Priorities: Maintain a safe learning and working environment

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Williams Inspections (FIT reports) Decrease in FIT findings 100% core texts to each student	100% of student have access to Board adopted standards aligned materials
Metric/Indicator Monthly logs of site drills and evacuations 100% participation	Monthly logs were submitted by each site .100% participation in drills and evacuations
Metric/Indicator Tiered Fidelity Inventories (TFI) for PBIS Implementation District Average Tier 1 Implementation 88%	Spring TFI was not conducted due to the closure of schools.
Metric/Indicator CHKS surveys and School Experience Increase in satisfaction by stakeholders on surveys for each site	Postponed till the 20/21 school year
Metric/Indicator Suspension rate Suspension rate 5%	Suspension 8.1% Expulsion 0.6%

Expected	Actual
Expulsion rate .28%	
Metric/Indicator SBA ELA 51% meets or exceeds standard	SBAC was suspended
Metric/Indicator SBA Math 40% meets or exceeds standard	SBAC was suspended
Metric/Indicator Reclassification rate: 14%	Reclassification rate 3.8%
Metric/Indicator CELDT proficiency: 43%	ELPAC 11.2% Level 4 Well Developed 35.16% Level 3 Moderately Developed
Metric/Indicator Graduation rate: 88.7%	80.8% graduation rate
Metric/Indicator Attendance rate: 95.2%	Elementary average 94.72% Secondary average 92.17%
Metric/Indicator College and career Indicator (13-EAP cohort Prepared 30% Approaching prepared 36% Not prepared 34%	College and Career Indicator (EAP)(13-14 cohort data) Prepared: 30.7% Approaching prepared: 21.5%
Metric/Indicator College and Career Ready (11th grade) ELA 25 points above level 3 Math 10 points above level	49.4% scored a level 3 or high on the SBAC

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Staff Development Reduce out of school suspension rates (support personnel) Community and family outreach and support Probation officer, Resource officers Additional staff training on suspension reduction Increased data gathering during Safety Drills to analyze Security and safety staff Specific staff identified to coordinate MTSS/PBIS students at each school Transportation Data Review/MTSS teams Safe/secure school site campuses to include door lock systems and limit unauthorized access points	$4,513,032 LCFF, Title I	$4,195,502
2. For Low Income: Saturday School to make up ADA and parent involvement Action will remain the same. Fiscal impact with changes in salaries and benefits, and additional services.	$50,611 LCFF	$60,681
3. For English Learners: continued use of bi- lingual IA's	$0	$0
4. For Foster Youth: After school tutoring	$0	$0
5. For RFEP: reclassification process and paperwork	$500 Title III	$515

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 1's actual expenditures were $317,530 less than what was budgeted and Action 2's actual expenditures were $10,070 less than what was budgeted. The overage of funds from school suspension support, transportation, school security and Saturday school was a direct result of the closure of the school buildings due to the COVID-19 pandemic. These services will continue once school

resumes in- person. However, these funds were reallocated toward implementing a new school entry access system that will provide a safe environment for students and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Morongo Unified School District held bullying forums at both ends of the district which were well attended by families, community members and employees of the district. Schools throughout the district adapted their PBIS programs to support students in distance learning. Transportation was offered for after school activities at all elementary schools. Every school site held Saturday schools at least once per month. The action of this goal was somewhat successful as noted by the chosen indicators. 100% of the students enrolled in MUSD had adopted standards-aligned textbooks and 100% of the required drills were completed. MUSD exceeded its ELL goal with 43% CELDT proficiency and 46.36% of the students scoring a 3 or 4 on the ELPAC and met their CCI goal of 30% with 30.7% of the students graduating prepared for college and career. 49.4% of the graduating seniors scored a 3 or 4 on the SBAC during their senior year. Areas of improvement are still in our suspensions and expulsions and graduation rate. Whereas, we did see an improvement in both areas, we did not meet our goal in either area. MUSD did increase the percentage of students graduating to 80.8%, but did not meet our goal of 88.7%. MUSD plans to decrease the suspension and expulsion rates through professional development on tier I PBIS support for students. MUSD will increase the number of students graduating by increasing the counseling services at the high school level.

Goal 4

Goal 4 Resource Alignment and Stability: recruit and retain effective educators and other necessary personnel to maintain a strong, supportive learning environment for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)
Local Priorities:	Local Priorities: Recruit and retain effective educators and other necessary personnel to maintain a strong,

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator HQT/credentialed teachers 99.75% of core classes taught by an ESEA highly qualified	92.57% of core classes are taught by an ESEA highly qualified teacher
Metric/Indicator San Bernardino CTE course review Enrollment of 1,200 Completer	534 students were completers during the 19/20 school year
Metric/Indicator Graduation Rate on state reporting system 88.5%	80.08% graduation rate
Metric/Indicator SBA ELA 51% meets or exceeds standard	SBAC was suspended due to school closure
Metric/Indicator SBA Math 40% meets or exceeds standard	SBAC was suspended due to school closure
Metric/Indicator El Reclassification Rate 14%	3.8% reclassification rate
Metric/Indicator	ELPAC

Expected	Actual
CELDT early advance and advance is 43%	11.2% Level 4 Well Developed 35.16% Level 3 Moderately Developed

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Professional Development August Professional development, BTSA and Par Expenses to support staff Needed and appropriate professional development to include all staff Action will remain the same.	$454,368 LCFF	$371,354
2. Signing bonuses given to hard to find positions Action will remain the same.	$30,000 LCFF	$121,855
3. Adjust Salary Schedule, additional staff hours	$326,775 LCFF	$326,775
4. Reimburse for attainment of specifically identified credential needs	$30,000 LCFF	$31,442
5. New Teacher Institute	$0	$0
6. IT personnel	$756,741 LCFF	$592,278
7. Career Tech/Voc Ed Personnel	$0	$0
8. College counseling/application assistance Action will remain the same	$30,000 LCFF	$30,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Sites assigned on-site mentors to all teachers on Provisional Internship Permit and Substitute Teacher Incentive Plan. Morongo Unified adopted and fully implemented a Youth Court to support students' social-emotional needs.

Action 1: The actual expenditures were $83,014 less than budgeted due to the staff not attending conferences during the pandemic. Conferences for professional development will be reinstated once the state re-opens from the pandemic closures. Action 6's actual expenditures were $164,463 less than what was budgeted due to the resignation of the Director and Innovation and Educational Technology and the hiring delay of filling this position. MUSD will continue to fund this position. In Action 2, $91,855 of the excess funds was used as signing bonuses to attract candidates in hard to fill positions. The remaining $155,622 was reallocated to Goal 3, School safety: maintain a safe learning and working environment that supports all students learning. MUSD is implementing a new school entry access system that will provide a safe environment for students and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

New and returning teachers participated in the Morongo Unified Summer Institute which provided a week of professional development, and the New Teacher Institute prior to school starting. Our partnership with Desert Mountain Children's Center, Pacific Clinics, Lutheran Social Services, Morongo Basin Healthcare District, and the TAY Center enabled us to refer students to additional services as the need arose. The MTSS model and the Schoolwide PBIS programs provided on-site support for all students. As Morongo Unified transitioned to distance learning and our community began to quarantine due to the national pandemic, these supports slowed and it became difficult to reach our families and students who were benefiting from them. However, many sites were able to quickly adjust their programs to a distance learning format. The actions for this goal were somewhat successful. Although we did not have SBAC scores, the district benchmarks were used to evaluate academic success. District benchmarks were administered in the Fall of the 2020/2021 school year. It was noticed that the proficiency rate was similar to previous years, even with the interruption of the building closures caused by the pandemic. This pattern was repeated in the winter of 2021 where we noted similar gains between the fall administration and the winter administration of 2019-20. Additionally, the proficiency of our English Language Learners increased and we exceeded our goal of 43% with 46.36% of our English Language Learners scores a 3 or 4 on the ELPAC. Areas of growth on these goals are in the areas of reclassification of our English Language Learners and the number of CTE completers enrolled in our district programs. MUSD has redesigned the reclassification process and held professional development for site administrators. Also, MUSD will hire additional college counselors to assist in increasing the graduation rates and ensuring that students enrolled in CTE programs graduate as completers.

Goal 5

Culture, Collaboration, and Communication: create school cultures that are conducive to success for all students by increasing the percentage of parents that are directly involved in their children's education, activities at the school, and parent conferences.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement)
Local Priorities:	Local Priorities: Create school cultures that are conducive to success for all students by increasing the

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CHKS Survey: Increase in satisfaction by site	CHKS was postponed till the 20/21 school year
Metric/Indicator Parent sign in sheets/activity Each site will increase by 2% parent involvement and document in notebooks turned in at the end of the year	Over all parent involvement increased by 2.1%
Metric/Indicator SBA ELA 51% meets or exceeds standard	SBAC was suspended due to school closure
Metric/Indicator SBA Math 40% meets or exceeds standard	SBAC was suspended due to school closure
Metric/Indicator El Reclassification Rate 14%	reclassification rate 3.8%
Metric/Indicator CELDT: Early Advanced and Advanced is 43%	The CELDT assessment was cancelled in the 20/21 school yea
Metric/Indicator	80.8% graduation rate

Expected	Actual
Graduation rate 88.7%	
Metric/Indicator Attendance rate 95.2%	Elementary average 94.72% Secondary average 92.17%
Metric/Indicator College and career indicator (13/14 cohort) Prepared 30% Approaching prepared 34% Not prepared 36%	College and Career Indicator (EAP)(13-14 cohort data) Prepared: 30.7% Approaching prepared: 21.5% Not Prepared: 47.8%
Metric/Indicator College and Career Ready ELA 25 points above level 3 Math 10 points above level 3	CAASPP was suspended due to school closure

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Computer software and technology for parent reports Contract with provider for Student/Parent Portal for monitoring purposes Development of District/Site websites and maintenance thereof Reliable/valid Common Core assessments Action will remain the same. Fiscal impact with changes in cost	$74,000 LCFF	$84,024
2. For Low Income: A portion of the office staff day will be dedicated to parent communications and stressing the importance of attendance and academic performance, additional parent support supplies and services. Action will remain the same. Fiscal impact with changes in salaries and benefits, and additional services	$217,650 LCFF	$208,437

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3. For English Learners: Continued use of bi- lingual EL IA's	$0	$0
4. For Foster Youth: After school tutoring	$0	$0
5. For RFEP: parent communications	$0	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 1: The actual expenditures were $10,024 less than the expected expenditures. This was due to a lower salary of the current administrative assistant than in previous years. These funds were reallocated to Action 2 to support the parents and the home school connection throughout distance learning ($9,213).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Every school had virtual and drive-through events that continued the schools' relationship with staff and the community. Virtual collaboration time was built into every teacher's schedule as we entered into distance learning. Parents and other stakeholders remained actively involved in the normally held meetings such as School Site Council, PTOs, and IEP meetings, even after school closures forced these meetings into a virtual environment. Parent conferences were held in the Spring virtually and were well attended. The actions of this goal were successful as indicated by the defined measurements. MUSD met their goal for parent involvement achieving an involvement rate of 2.1% with a goal of 2% and met the CCI goal of 30% with 30.7% of the students graduating "prepared". MUSD had a goal of a 95.2% attendance rate and the elementary schools had a 94.72% attendance rate and the secondary schools had a 92.17% attendance rate. Additionally, MUSD's English Language Learners' proficiency exceeded the target of 43% proficiency with 46.36% of the English Language Learners scoring a 3 or 4. The area of weakness for this goal is the percentage of reclassification and graduation. We did not meet the goal in either of these areas. MUSD has revised the reclassification process of English Language Learners and has held professional development for the site administrators. MUSD will also hire additional college counseling services to ensure the increase of the number of students graduating from high school.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment (PPE): Expanded services include protocol compliance, equipment, and materials	$575,000	$475,128	Yes
Contracted Services: Expanded services include teacher support for Independent Study in the form of consultants to provide on-going support and professional development for the needs of Independent Study Teachers	10,000	$0.00	Yes
Personnel: Expanded services include additional custodial time, possible addition of Independent Study teachers due to expanded need, extra duty compensation and stipends	$500,000	$303,513	Yes
Materials and Supplies: Expanded services related to Independent Study and the need for publication, copying, and hard copy assignment resources	$100,000	$500	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

MUSD provided PPE and expanded services including protocol compliance, equipment, and materials for every school site, employee, student, family member who came for on-site consultation or instruction. The total amount spent was $475,128 out of the $575,000 allocated.

Independent study was offered at every site for students who did not have access to the internet or whose family schedules and needs were not conducive to distance learning. In order to offer this service, additional teacher support in the form of consultants to provide on-going support and professional development for the needs of the Independent Study Teachers was provided. MUSD paid $303,513 for these services. Additionally MUSD spent $500 for supplies, materials, and publications for Independent Study instruction.

Due to declining enrollment and schools remaining in distance learning, $296,359 of the allocated funds were not spent on PPE ($99,872) and Personnel ($99,500). With fewer students and staff at the school sites, less PPE and fewer personnel were needed. MUSD was able to ensure the necessary support for Independent Study teachers internally. Therefore, the $10,000 allocated for contracted services to assist with this portion of the plan was not used.

Since MUSD had already purchased the online components to the core curriculum, the amount needed for publications and supplies for Independent Study was limited. Only $500 of the $100,000 budgeted for supplies and publication was used.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

A vast selection of course offerings was made accessible to students participating in independent study through collaborative planning and the use of APEX. Not all students who participated in independent study had transportation. This made it difficult for students to submit their assignments because they did not have internet access. Morongo Unified adopted a mailing procedure to accommodate these students. Another challenge we faced was the number of students that needed independent study due to the lack of internet access. The sites worked with families to ensure the students in most need were able to register for independent study and school sites worked with each other to accommodate additional students. By the end of the 1st quarter of the school year, we were able to add small group cohorts to serve our students with disabilities. This was then extended to students who were disengaged through learning pods and stable groups for students who live in homes that are socio-economically disadvantaged. The success of our in-person instruction is marked by the scores our students earned on the district benchmarks. Most grades throughout the district that took the STAR received scores in the 2020/21 school year that were comparable to those earned in the 2019/2020 school year. This is true in both ELA and Math. The exception to this were our 7th and 8th grade scores. These students actually scored a grade higher than the previous 7th and 8th graders scored during the 2019/20 school year. Additionally, 94% of our stakeholders stated on the stakeholder LCAP survey that MUSD was working effectively to lower dropout rate and increase graduation rates. One challenge we faced with our academic program was not having a norm-referenced assessment in our high schools. This made it hard for us to be able to track the students' progress like we did with our elementary and middle school students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology Equipment: Increasing services to low income students, English Learners, Homeless and Foster Youth as well as students in need of computers and Webcams, Connectivity Project for greater internet access	$6,000,000	$3,989,361	Yes
Contracted Services: Computer program licenses and Learning Management System services (Canvas, Discovery Education, Zoom PD licenses for teachers, Apex, increase Public Relations contracted services for increase in information, Professional Development providers), increase in services for low-income students via Discovery Education program to target their needs via specific modules and lessons	$200,000	$205,149	Yes
Professional Development costs: Professional development provided to increase services in distance learning for Classified and Certificated staff. (Certificated, Classified, 25 substitute teachers)	$500,000	$10,127	Yes
Project Read Contract, materials, and professional development costs to assist Special Needs students with Reading skills as determined by Distance Learning Plan and/or MTSS Team	$100,000	$620	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

MUSD provided laptops, webcams, and headphones for students who were in need in an effort to provide equal access to curriculum and instruction to all students. The cost of this technology totaled $3,989,361, which was $2,010,639 less than what was budgeted. The difference between the actual expenditures and the planned expenditures was due to the number of laptops that were donated and the discounts we received due to the large quantities we were purchasing.

In order to provide instruction through distance learning, MUSD purchased licenses for Canvas, Discovery Education, and Zoom for all teachers and for professional development, APEX courses, and tutoring. In order to ensure clear communication and transparency with our stakeholders to assist families with distance learning, we also increased the contracted time with our public relations consultant. We budgeted $200,000 for these services and we spent $205,149. The difference in these amounts is due to the purchase of a Zoom license for every teacher in order to fight against unwanted disruptions during synchronous instruction.

Professional Development was offered throughout the school year for our distance learning teachers. We originally budgeted $500,000 for this. However, we only spent $10,127 due to the employment of a Director of Innovation and Educational Technology who conducted the professional development for distance learning.

MUSD adopted Project Read for our students with special needs. We only spent the $620 of the $100,000 allocated for this program because we were able to use other funding secured from the county from the Systems of Support program.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction
As the Morongo Unified School District moved into the distance learning model during the 2020-2021 year, several factors, barriers and challenges needed to be addressed. These included how the district would address all stakeholders' needs and best practices for distance learning during COVID-19. There were several challenges. The most unique challenge for our district is our land mass area and lack of stable internet connection to provide computer-based distance learning. It was clear that we would need to place a substantial number of students on a distance learning independent study program run by each individual school site. It was a challenge to provide targeted professional development to teachers and staff in such a short period of time who have never worked in this learning environment. In order to provide quality instruction through distance learning, MUSD purchased licenses for Canvas, teacher online supplemental materials through a variety of educational sites, and Discovery Education. Zoom licenses were purchased for all teachers to deliver quality instruction along with targeted professional development related to distance learning practices, and APEX for secondary courses and targeted tutoring. The district increased all communication methods to effectively inform parents and families of our distance learning model. To support this clear communication and transparency with our stakeholders to assist parents and families with distance learning, we also increased the contracted time with our public relations consultant.

Access Devices and Connectivity
Due to the geographical location of the Morongo Unified School District, students and families were identified who had no access to high speed internet. Due to the lack of high speed internet, a large number of students were placed into independent study while the district worked on a project that would provide high speed internet to a majority of our students. Although the internet project has been funded, it has taken longer than expected to launch the project due to the high mobility rate of our population and ability to attain the equipment needed that was placed on backorder due to supply and demand. We identified that our teacher and student devices were outdated at some sites and the need was identified to order 8,000 student laptops, 500 teacher laptops and 500 webcams.

Additionally, 91% of our stakeholders felt that technology was well integrated into instruction as stated on the LCAP survey to stakeholders.

Pupil Participation and Progress
Most grades throughout the district that took the STAR received scores in the 2020/21 school year that were comparable to those earned in the 2019/2020 school year. This is true in both ELA and Math. The exception to this were our 7th and 8th grade scores. These students actually scored a grade higher than the previous 7th and 8th graders scored during the 2019/20 school year. Additionally, 94% of our stakeholders stated on the stakeholder LCAP survey that MUSD was working effectively to lower dropout rate and increase graduation rates. One challenge we faced with our academic program was not having a norm-referenced assessment in our high schools. This made it hard for us to be able to track the students' progress like we did with our elementary and middle school students

Pupil Learning Professional Development
At the beginning of August, over 400 people attended a week-long training to support teachers, substitute teachers, and classified staff in providing quality instruction for all students. In the four days prior to school starting, MUSD provided professional development for all teachers, with both certificated and classified staff attending the last two days. Weekly professional development on digital platforms and best practices was held throughout the first semester of school and increased to twice monthly during the second semester. Stakeholders reinforced the need for this professional development when 98% of them stated they felt professional development was important, while 91% of the stakeholders stated that technology was integrated effectively into instruction on the LCAP Stakeholder survey.

Staff Roles and Responsibilities
Prior to school starting, professional development was conducted by both our Child Welfare and Attendance Coordinator and our Business Office to ensure all staff were aware of their roles and responsibilities. Consultants and presenters were hired to assist teachers in learning new processes and procedures. Audits were conducted during the year to ensure all staff were in compliance with attendance and student engagement procedures and professional development was conducted to assist in areas of weaknesses. Collaboration between school staffs were scheduled, regular staff meetings were held, and weekly collaboration between site administrators were attended by principals. Monthly Principal collaboration meetings were also held via ZOOM. These meetings enabled clear communication of staff roles and responsibilities as changes were made throughout the school year.

Supports for Pupils with Unique Needs, including English Learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness
We immediately focused on our student population with unique needs, which include our ELL, special education and foster/homeless youth. To service these students with unique needs, support was provided under the umbrella of MTSS with additional services provided by ELL coordinators and instructional assistants. Project Read was adopted to support students with special needs in English Language Arts. These successes are evident in the response from our stakeholders on the LCAP Stakeholder survey where 98% of

our stakeholders stated that MTSS and Intervention services were important and 91% of the stakeholders stated that MUSD is effectively serving English Learners.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personnel: To address the increased need and improve services for pupil learning loss as a result of COVID-19 (MTSS Coordinators, PBIS Coordinators, On Campus Intervention needs for students in either Distance Learning or Independent Study) and tutoring services	$500,000	$380,383	Yes
Professional Development: To address increased needs of students with academic and social emotional needs. (Professional Development was provided to specifically address best practices and trauma informed practices.	$100,000	$ 0.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Tutoring and intervention through MTSS was offered to students at each school site. MUSD spent $380,000 of the $500,000 allocated toward personnel to provide these services. The $119,617 that was not spent was due to declining enrollment and parents not wanting their children to spend additional time on the computer or attend in-person instruction due to the health concerns caused by the pandemic.

MUSD budgeted $100,000 for professional development for trauma-informed practices and academic best practices. These funds were not spent due to the availability of free professional development by the county and our ability to provide these trainings through our own district experts.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The Morongo Unified School District has spent several years implementing Multi-Tiered Systems of Support, (MTSS) and has found it essential to staff an MTSS coordinator at each of the elementary and middle school campuses to provide much-needed support and intervention in the critical areas of attendance, behavior, and academics to close the gap on learning loss. During the pandemic, we found great success in providing these supports and interventions in our distance learning model (virtual and independent study). We

also found it essential to continue the practices of Positive Behavior Intervention and Support (PBIS) and have found it essential to staff a PBIS coordinator at each elementary and middle school campus. The Morongo Unified School District created focus standards TK-11 in ELA Literacy and math that were vertically and horizontally articulated to establish a roadmap for effective targeted instruction to close the gap on learning loss and allow acceleration of learning. Most grades throughout the district that took the STAR received scores in the 2020/21 school year that were comparable to those earned in the 2019/2020 school year. This is true in both ELA and Math. The exception to this was our 7th and 8th-grade scores. These students actually scored a grade higher than the previous 7th and 8th graders scored during the 2019/20 school year. Additionally, 94% of our stakeholders stated on the stakeholder LCAP survey that MUSD was working effectively to lower the dropout rate and increase graduation rates. Also, 98% of our stakeholders stated that MTSS and Intervention services were important and 91% of the stakeholders stated that MUSD is effectively serving English Learners. When comparing the academic achievement over the last three years for our homeless students, 32% of homeless students earned a failing grade in one or more courses. This is very close to the percentage of homeless students who earned a failing grade in one or more courses in the 2019-20 school year (29%). 40% of Special Education students earned a failing grade in English or Math during the 2020-21 school year. This is, again, very close to the percentage of students who earned a failing grade in ELA or Math in the 2019-20 school year (41%). This data demonstrates the effectiveness of our efforts to address learning loss for students who are homeless and students with disabilities. One challenge we faced with our academic program was not having a norm-referenced assessment in our high schools. This made it hard for us to be able to track the students' progress like we did with our elementary and middle school students

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

68% of the students in the Morongo Unified School District took the district SEL screener. This screener was used to determine students' need for support. Discovery Education and each school's PBIS program provided a multi-tiered support system for students. Through our partnership with Save the Children, we were able to offer Journey of Hope to students who need small group SEL support. In addition, small, stable groups and one-on-one intervention were provided to ensure each child's individual needs were met. As time away from physical in-person school increased, more students needed social-emotional support. With social distancing requirements, meeting these social-emotional needs for our students was a challenge. 85% of the students who took the LCAP Stakeholder survey stated that they felt that students respected their peers, 93% of all stakeholders who took the survey stated that our schools were safe, and 84% of the stakeholders felt students were connected to their school. These results speak to the success of our SEL programs.

Morongo Unified School District was able to continue the employment of 100% of their staff throughout the 2020-21 school year. To ensure the mental/social-emotional well-being of the staff, scheduled virtual events took place. Zoom meetings were set up at least once a month. During these meetings, staff had the ability to reconnect with each other and support each other through the effects the pandemic had on their lives. Additionally, days were given to support transitions ensuring all staff had time to plan and adjust to changes. For example, two days were given to secondary schools that had to navigate through the semester change. Individual and small group professional development, as well as small group collaboration time, was provided during the year to support staff with distance learning and independent study programs. These activities supported the social and emotional well-being of our staff. We faced challenges, such as mitigating the conflict between the demands at home and the demands at work. Many of our staff had children they needed to assist with their education and take care of during the state shutdown. In some cases, this made it difficult for these staff members to also perform their duties at work, causing additional stress. Morongo Unified offered flexible schedules to staff and allowed staff to work from home so they could care for their families' needs. Also, Morongo Unified provided two educational programs to assist teachers with their own children's educational needs (Independent Study and Distance Learning). These interventions reduced the personal stress on our staff and allowed them to more fully focus on performing their instructional duties for our students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

This year, the Morongo Unified School district established two-parent conference days. Additionally, school sites held events and awards ceremonies in a virtual setting or through a drive-through setup. This allowed students and parents to participate in normal school events. All required school meetings such as IEPs, 504s, Site-Based Management/School Site Council, ELACs, and PTO meetings were held virtually to ensure that stakeholder input was received as decisions were being made. Morongo Unified

implemented tiered re-engagement strategies for pupils who were absent from distance learning and effort of the LEA in reaching out to their or guardians when pupils were not meeting compulsory education requirements or engaging in instruction. The LCAP Stakeholder survey demonstrated that 94% of the students felt connected to their schools, 94% of parents felt welcomed at the schools, and 94% of stakeholders stated that the school had a positive climate. During this past year, even with distance learning, MUSD experienced a 2.1% increase in parental involvement as measured by participation in parent conference days compared to last year. These data points demonstrate the successes MUSD has had with pupil and family engagement.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Each week, nutritional services provided food distribution throughout the school year. During the time the school buildings were closed, additional food was provided on a weekly basis. Over a million meals were served. One of the challenges we faced was the fluctuation of the number of people participating in the food distribution. We noted an increase around breaks and a decrease after disbursements of federal funds and state aid. To assist with this, we ensured extra staffing during food distribution prior to breaks.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	Board of Trustee Meetings held on Zoom, and equipment and materials for public access to all meetings Mailings of surveys to assure stakeholders had the ability to provide feedback without computer access/internet Increase of Public Relations to keep stakeholders informed as change happens	$50,000	$ 3,960	Yes
School Nutrition	Restructured meal provision to all families to provide food weekly. Associated costs may include PPE, training, and personnel.	$172,000	$ 0.00	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Board of Trustee meetings were held on Zoom and made public through YouTube throughout the 2020/21 school year. All equipment was purchased to ensure public access to these meetings. MUSD Information Technology Department was able to provide the expertise and support necessary to ensure all technology and software was working. Being able to provide this service decreased the expense from what was originally projected. Surveys were mailed and distributed through the sites. Due to the on-going relationship with our public relations consultant, MUSD did not need to expand the contract for communication purposes. These cost saving measures decreased the expense of surrounding stakeholder engagement from $50,000 to $3,960, saving $46,040.
MUSD provided meals for all children between the ages of 0 and 18 throughout the school year. However, $512, 262 of additional federal COVID Cares Act supplemental re-reimbursement was received for nutritional services. This action was able to be fully funded outside of the Learning Continuity and Attendance Plan. The planned professional development was conducted, but due to the restructuring of the meal distribution, all professional development was able to be conducted during the employees contracted time resulting in no additional cost for this action. Additionally, several nutritional services grants were received that also was an offset to the expenditures for the feeding of students breakfast, lunch and summer all year.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Moving from a fully in-person to distance learning instructional model has helped Morongo Unified expand its digital capabilities. We purchased 8000 new student laptops and 500 new teacher laptops in order to ensure that we had a device for every student and all instructional staff. The maintenance of these devices and plan to repurchase them as they become outdated will have to be part of our ongoing plan to ensure we remain a 1:1 district. This brought forth the need to purchase and provide professional development on instructional virtual platforms and digital literacy. Although we already had digital access to core curriculum and APEX, we added Discovery Education to support SEL and academics and Zoom to provide a secure video conferencing platform.

Due to many of our families living on the outskirts of our rural and remote communities and due to the level of poverty many families live in, internet access was not available to many of our students. We developed an expanded independent study program to provide these students with access to instruction. This program needed to expand to include families with working parents to accommodate their schedule. In addition, the district began working to provide internet access to families without it through an internet tower project which will continue as we return to in-person instruction.

With the new programs came new procedures. The way attendance was taken had to be changed to match the program each child was enrolled in. The way meetings and collaborations were conducted moved to a virtual format, especially with some staff working from home while others worked at the school site. These challenges have informed the 2021-2022 LCAP inasmuch as we will continue to offer virtual means of communication and participation throughout the years to come. These additions to our practices will continue to increase engagement amongst MUSD stakeholders in meetings whenever possible to ensure engagement of stakeholders due to the vast geographical distance our district covers. MUSD will begin to implement a Virtual Academy to support students in families who need a more flexible academic schedule or prefer the virtual learning environment.

Another challenge which has informed our practices is our declining enrollment as the school sites remained closed this year. Our focus began to turn toward locating missing students, navigating a virtual SARB process, and re-engaging families. This was done through the MTSS coordinators reaching out and providing in-person and virtual individual and small group support. Home visits by school staff, administration, district office personnel, and probation was used to support the re-engagement of our families. The declining enrollment has illuminated the need for a virtual academy, as many of our families began attending virtual charter schools. A new service in the 2021-2022 LCAP is the creation of a virtual academy as part of our alternative education services. The success of our MTSS program in assisting families in re-engagement with their school has led to the addition of MTSS coordinators at the High Schools. To continue the connection with the school site, each school had regular family engagement activities and regular parent meetings that were well publicized and attended. Additionally, the district provided 3 meals a day 5 days a week for every child to help support the connection with school and provide for the nutritional needs of all children. To continue our success with family engagement, MUSD will implement a parent academy and parent education programs to assist parents in obtaining the necessary skills to support their children's education. These classes will include English language development, academic skills, and partnerships with schools and teachers to support parents as we transition back to in-person instruction.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Currently, schools throughout the district are participating in the SBAC and the ELPAC assessment. In addition, Morongo Unified School District has benchmarks that are given throughout the year to monitor student learning. These assessments are used to determine the degree of learning loss for individual students. Focus standards were developed by teachers and articulated to all staff. These focus standards and the data derived from the benchmarks will drive targeted instruction and assistance throughout this year and through our summer expanded learning program that will be offered to every student. Intervention support is provided at each school site and will continue through the summer program and throughout this next LCAP cycle. These supports include small group targeted instruction based on focus standards established by teachers and a district-wide assessment protocol to go along with these focus standards. Further social-emotional supports through site MTSS/PBIS programs, and Suite 360, wrap-around support for attendance through the SART process, the use of UDL practices in every classroom, and additional support personal such as interventionists, MTSS coordinators, health personal, and counseling services are planned.

During the 2020-21 school year, Morongo Unified developed a document outlining the focus standards for each grade level and corresponding assessments to address students with unique needs including Low-income students, English Language Learners, students with disabilities, foster youth, and students experiencing homelessness. The focus skills document and assessment tools will be used to assess deficient grade-level skills and guide instructional strategies designed to accelerate learning throughout 2021 through 2024 school years. Additional counselors, interventionists, and Multi-tiered Systems of Support (MTSS) Coordinators were hired for each site to ensure targeted instruction, including preview lessons and timely scaffolding along with high dosage tutoring, would be available to these student groups. Their progress will be monitored through the focus standards assessment and district benchmarks and adjustments to their interventions will be made by the MTSS teams through data-based decision-making.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In-Person Instruction: In the 2020-2021 Learning Continuity and Attendance Plan, MUSD budgeted $1,185,00 for in-person instruction.
Throughout the 2020/21 school year, $779,141 was spent to fund the actions designed to support in-person instruction. All actions in the in-person Instruction section of this plan were identified as contributing towards meeting the increased or improved services requirement. These funds were used to expand services to include protocol compliance, materials, and PPE supplies, teacher support for Independent Study in the form of consultants to provide on-going support and professional development for the needs of Independent Study teachers, additional custodial time, the possible addition of Independent Study teachers due to increased need, extra duty compensation and stipends, and publication, copying, and hard copy assignment resources for students who needed in-person instruction, such as small group cohorts and independent study. Students served in these two programs included socio-

economically disadvantaged students, students in foster care, and English language learners as these programs were designed to support these groups of students.

Distance Learning:In the 2020-2021 Learning Continuity and Attendance Plan, MUSD budgeted $6,800,000 for distance learning. Throughout the 2020/2021 school year $4,205,257 was spent to fund the action designed to support distance learning. The purchase of technology equipment including computers, webcams, and headphones ($3,989,361) was to support socio-economically disadvantaged students. These funds allowed MUSD to provide a computer to socio-economically disadvantaged students who did not have access to these devices. Contracted services, professional development, and Project Read was funded to support our socio-economically disadvantaged students, English language learners, and students who are in foster care. The contracted services provided access to daily instruction and support services, such as tutoring and targeted small group instruction. Additionally, these services allowed teachers to implement UDL and GLAD strategies to support students who fit in these student groups. The professional development provided to our instructional staff ensured that they had the necessary skills to provide these supports in a distance learning environment. Project Read supports our English Language Learners and socio-economically disadvantaged students with special needs by providing additional instructional programs to target their individual needs.

Learning Loss:In the 2020-2021 Learning Continuity and Attendance Plan, MUSD budgeted $600,000 to address learning loss. Throughout the 2020/2021 school year, $380,383 was spent to fund the action designed to address the learning loss caused by the pandemic. The additional personnel included MTSS Coordinators, PBIS Coordinators, and On-campus Intervention for students in either Distance Learning or Independent Study. These instructional support personnel supported socio-economically disadvantaged students, English Language Learners, and students in foster care. They provided individual and small group support for these groups of students to mitigate learning loss. MUSD all provided professional development for the instructional support staff to ensure that UDL strategies, trauma informed practices, and GLAD strategies were implemented in both in-person instruction and distance learning.

Additional Action: In the 2020-2021 Learning Continuity and Attendance Plan, MUSD budgeted $222,000 toward additional services necessary to support the Learning Continuity and Attendance Plan. Throughout the 2020/2021 school year, $3,960 was spent to fund the actions designed under this section. MUSD implemented both the Stakeholder Engagement and School Nutrition actions. Both these services were designed to support socio-economically disadvantaged students, English Language Learners, and students in foster care. MUSD provided Board of Trustee Meetings held on Zoom, and equipment and materials for the public to access all meetings. Mailing of surveys was done to assure stakeholders had the ability to provide feedback without computer access/internet, and we increased the Public Relations contract to keep stakeholders informed as change happens.These services provided access to meetings, surveys, and up-to date information to unduplicated students and their families without increasing their financial burden or exacerbating language barriers

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes evaluated from the 2019-20 LCAP and the 2020-2021 Learning Continuity Attendance Plan illustrated our instructional strengths and weaknesses the information gathered was utilized to develop stakeholder surveys and facilitate stakeholder meetings such as high school student leadership meetings, Board of Education Strategic Planning sessions, district LCAP advisory committee meetings, certificated and classified meetings with union representation, site-based council meetings, and district language advisory council meetings. The data collected from these stakeholder meeting opportunities identified the priorities, actions and goals during the 2021-2024 LCAP development. The priorities identified were intervention services to include support through the MTSS program, Mental Health services to support students, additional Information Technology Staff to support the use of educational technology, increase of Alternative Education options and CTE opportunities, and School Safety. From these priorities, three goals were created: Student Learning, School Safety, and Recruitment and Retention of Effective Educators and other necessary personnel.

The first goal, Student Learning, incorporates the expansion of our Alternative Education and CTE programs and the continuation of our MTSS program. The continuation of the MTSS program was supported by the scores our students received on the district benchmarks. Most grades throughout the district that took the STAR earned scores in the 2020/21 school year that were comparable to those earned in the 2019/2020 school year. This is true in both ELA and Math. The exception to this was in our 7th and 8th grade scores. These students actually scored a grade higher than the 7th and 8th graders scored during the 2019/20 school year. Additionally, 94% of our stakeholders stated that MUSD was working effectively to lower dropout rates and increase graduation rates and 98% of our stakeholders felt that the continuation of our MTSS program was important. The expansion of our alternative education programs and CTE programs was an identified need through our stakeholder survey and meetings as well as from our enrollment data. Whereas, MUSD is in declining enrollment, our alternative education programs are full, and our CTE enrollment, per course offered, is increasing. Also, in our stakeholder survey, 96% of the stakeholders identified alternative education as being important and 97% of the stakeholders stated that CTE was important. Goal 1 of the 2021-2022 LCAP includes adding more CTE options for our high school students and a K-12 Virtual Academy to our Alternative Education program. Goal 1 also continues the current MTSS program, which provides the intervention for our unduplicated population in the areas of academics, attendance, and social-emotional.

The second goal, School Safety, includes identified priorities to expand the MTSS program, thus expanding mental health services to support students, and increasing the safety on our campuses. Goal 2 of the 2021-2022 LCAP expands the MTSS program at the high school level. With the benchmark data showing less than 25% mastery in Integrated Math I and Integrated Math II across all high schools, no more than 35% of students demonstrating mastery in ELA in grades 10-12, and our district graduation rate being less than the state average, and the highest percentage of suspension and expulsion coming from our secondary schools, the expansion of the

MTSS program to the high schools not only addresses the priority identified by our stakeholders, but also addresses the challenge identified by our local data. Goal 2 provides for the increase of safety on campus, a priority identified by our stakeholders, by funding safety personnel and equipment.

Goal 3 of the 2021-2022 LCAP, Recruitment and Retention of Effective teachers and other necessary personnel, addresses the stakeholder priority of adding staff to the Information Technology department to support the use of educational technology. On the LCAP Stakeholder Survey, 915 of the stakeholders determined that increasing IT support was important and 98% of the stakeholders determined that the integration of technology into instruction was important. Through the technology assessment, it was determined that the mastery of technology skills was 36% across the district. Goal 3 adds enough IT personnel so that there will be a student to computer technician ratio of 600:1, decreasing the ratio from 1,950:1. The addition of these people will ensure every student has access to an up-to-date working computer. This action will support the integration of technology and increase the mastery of necessary technology skills.

The three goals of the 2021-2022 LCAP addresses each of the priorities identified in our data and by our stakeholders.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,185,000.00	$779,141.00
Distance Learning Program	$6,800,000.00	$4,205,257.00
Pupil Learning Loss	$600,000.00	$380,383.00
Additional Actions and Plan Requirements	$222,000.00	$3,960.00
All Expenditures in Learning Continuity and Attendance Plan	$8,807,000.00	$5,368,741.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,185,000.00	$779,141.00
Distance Learning Program	$6,800,000.00	$4,205,257.00
Pupil Learning Loss	$600,000.00	$380,383.00
Additional Actions and Plan Requirements	$222,000.00	$3,960.00
All Expenditures in Learning Continuity and Attendance Plan	$8,807,000.00	$5,368,741.00

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
Morongo Unified School District	Doug Weller Superintendent	douglas.weller@morongo.k12.ca.us (760) 367-9191 4221

Plan Summary [2021-22]

General Information

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

The Morongo Unified School District serves a diverse population of students covering a remote, rural geographic area similar in size to the state of Rhode Island. It is bordered on one side by Joshua Tree National Park and on the other side by the 29 Palms Marine Corps Combat Center, the largest Marine Corps installation in the United States. The MUSD has 996 outstanding employees who provide quality educational services to approximately 8000 students in the Southern California Mojave high desert, in San Bernardino County. Currently, MUSD has eleven elementary schools, two middle schools, two comprehensive high schools, one continuation high school, two state preschool programs, a program to enhance College and Career Excellence (ACCE), and a special education preschool program. Striving to meet the needs of a diverse student body, the District provides a wide array of programs, including special education, English Language Learners Programs, athletics, advanced placement, GATE, behavior intervention, on--campus academic intervention programs, dual enrollment and articulation agreements with our local community college, career technical certification opportunities, a program for severe emotional needs students, a targeted 9th-grade program focused on ELA, Math, and SEL using a Low Performing School Block Grant to allow for lower class sizes for those students. Universal Screening through the Renaissance program is used for all students grades K--8. Through collaboration and partnerships with community organizations including the Department of Defense Educational Activity (DoDEA), we have been able to establish curricular programs such as AVID and Project Lead the Way along with Stem-based programs in some of our schools. The Morongo Unified School District is committed to ensuring that each of its students receives the best possible education. Our student population is comprised of 5.5% English Learners who range from Initial Fluent English Proficient to Reclassified Fluent English Proficient, 2.3% of those students require supplementary instruction in English. 14.7% of the students in the Morongo Unified School District are served through the Special Education Local Plan Area (SELPA) by way of Individualized Education Plans. 73% of the students enrolled in the MUSD are classified as low income. The Local Control Funding Formula (LCFF) unduplicated count for the district is 75.77%. 3.2% of the students served in our school district are registered as homeless, while less than 1% are in foster care.

Reflections: Successes

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

Due to the school closures to in-person learning in March of 2020, the Morongo Unified School district had to quickly pivot to provide all students quality educational services. Prior to the pandemic, the California School Dashboard was the driving force behind data-driven planning and instructional practices. The 2019-2020 California Dashboard provided data that showed significant growth in the Morongo Unified School District in all areas, but due to the current events (pandemic/COVID-19), we must now focus on the key data areas available on the California Dashboard for 2019-2020, which include the college and career measures and the overall graduation rate at Blackrock High School, Twentynine Palms High School and Yucca Valley High School as well as our additional programs (ACCE, PLUS and ICE/SAC) that fall under the students' school of record.

The Dashboard identified as the CCI Indicator data for Twentynine Palms High School that 49.7% of students were prepared, 27.8% were approaching prepared, and 22% were not prepared. The Dashboard reported the graduation rate for the 2019-20 school year was 90%. At Twentynine Palms High School, the CTE pathway completion rate was 36.9%, Advanced Placement rate 15.5% and the A-G Completion rate was 1.2%.The Dashboard identified as the CCI Indicator data for Yucca Valley High school that 28.5% of students were prepared, 21.7% were approaching prepared, and 49% were not prepared. The Dashboard reported the graduation rate for the 2019-20 school year was 82.1% At Yucca Valley High School the CTE pathway completion rate was 25.3%, Advanced Placement rate 16.5% and the A-G Completion rate was 19.0%.The Dashboard identified as the CCI Indicator data for Blackrock High school that 1.1 % of students were prepared, 9.1% were approaching prepared, and 89.8% were not prepared. The Dashboard reported the graduation rate for the 2019-20 school year was 58%. The graduation rate for the district average was 80.8% compared to the state average 86.6%. This data was confirmed by our stakeholder input where 94% of parents and students stated that Morongo Unified works effectively on lowering dropout rates and increasing graduation rates. Goal 1, Action 5 address the improvements MUSD will implement to the alternative education programs. MUSD will increase the CTE offerings at school sites and implement a K-12 Virtual Academy. These two additions to the previous LCAP plan are designed to ensure students have access to CTE courses to increase the percentage of CTE completers and increase the number of students graduating prepared for college and career. The addition of the K-12 Virtual Academy offers our students the ability to choose the model in which they receive their instruction while increasing flexibility to fit different family needs.

Morongo Unified ensures engagement by our stakeholders. During the stakeholders survey, over 90% of the parents and students expressed that Morongo Unified communicates with parents regularly on academics, social-emotional needs, and attendance. Even more importantly, 94% of the parents state that they feel welcome at the schools. In the stakeholder survey, 84% of the parents and students responded that their child feels safe at school, 85% stated that students treat each other with respect, and 96% feel that teachers and other staff respect individual and cultural differences. These markers are indicators of Morongo Unified success in implementing a comprehensive Multi-tiered System of Support which includes PBIS. During the Spring Total Fidelity Inventory (TFI) every school has fully implemented Tier I and Tier II and has at least partially implemented Tier III. We have adopted a digital social emotional curriculum (Suite 360) and have partnered with several community organizations to meet the social-emotional and mental health needs of our students, such as Lutheran Services, Desert Mountain Children's Center and Save The Children. Goal 1 Action 1 provides for the continuation of the MTSS program, including PBIS. The data and stakeholder feedback documented above both emphasizes the successes MUSD has had with this program, and supports the decision to continue it.

Our Multi-tiered approach does not stop with SEL, but includes academics as well. When comparing the Reading Universal Screeners from the winter of 2019-2020 to the winter of 2020-2021, there was a slight decrease in scores, but not the learning loss we had anticipated. In fact, grades 2, 3, and 4 remained exactly the same. These screeners speak to the success we have had in our transition to a virtual learning environment. When comparing our Mathematics scores from 19-20 to 20-21, we see the same trend for grades 2, 3, and 4 as they remained the same from 19-20 to 20-21. However, math scores improved from 19-20 to 20-21. In fact, Grade 7 and 8 students in the 20-21 SY scored an entire grade level higher than the 7th and 8th graders from the year before. The ELA benchmarks for high school are based on learning standards throughout the year. The winter benchmark is mid-year and should depict our students moving toward meeting all grade level standards by the end of the year. A student is considered to have Mastered the standards if they score “Meets Grade Level Standards” or “Above Grade Level Standards”. They are considered to have Not Mastered if they test at “Below Grade Level Standards” or “Approaching Grade Level Standards”. Because the sites are SO different for math, I am putting the site comparisons in here. These are teacher-created mid-year benchmark tests. It would seem that TPHS is doing much better at teaching math via Distance Learning than YVHS, especially in Integrated III. Although we recognize the need to accelerate learning for students upon the return to school, the data demonstrates the learning loss due to distance learning, according to Benchmark data, has been minimal. Due to the success attributed to the MTSS program we have seen in elementary schools and junior high schools, Goal 2 Action 1 expands the MTSS program to the high schools in a more complete capacity. With the full implementation of the MTSS at the high schools, we anticipate seeing an increase in academic achievement, an increase in graduation rates, a decrease in suspension and expulsion rates, a decrease in the dropout rate, and a decrease in chronic absenteeism.

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.

During the 2020-2021 school year we noted the need to focus on graduation rates and College and Career Preparedness. It is our mission to provide an education for our students that enables them to compete in a global economy. With our district average in both graduation rates and the College/Career Indicator rate falling short of the state average, these are identified areas that need significant improvement. During the 2019-2020 school year our district struggled with suspension, expulsion and attendance rates. This has remained a concern for our district due to the levels of student engagement during distance learning. So, upon the return to in-person instruction, it is expected that the students who were disengaged will need targeted support. Additionally, the long separation from school and peers will have increased their need for social-emotional support.

In order to meet the needs of all students, a gap analysis was conducted for both reading and math using the data collected from our Universal Screener (STAR Math and STAR Reading). Through this analysis, it was determined that our Asian subgroup has far exceeded all other student groups in both Reading and Math. However, our African American students and Latino students still lag behind our Asian, American Indians/Alaskan Natives, and White student groups. In fact, the gap between African American students and white students has increased by 0.8% in Reading and 10.9% in math in the last two years. The gap between Latino students and white students has increased by 4.4% in Reading and 2% in math in the last two years. When evaluating the gap between different student groups for the College/Career Indicator, it was noted that 4% fewer African American students, Hispanic students, and Homeless students are graduating prepared, while 30.7% fewer English Language Learner students are graduating prepared than the average percentage of students graduating prepared.

When looking at the graduation rate, 23.7% fewer English Language Learners, 12.1% fewer Homeless students, and 9.1% fewer African American students than the average percentage of students are graduating. This data indicates MUSD needs to decrease the gaps between our student groups, especially our English Language Learners and assist them in graduating.

During the 2021/22 school year, MUSD will address the needs of the students through targeted support and social emotional support to assist in closing the achievement gap for our low income students, English Language Learners, and foster youth. Targeted support for these student groups will be offered through our MTSS program (Goal1, Action 1 and Goal 2 Action 1). Our current MTSS program will be expanded to include the high school students and will include additional paraprofessional support to assist in providing data -based small group instruction and mental health support provided by counselors, school psychologists, mental health therapists and MTSS support staff who are trained in trauma informed practices (Goal 1 Action 1 and Action 6, Goal 2 Action 1 and Action 2). MUSD will offer full day kindergarten and class-size reduction to ensure a solid foundation of learning and social-emotional skills. Saturday school will be implemented at all school sites to support students' academic success (Goal 2, Action 2). To support unduplicated students' social-emotional needs, each school site will implement a schoolwide PBIS program and MUSD will employ a Certified Behavioral Analyst and social-emotional paraprofessionals (Goal 2 Action 2). In order to support the unique needs of our English Language Learners, MUSD will employ ELD coordinators who will provide professional development to the instructional staff at their school site on research-based language development instructional practices including GLAD and UDL. To support language development instruction, MUSD will employ five paraprofessionals to support English Language Learners in meeting their RFEP goals. To ensure engagement with the school site, 15% of clerical staff's time will be spent reaching out to families of low income students, foster youth, and English Language Learners. This service will provide clear communication regarding the students' successes in academics, social-emotional skills, and attendance. To target the needs of foster youth and homeless/displaced students, MUSD will contract with a liaison who will communicate with these students' families and the school sites to ensure this student group's unique needs are met.

LCAP Highlights

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

Identified below are some of the highlights of this year's LCAP but are not limited to:
Goal 1: (Student Learning: Increase Academic Rigor and Student Engagement. Close Achievement Gaps across student groups. Provide Effective Instruction, Leadership and Accountability)
Morongo Unified is committed to empowering our students with 21st century learning skills. Goal 1 reflects this commitment through ensuring our students have a comprehensive technology program, to highlight the skills of information literacy, media literacy, and technology literacy through the following actions:
* 1-1 devices based on school enrollment
* Software/License for technology programs for students
* Director of Educational Technology
* Credit Recovery
* Career Technical Education

Additionally, Goal 1 outlines our work toward the 21st century learning skills of flexibility, communication, and social skills through the following actions.
* Increased Multi-Tiered Supports and Services (MTSS) on all campuses TK-12
* Positive Behavior Intervention and Support (PBIS) on all campuses TK-12
Staff and students will be supported in providing the facilitation of the development of the 21st century learning skills while decreasing chronic absenteeism and increasing graduation rates through:
* Professional Development
* Summer Expanded Learning Opportunities
* Alternative Education including the creation of a Virtual Academy
* Transportation to and from school and after school activities

Goal 2: (School Safety, Culture, Collaboration and Communication. Create School Cultures for Success and Increase Parental Involvement)
Morongo Unified maintains a firm focus on safety for all our students, both physically and mentally. Goal 2 focuses on ensuring the culture and climate of each of our schools is conducive to learning. Some of the actions we have outlined in this plan to meet this goal include:
* A comprehensive multi-tiered system of support including Positive Behavior Interventions and Support
* On-campus intervention personnel
* Assistant Principals at designated sites
* A safety plan at each site, development of safety protocols, and visitor systems/protocols.
* Board Certified Behavior Analyst
In addition to the above resources, Morongo Unified has outlined actions that provide students the ability to be actively part of the academic classroom regardless of barriers they face. This includes the following:
* Saturday School
* After school tutoring
* Bilingual IA's
* Child Welfare & Attendance Coordinator
All staff will be provided with professional development to support them as they assist our students. Consistent communication between the schools and parents/guardians is an on-going goal for improvement.

Goal 3: (Recruit and Retain Effective Educators)
Goal 3 supports our first two goals. Recruiting and retaining effective educators ensures the academic success and the safety of our schools. Therefore, Morongo Unified has created a plan which includes the following actions:
* Professional Development for new teachers
* More IT personnel
* College Counselor to support high school students with college admissions

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.

Black Rock High School

Support for Identified Schools

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

Morongo Unified begins to address Black Rock High School's needs through an initial needs assessment of stakeholders. This needs assessment, completed in the form of a survey is electronic and anonymous and completed over a two-month time span. All stakeholders are included in the survey, such as parents, students, community members, Classified, Certificated and Management staff. The purpose of the survey is to gain comprehensive knowledge of the stakeholders overall needs and feedback in eight different areas to build the School Plan for Student Achievement (SPSA) and CSI plan. The eight different areas the survey covered included instruction and implementation of state standards, services and programs offered, overall safety, parent engagement, communication, and school climate to include safety, bullying policies, behavioral systems. Upon completion, data is analyzed and needs are prioritized according to the specific stakeholders and the overall school- site needs through school site council input. In addition, site budgetary meetings are held each spring during which time Black Rock High School budget was reviewed by both District Office and site personnel. Inequities would be identified during this process, should any be found and would be rectified immediately. Professional Learning Community opportunities for administration were held to analyze the data, and provide evidenced-based interventions to bring back to the site for implementation. The district decided on the process of utilizing an organizational tool for the information of the identified evidence-based intervention that would align to the data, SPSA goals, SPSA strategies, and resources that have been allocated for the implementation of the interventions to institute a consistent process across the district for sustainability. School Site Councils, which are representative of the school sites' stakeholders, worked on the CSI plan using the results from the needs assessment survey and the choices of evidence-based interventions while creating the SPSA to present to the school site council. The school site council and representatives gathered and organized the assessment results for the purpose of planning and utilized an organizational tool to lead the process. Key questions from the data used on from the organizational tool were asked to guide the stakeholders through the process. The questions included: does the evidence-based intervention align with the data from the needs assessment, and the alignment of dedicated personnel and money that could allow the intervention to be implemented, monitored, and sustained for the period of the intervention. The following resources were used in selecting evidenced based interventions: https://www.evidenceforessa.org/,https://ies.ed.gov/ncee/wwc/,http://results4america.org/ed-lab-resources/. Resource inequities were reviewed beginning with the review of the data to identify, diagnose, and address sources of inequity to inform improvement decisions during the school site council meeting where the SPSA was created. Teaching quality, empowering rigorous content, instructional time and attention, early intervention, early learning, whole child approach, family academic engagement, school funding, school leadership quality, diverse and inclusive schools, and learning ready facilities were the eleven dimensions of focus to diagnose any resource inequities. Key questions were asked such as does my system have a reliable way to measure teaching effectiveness, are higher needs students offered advanced coursework at similar levels with lower-need students, what extent do classes differentiate to provide greater individual attention to students in need, and to what extent is access to targeted social emotional services, programs, and resources again to assist in the

diagnosing of resource inequities. The proposed expenditures that were based on the projected resource allocation to address the findings of the needs assessment consistent with the state priorities were reviewed through the lens of the eleven dimensions and included and reviewed by stakeholders. Identification of current strategies and practices that are contributing factors to the identified inequities was part of the review process during the school site council meetings with stakeholders. The resource inequities are being addressed through the CSI plan by addressing key factors that directly impact student experiences and achievement. Two key resource inequities were identified during the review of data. The first resource inequity examined was the teaching quality dimension. It was determined that low income students were underperforming and teachers needed additional professional development to increase graduation rates by providing a better understanding of how to provide the best first instruction. Based on this identified inequity, Black Rock High School set up ongoing professional development to guide teachers on best practices of supporting low income students. The second resource inequity reviewed was the learning ready facilities dimension. Upon further analysis of the data from the needs assessment survey, it was determined that in order for students to meet their learning goals technology would need to be purchased and disseminated to all students. The students and teachers were in need of training on the use of technology to ensure rigorous instruction was occurring with the technology provided. Additional professional development for the teachers was placed into the SPSA and non-CSI funds were allocated for this activity. After review of the expenditures and the conversations led through the eleven dimensions during the building of the SPSA and the School Site Council meetings, the inequities were examined and changes were made based upon the conclusions from the stakeholders. In addition, site budgetary meetings are held each spring during which time Black Rock High School budget was reviewed by both District Office and site personnel. Inequities would be identified during this process, should any be found and would be rectified immediately. There were no further inequities found at this time.

Monitoring and Evaluating Effectiveness

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

School site councils, which are representative of the school sites' stakeholders work on the CSI plan that is embedded in the SPSA using the needs assessment survey and the selections of evidence-based interventions. Continued monitoring of internal data for attendance and benchmarks occur school wide to monitor progress of academics. SMART goals are developed with routine progress monitoring utilizing benchmarks that measure academic progress, data from the student information systems with respect to Chronic Absenteeism, Suspension/Expulsion data, English Learner progress, and sub-group progress which are indicators that impact graduation rates to maximize progress towards exiting out of CSI status. The School Site Council analyzed student data with respect to goals through the year (four times) and reported progress to the principal. The principal in turn is required to report progress towards the site and District goals 4 times a year in conjunction with an action plan associated with their goal targets on the CSI plan. Two ELA and two math Interim Assessment Blocks will be required of all 11th grade students in addition to locally determined assessments to demonstrate student progress. Black Rock High School will show progress in identified RED areas of the Dashboard as measured by progress monitoring of student information system data.

Stakeholder Engagement

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

Beginning in December 2020, parents, staff, administration, and community members, which included representatives for Students with disabilities, Foster Youth, low income, and English Language Learners, were invited in multiple ways to participate in our annual LCAP survey. The survey stayed open for a month. With the deployment of 8,000 devices to students, we were able to place a computer in every house that had internet access. The survey link was provided through our Learning Management System, Social Media, and District/Site web pages, and emails. Robocalls were also sent out inviting stakeholders to complete the survey. The survey consisted of two sections. The first section was designed to ascertain what our stakeholders felt were our areas of success and challenges. There were 25 questions that covered topics from the quality of instruction, the degree of communication, school culture, and intervention practices. The second part of the survey was designed to ascertain the priorities of our stakeholders. They were asked to rank a list of identified priorities and were given the opportunity to add ones that were not listed. By the end of January 2021, district data reports were developed and data was disaggregated by school site for site reports to be utilized with their SPSA development and, if applicable, CSI plan development as appropriate. From January 2021 through April 2021, individual presentations of district data were completed with multiple stakeholder groups as listed below for the purpose of gathering additional data for LCAP goal, action, and services development. During these meetings, MUSD shared multiple student data points, including attendance, suspension and expulsions, English Language Arts and Math benchmark data, ELPAC scores and RFEP percentages, graduation rates, and the college and career indicators. MUSD also shared the summary of the data collected from the stakeholder's survey. On February 3rd, MUSD met with the District English Language Advisory Council, and on February 11th, MUSD met with the English Language Advisory Council at Yucca Valley Elementary School. A translator was provided and all written information was provided in both English and Spanish for any participants who desired those services. This meeting ensured the input from the families of our English Language Learners was collected. The conversation and input garnered from these meetings supported the continuation and increase in services provided by both our MTSS program and our Language Development paraprofessional. These groups also stressed the importance of mental health intervention, the integration of technology into instruction, and the support staff necessary to accomplish this, as well as school safety. These concerns are addressed in all three goals of this LCAP. On February 4th, MUSD met with the SELPA to consult with the SELPA director, program coordinators, and special education staff to ensure the needs of our students with disabilities were met. On February 11th and February 16th during the school site council meetings and on March 15th and April 1st during the District Advisory Committee, MUSD was again able to gain input from parents of students with disabilities. On February 10th, MUSD met with the classified employee union (CSEA) and on March 4th, MUSD met with the certificated employee union (MTA) in order to gain their input to develop the 2021/22 LCAP plan. At the conclusion of each meeting, the superintendent responded in writing to any comments received from these committees, and the special education local plan area administrator was consulted. The District LCAP Advisory Committee, composed of various representatives of our stakeholder groups, including low income, English Language Learners, foster youth, and students with exceptional needs, met to gather the input and the data from all stakeholder groups meetings to begin to formulate the priorities based on the data. After the Governor’s May revision of the state budget, expenditure amounts were put into the plan to present to the local Board of Education for review and approval on June 15 and 29, 2021. A schedule of the stakeholder meetings is as follows:

DATE GROUP PLACE TIME
February 3, 2021 DELAC, Zoom, 5:00pm.
February 4, 2021, Black Rock students, Zoom, 9:00 am.

February 4, 2021, SESM -Special Education teachers, Zoom, 2:30 pm
February 9, 2021, TPHS Students, Zoom, 12:00 pm
February 10, 2021, YVHS Students, Zoom, 12:00 pm.
February 10, 2021, CSEA membership meeting, Zoom, 5:30 pm
February 11, 2021 YVES SSC/ELAC, Zoom, 4:00 pm-
February 16, 2021 TPJHS SSC, Zoom, 2:15 pm
February 23, 2021 Board of Education & District Executive Cabinet, Zoom, 5:30 pm
March 4, 2021, MTA Teacher's Membership Council, Zoom, 4:30 pm
March 8, 2021 Site Principals, Administrative Council, Zoom, 9:00 am
March 15, 2021, DAC/BUDGET/LCAP ADVISORY COMMITTEE, Zoom, 4:00 pm
April 1, 2021, DAC/BUDGET/LCAP ADVISORY COMMITTEE, Zoom, 4:00 pm-
June 15, 2021 Board of Education, LCAP Public Hearing, Zoom, 7:00 pm
June 29, 2021 Board of Education, LCAP Adopted, Zoom, 7:00 pm

A summary of the feedback provided by specific stakeholder groups.

Utilizing all the data from surveys, stakeholder meetings, the Board of Education Strategic Plan, the District LCAP Advisory Committee developed a list of emerging priorities. Stakeholders have determined these priorities will be the focus of all LCAP funding. The list of priorities to incorporate into the LCAP as funding becomes available follows:
1. Intervention services to include support through the MTSS program.
2. Mental Health services to support our students.
3. Additional Information Technology Staff to support the use of educational technology
4. Vocational/Career Technical opportunities for students, alternative Education to include technology hardware and software, and professional development for staff to enhance alternatives to traditional classroom instruction.
5. Safety (to include a survey of needs, equipment as indicated in needs assessment, emergency drill report collection to see where improvements should be made, training, documented areas of improvement for drills in the Raptor system, keyless entry system, and 3M safety film).

Each stakeholder groups' individual priorities are as follows:

Students:
1. Vocational/Career Technology
2. After school extracurricular and athletic programs
3. Alternative forms of education
4. Mental Health Supports for Students
5. Updated technology and IT personnel

Families:

1. Mental Health Supports for students
2. Intervention Supports including those provided through the MTSS program
3. Summer school for all students TK-12
4. Alternative Education
5. Visual and Performing Arts

ELL Parents:
1, Intervention Supports including those provided through our MTSS program
2. Alternative forms of education
3. Mental Health Supports for students
4. Updated technology and IT personnel
5. Additional instructional assistants to support classroom instruction

Educators:
1. Physical and Mental Health Supports for Students
2. Intervention Supports including those provided through our MTSS program
3. Class size reduction for grade 4th through 6th
4. Alternative forms of education
5. Staff and Student safety

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

Several aspects of the Local Control Accountability Plan were directly influenced by input from surveys, and input during stakeholder meetings. Incorporated in the plan are several actions to address the physical and mental health of students. The use of MTSS coordinators, counselors, and school psychologists to address mental health needs is outlined throughout the plan. Data collected also indicated a concern for employee and student safety. This is addressed through the MTSS coordinators, additional staff, professional development in School Wide Positive Behavior Intervention and Support (SWPBIS) and tier 1 interventions. Stakeholders also indicate that alternative education was a priority. This is addressed in this LCAP through the continual support of Black Rock Continuation High School, and the expansion of the Academy of College and Career Readiness to include a virtual academy.

The stakeholder groups indicated that interventions including those provided through our Multi-tiered Systems of Support was their top priority. This input informed the actions within our goals including providing MTSS coordinators at each elementary and junior high schools, additional intervention resources, on-campus intervention personnel, Summer expanded learning activities, and after school tutoring with transportation. The MTSS coordinators are, also, trained to provide social-emotional support and attendance support.

During each of our stakeholder meetings, the concerns over the mental health of our students was a repeated theme. In fact, the data from the stakeholder survey show this was their highest priority. Therefore, the actions in the first two goals are targeted towards this priority.

Some of the actions that were influenced by this input is the adoption of a social-emotional program (Suite 360), the increase of mental health supports, the continuation of the School-wide Positive Behavior Intervention and Support Programs, and the employment of a Board Certified Behavior Analyst and Behavior Instructional Assistants.

Through the stakeholder input the need for additional alternative education opportunities was realized. Therefore, this LCAP plan reserves funding for a virtual academy. Our stakeholders expressed a desire and need for the district to continue offering instruction in an all virtual setting. Beginning the 2021/2022 school year Morongo Unified will offer alternative education through our continuation high school, Black Rock, independent study and virtual instruction.

The two student groups our stakeholders felt needed additional support were our English Learners and low income student groups. New to this LCAP is the addition of extra personnel to support our English Language Learner population and Extended Learning opportunities. The additional personnel support will assist in providing targeted English instruction for our English Language Learner. Whereas, the extended learning opportunities will assist in closing the learning gap between our SED students group and other student groups.

Goals and Actions

Goal

Goal #	Description
1	Student Learning: Increase Academic Rigor and Student Engagement, Close Achievement Gaps across student groups. Provide Effective Instruction, Leadership and Accountability

An explanation of why the LEA has developed this goal.

The Morongo Unified School District has a clear focus on student learning and the outcomes of their performance directly related to academic achievement. However, students show a lack of academic progress as indicated by both standardized assessments and District Benchmarks. Data must be utilized in decision making to determine the best path for individual students. The goal of the district is to close the achievement gaps across student groups and support the effort of mitigating the learning loss and accelerating learning for our students across all student groups. This goal addresses the following State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
The actions in this goal are designed to ensure academic success. Within this action, MUSD plans to implement a California State Standards instructional program focused on ensuring our students are prepared for college and career with a wide breadth of courses and extensive support so that all student groups' individual needs are met. This goal provides a multi-tiered support system through our MTSS program that will assist students with academic mastery and social-emotional skills. This program has proven effective in decreasing absenteeism, decreasing suspensions and expulsion, and increasing academic achievement. After-school tutoring will be offered at every school site to target academic needs of individual students. Technology will be incorporated into our core curricular program to ensure the mastery of the 21st century learning skills and increasing the offering of courses, academic tutoring, and social-emotional support. MUSD will expand both the alternative education programs and the CTE programs. The expansion of the alternative education program will offer our students a greater flexibility in their instructional modality and schedule, while the expansion of the CTE program will increase the pathways for students to be able to graduate as CTE completers according to the state Dashboard. To support the above actions, students will be provided with transportation to and from school, sites will be allocated money to address their individual needs, and professional development will be conducted to ensure effective research-based practices are implemented in every classroom. As we implement these actions, we will expect to see an increase in academic scores and language proficiency, an increase in the percentage of students graduating and graduating prepared, a decrease of chronic absenteeism and dropout rates demonstrate an increase of student engagement. Through continual monitoring of our defined metrics, we will be able to address areas of weaknesses and capitalize on areas of strengths as we progress through the 2021/22 school year and begin to plan for the 2022/23 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease the district's points below standard for all students in ELA on the SBAC	24.3 Points Below Standard SED - 37.7 pts Below standard ELL - 56 pts below standard FY - 68.9 pts below standard SWD - 119.7 pts below standard Homeless - 79.3 pts below standard				10.3 Points Below Standard SED - 23.7 pts Below standard ELL - 42 pts below standard FY -54.9 pts below standard SWD - 105.7 pts below standard Homeless - 65.3 pts below standard
Decrease the district's points below standard for all students in Math on the SBAC	61.6 Points Below Standard SED - 73.4 pts Below standard ELL - 80 pts below standard FY - 91 pts below standard SWD - 150.3 pts below standard Homeless - 112.9 pts below standard				47.6 Points Below Standard SED - 59.4 pts Below standard ELL - 66 pts below standard FY - 77 pts below standard SWD - 136.3 pts below standard Homeless - 98.9 pts below standard
% Reclassification Rate for EL Students	3.8%				11.6%
The LEA's progress in providing professional learning for teaching to the recently	ELA - Fully Implemented				ELA - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
adopted academic standards and/or curriculum frameworks identified below as reported in the local indicators.	ELD - initial Implementation Math - Fully Implemented Science - Fully Implemented History - Fully Implemented				ELD -Implementation and Sustainability Math - Implementation and Sustainability Science - Implementation and Sustainability History - Implementation and Sustainability
LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks in all classrooms where the subject is taught based on the local indicators.	ELA - Fully Implemented ELD - Fully Implemented Math - Fully Implemented Science - Fully Implemented History - Fully Implemented				ELA - Implementation and Sustainability ELD -Implementation and Sustainability Math - Implementation and Sustainability Science - Implementation and Sustainability History - Implementation and Sustainability
% of students enrolled in A-G courses including unduplicated	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students and those with special needs					
Enrollment in dual enrollment courses	195 students enrolled during the 2020/21 school year				360 students enrolled
Participation rate in CTE courses	369 students enrolled during the 2020/21 school year				530 students enrollment
% Making progress towards English language proficiency	48.6%				72.6%
% of senior who have completed A-G	10.7%				30%
% Graduation Rate	81.2% SED - 79.2% ELL - 57.1% FY - 84.6% SWD - 71.8% Homeless - 68.7%				90.2% SED - 88.2% ELL - 65.1% FY - 92.6% SWD - 80.8% Homeless - 76.7%
% Chronic Absenteeism	14.3% SED - 16.8% ELL -12.3% FY - 25.2% SWD - 21.7% Homeless - 28.6%				9.3% SED - 11.8% ELL - 7.3% FY - 20.2% SWD - 16.7% Homeless - 23.6%
% CCI Prepared % CCI Approaching Prepared	30.7% - Prepared SED - 25.9% ELL - 0% FY - 33.3% SWD - 6.1% Homeless - 10.4%				50.7% Prepared SED - 45.9% ELL - 36.8% FY - 33.3% SWD - 30.8% Homeless - 45.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	21.5% - Approaching Prepared SED - 22.8% ELL -.21.4% FY - 8.3% SWD - 28% Homeless - 19.4%				25.5% Approaching Prepared SED - 26.8% ELL -. 25.4% FY - 12.3% SWD - 32% Homeless - 23.4%
% Drop out Rate for High School	14.56%				9.56%
Attendance rate for all students	93.4%				94.6%
% Drop out Rate for Junior high School	0.17%				0.1%
% AP Passage Rate of 3 or higher	37%				44% Passage Rate of 3 or higher
% Students with access to California State Standards-aligned material for all students, including ELD, as indicated on the annual Williams inspection	100%				100%
EAP: % of students prepared for college ELA	51.6%				58.6%
EAP: % of students prepared for college Math	20.5%				27.5%
% of students scoring level 3 and 4 on the CAST	23.8%				30.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a board course of study based on Californian Dashboard Indicator.	standard met				standard met

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional supports and intervention	Instructional staff will provide students with instruction support through tutoring with intervention services provided within the Learning Center Model and reduced class sizes in primary grades, full-day Kindergarten, and secondary math courses to support foster youth, low-income students, and English Language Learners students in grade-level academic mastery in both ELA and Math as measured by California Assessment of Student Performance and Progress (CAASPP) scores in English Language Arts (ELA) and Math, reclassification rates, and proficiency rates on the English Language Proficiency Assessments for California (ELPAC).	$8,255,275.00	Yes
2	After School Tutoring	All schools will offer after school tutoring principally directed to foster youth, English Language Learners, and low-income students with transportation services to support students in achieving grade-level academic mastery based on ELA and Math CAASPP assessments and proficiency rates on the ELPAC, reclassification.	$3,000.00	Yes
3	Identified CSI School	Blackrock Continuation High School will provide professional development for instructional personnel in the areas of Multi-Tiered System of Supports (MTSS) Tier I and Student Engagement in order to provide targeted instruction, academic support, and social-emotional support for low-income students, English Language Learners, and foster youth especially those at-risk, in order to increase academic performance on the ELA and Math CAASPP assessment.	$170,283.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Alternative Education	MUSD will provide four alternative educational program options, Continuation High School, Student Achievement Center, Academy of College and Career Excellence, and the Virtual Academy to the traditional school setting for students who are not being successful or have the need for the flexibility or acceleration targeting the needs of the unduplicated student groups, especially foster youth and low-income students that these settings provide in order to decrease chronic absenteeism, increase language proficiency, and promote an increase scores on the ELA and Math CAASPP, decrease of the chronic absenteeism rate, and an increase of the graduation rate.	$4,754,291.00	Yes
5	College and Career	Instructional services and site instructional staff will offer students additional support to assist in college or career placement to support English Language Learners, low-income, and foster youth students in achieving college acceptance. This action will improve College and Career Readiness for unduplicated students as measured by graduation rates, College and Career Indicators indicators, the ELA and Math CAASPP, the passage rate of the proficiency rate on the ELPAC.	$341,844.00	Yes
6	Transportation	Morongo Unified School District will provide transportation services to and from school which will be principally directed to low-income students and foster youth. These services will ensure equity of access to a rigorous and comprehensive education and reduce chronic absenteeism as measured by dashboard chronic absenteeism rates, graduation rates, and student responses on the LCAP survey.	$2,764,538.00	Yes
7	Saturday School	Each school site will offer Saturday School at least once per month during the regular school calendar for students in order to decrease chronic absenteeism and offer additional academic support for the students.	$140,377.00	No

Action #	Title	Description	Total Funds	Contributing
8	Targeted Supports for Unduplicated students	Every school site MTSS coordinator and intervention teacher will spend 60% of their time monitoring and providing small group targeted academic, behavioral, and social-emotional intervention services for unduplicated students including English Language Learners, Foster Youth, and low-income students to ensure the academic progress toward grade-level mastery and engagement in school as measured by ELA and Math CAASPP scores, graduation rates, dropout rates, chronic absenteeism, ELPAC proficiency rates, and reclassification rates.	$964,466.00	Yes
9	Targeted Instructional Support for English Language Learners	Instructional staff will provide students with instruction support through tutoring with intervention services provided within the Learning Center Model and using research-based strategies including Guided Language Acquisition Instruction (GLAD), Specially Designed Academic Instruction in English (SDAIE), and Universal Design for Learning (UDL)practices to support English Language Learners students in grade-level academic mastery in both ELA and Math as measured by CAASPP scores in ELA and Math, reclassification rates, and proficiency rates on the ELPAC.	$80,556.00	Yes
10	Professional Development for Effective Instruction Practices for English Language Learners	The district office will provide all instructional staff and support staff professional development opportunities, including conferences, workshops, and site based professional development, to ensure research based instructional practices including Guided Language Acquisition Instruction (GLAD), Specially Designed Academic Instruction in English (SDAIE), and Universal Design for Learning (UDL) are used in daily instruction to support the academic needs of English Language Learners as measured by the increase in reclassification rates.	$28,752.00	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	School Safety, Culture, Collaboration and Communication. Create School Culture for Success and Increase Parental Involvement State Priorities: Priority 3: Parent Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) The actions of this goal will ensure school safety and a positive school culture, collaboration and communication through the implementation of our MTSS program at the high schools, operating Saturday School, increasing security equipment, supplies, materials, and personnel, and a robust outreach program. The MTSS program will offer academic and social-emotional support to our designated student groups. Providing these skills to students will decrease interruption to the school environment through a decrease in behaviors that result in the exclusion of students from the school sites. The increase of security equipment, supplies, materials, and personnel will ensure the safety of the campus and the school sites preparedness for an emergency, thus providing a safer learning environment for our students. The family outreach program includes clerical staff reaching out to families and guardians of low income students and foster youth and services provided to our homeless/displaced youth through a contracted liaison. These services assist MUSD in addressing the needs of these at-risk populations enabling them to be fully engaged at their school. As we implement these actions, we will expect to see an increase in academic scores and language proficiency, an increase in the percentage of students graduating and graduating prepared, an increase in PBIS TFI scores, and an increase in parental involvement. A decrease in chronic absenteeism, suspension and expulsions, and dropout rates will also serve to demonstrate an increase in student engagement. Through continual monitoring of our defined metrics, we will be able to address areas of weaknesses and capitalize on areas of strengths as we progress through the 2021/22 school year and begin to plan for the 2022/23 school year.

An explanation of why the LEA has developed this goal.

During all our stakeholder meetings, it was expressed that the health, safety, and emotional needs of our students were a top priority for our stakeholders. This need was evident in the data obtained through the social-emotional screener, attendance rates, and suspension rates. This goal and its actions are designed to support our students in these areas and provide training to improve our practices when it comes to school safety, developing a positive culture, increasing collaboration, and communication.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Average of PBIS Tier I & II Implementation	Tier I - 82.9% Tier II - 81.97%				Tier I - 96.9% Tier II - 95.9%
Suspension Rate	8.1% SED - 9.3% ELL - 6.7% FY - 20.3% SWD - 14.2% Homeless - 13.8%				Suspension Rate 5.1% SED - 6.3% ELL - 3.7% FY - 17.3% SWD - 11.2% Homeless - 10.8%
Completion of all Safety Drills at each school site	100%				100%
Maintaining opportunities for outreach to promote participation in all programs/meetings/groups such as school site council and other advisory committees as evidence by emails, phone calls, and website announcements including parent of unduplicated students	16 schools Data source: 2020/21 MUSD district and site participations reports				16 schools Data source:2024 MUSD district and site participations reports
% of parents responding on the annual LCAP survey that they are aware of the opportunities to	61.56%				75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
participate in advisory committees at the site and district.					
% of student responding on the annual LCAP survey that they feel safe at school	67% Agree 22.9% neither agree or disagree				80% Agree 10% neither agree or disagree
% of student responding on the annual LCAP survey that they feel connected to school	54.57% Agree 29.2% Neither Agree or Disagree				75% Agree 10% Neither Agree or Disagree
Data sources MUSD district and site participations reports% of parents who stated on the annual LCAP survey that they feel welcome at the school	77% Agree 14.6% Neither Agree or Disagree				90% Agree 3% Neither Agree or Disagree
% of LCAP Survey responses indicating feeling safe at school	71%				74%
% of Parental Involvement during parent conference day	49%				63%
% of Chronic Absenteeism	14.3% SED - 16.8% ELL -12.3% FY - 25.2% SWD - 21.7% Homeless - 28.6%				9.3% SED - 11.8% ELL - 7.3% FY - 20.2% SWD - 16.7% Homeless - 23.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease the district's points below standard for all students in ELA on the SBAC	24.3 Points Below Standard SED - 37.7 pts Below standard ELL - 56 pts below standard FY - 68.9 pts below standard SWD - 119.7 pts below standard Homeless - 79.3 pts below standard				10.3 Points Below Standard SED - 23.7 pts Below standard ELL - 42 pts below standard FY -54.9 pts below standard SWD - 105.7 pts below standard Homeless - 65.3 pts below standard
Decrease the district's points below standard for all students in Math on the SBAC	61.6 Points Below Standard SED - 73.4 pts Below standard ELL - 80 pts below standard FY - 91 pts below standard SWD - 150.3 pts below standard Homeless - 112.9 pts below standard				47.6 Points Below Standard SED - 59.4 pts Below standard ELL - 66 pts below standard FY - 77 pts below standard SWD - 136.3 pts below standard Homeless - 98.9 pts below standard
% of Reclassification	3.8%				11.6%
% Making progress towards English language proficiency	48.6%				72.6%
Expulsion rate	.01%				.01%

Actions

Action #	Title	Description	Total Funds	Contributing
1	PBIS and Social Emotional Supports	School sites will provide Muti-Tiered System of Supports (MTSS) coordinators, On-Campus Intervention (OCI) teachers, Positive Behavior Intervention and Support (PBIS) coordinators to support a school-wide PBIS program to provide social-emotional learning (SEL) and to implement trauma-informed practices and are principally directed toward foster youth and low-income students. Professional development on SEL and trauma-informed practices principally directed towards foster youth and low-income students will be provided. School sites will receive the services of a behavioral interventionist and a certified behavioral analyst to develop the social-emotional skills of unduplicated students to help ensure safety on campus. These interventions and services will decrease suspension rates and decrease chronic absenteeism,	$1,512,880.00	Yes
2	Attendance and Academic Outreach	A 15% of the workday of the administrative assistants at elementary school sites will be dedicated to parent communication and stressing the importance of attendance and academic performance in order to reduce chronic absenteeism and improve the academic success of working with families of foster youth, English Language Learners, and low-income disadvantaged students as measured by responses on the Annual Stakeholders LCAP Survey, Chronic Absenteeism rates and CAASPP scores in ELA and Math,	$150,691.00	Yes
3	Security and Safety People, Supplies, and Equipment	MUSD will provide safety technology, supplies, and personnel to school sites This will ensure a safe learning environment for the students which will assist in reducing chronic absenteeism and improving academic success.	$1,475,760.00	No
4	Homeless/Displaced Youth Services	MUSD will contract with a liaison for our homeless/displaced youth in order to ensure their basic needs are met so they can focus on learning. This will assist a portion of our low-income population in reducing their chronic absenteeism and improve on their academic performance.	$77,735.00	No

Action #	Title	Description	Total Funds	Contributing
5	Professional Development	The district office will provide all instructional staff and support staff professional development opportunities to ensure data-driven research-based instructional programs are being used at every school site to support the emotional needs of the students to increase the safety on campus as measured by the suspension and expulsion rates.	$53,429.00	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.

Goals and Actions

Goal

Goal #	Description
3	Recruit and Retain Effective Educators and other necessary personnel to provide and maintain a strong, rigorous and supportive learning environment for all students. State Priorities: Priority 1: Basic (Condition of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Coarse Access (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes) The described actions will ensure the achievement of this goal. Providing professional development and mentoring programs for both new and veteran teachers will not only improve their instructional practice, but will also offer the support, collaboration, and camaraderie that will assist in retaining effective educators. Leave and benefits, sufficient staff, and technology will assist in the recruitment of effective educators providing new and veteran teachers with the benefit and working conditions that attract effective educators. These actions will result in 100% of core classes being taught by a qualified teacher holding the applicable state certifications and licensure requirements, an increase in student engagement as measured by graduation rates and dropout rates, and an increase in academic achievement as determined by SBAC scores and proficiency on the ELPAC. Through continual monitoring of our defined metrics, we will be able to address areas of weaknesses and capitalize

An explanation of why the LEA has developed this goal.

Morongo Unified needs to ensure that all staff and support staff are allocated to maintain maximum effectiveness for students. Recruiting and retaining effective educators is the foundation to accomplish the goals outlined in this plan, improve student achievement, and close the achievement gaps. We need to continue to work with all unions to support staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of core classes taught by a qualified teacher holding an	92.5%				95.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
applicable state certifications and licensure requirements					
% of high school students in enrolled in A-G courses including unduplicated students and those with special needs	100% of high school students have access to a broad course of study				100% of high school students
Enrollment in dual enrollment courses	195 students enrolled during the 2020/21 school year				360 students enrolled
Participation rate in CTE courses	369 students enrolled during the 2020/21 school year				530 students enrolled
% Graduation Rate	81.2% SED - 79.2% ELL - 57.1% FY - 84.6% SWD - 71.8% Homeless - 68.7%				90.2% SED - 88.2% ELL - 66.1% FY - 93.6% SWD - 80.8% Homeless - 77.7%
Decrease the district's points below standard for all students in Math on the SBAC	61.6 Points Below Standard SED - 73.4 pts Below standard ELL - 80 pts below standard FY - 91 pts below standard SWD - 150.3 pts below standard				47.6 Points Below Standard SED - 59.4 pts Below standard ELL - 66 pts below standard FY - 77 pts below standard SWD - 136.3 pts below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless - 112.9 pts below standard				Homeless - 98.9 pts below standard
% Making progress towards English language proficiency	48.6%				72.6%
% of Drop out	14.56%				9.56%
Decrease the district's points below standard for all students in Math on the SBAC	61.6 Points Below Standard SED - 73.4 pts Below standard ELL - 80 pts below standard FY - 91 pts below standard SWD - 150.3 pts below standard Homeless - 112.9 pts below standard				47.6 Points Below Standard SED - 59.4 pts Below standard ELL - 66 pts below standard FY - 77 pts below standard SWD - 136.3 pts below standard Homeless - 98.9 pts below standard

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	MUSD will provide professional development for all instructional staff and support staff to ensure quality data-driven research-based instructional programs are being used at every school site. New teachers and veteran teachers will have access to professional development through mentor programs. These opportunities will support the academic and social-emotional needs of the students by ensuring quality data-driven research-based instruction in every classroom. This will improve the academic achievement of students as indicated by an increase in performance on the ELA and Math CAASP, English Language Proficiency, and reclassification rate.	$492,860.00	No

Action #	Title	Description	Total Funds	Contributing
2	Leave and Benefits	MUSD will provide release time, benefits, and a competitive salary to all personnel in order to recruit and retain high quality educators to ensure a quality instructional program that supports students' academic and social-emotional success.	$163,622.00	No
3	Additional Staffing for High Enrollment Courses	MUSD will provide a quality work environment for all personnel by hiring additional staff to assist with historically large class enrollment. This will assist in recruiting and retaining highly qualified personnel to ensure a high-quality instructional program that supports student academic and social-emotional success.	$108,307.00	No
4	Technology	MUSD will hire additional information technology staff to assist instructional staff in successfully integrating technology into the instructional program. This will support students in gaining 21st century learning skills and improve engagement, increase academic success and reduce chronic absenteeism.	$1,124,702.00	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
24.69%	17,586,664

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.

The following actions have been designated as increasing/improving services for English Learners, students in foster care, and students designated as low-income, and are addressed as district-wide and/or school-wide actions in the Morongo Unified School District's LCAP.

Goal 1, Action 1: Instructional Support & Intervention and Action 2: After School Tutoring
Needs, Conditions, or Circumstances: During the 2019 Administration of the SBAC, all students in the district scored an average of 24.3 points below standard in ELA and 61.6 points in Math. Unduplicated students are below the district average. On the 2019 ELA SBAC, foster youth scored 68.9 points below standard, English Language Learners 56 points below standard, and low-income students 37.7 points below standard. On the 2019 Math SBAC, foster youth scored 91 points below standard, English Language Learners scored 86 points below standard, and low-income students scored 73.4 below standard. These data points demonstrate the need for MUSD to implement instructional support and interventions for unduplicated pupils.

Purpose: Providing an instructional support program with intervention services and after-school tutoring principally directed towards the academic needs of foster youth, English Language Learners, and low-income students. MUSD will implement smaller class sizes, full-day Kindergarten, MTSS supports, and English Language Development to close the achievement gap between the unduplicated student groups and the district average. These actions provide teachers with the ability to hold small group instruction, extended instructional time, and for students to receive additional targeted academic support through the Learning Center. These research-based strategies are proven to increase students' academic success. This action also provides teachers access to data to use to inform instruction, thus providing a clear academic needs analysis and targets for student growth.

Justification to Continue Action: The continuation of this service was based on its effectiveness in previous years as demonstrated by the increase of scores on the SBAC. In ELA, students grew 8.1 points throughout the district between the 2018 administration and 2019 of the SBAC. This would include a 4.8 point growth within our foster youth population and a 10.5 point growth for our low-income students. To further support the continuation of the program, 44% of our English Language Learners progressed one or more bands between the 2018 administration and 2019.

Measurement of Effectiveness: This action's continued effectiveness will be demonstrated by increased academic achievement and language proficiency, which will be measured by academic indicators, such as the ELA and Math SBAC scores, and language proficiency rates on the ELPAC.

Goal 1, Action 3: Identified CSI Schools
Needs, Conditions, or Circumstances: During the 2019 Administration of the SBAC, all students in the district scored an average of 24.3 points below Standard in ELA and 61.6 points in Math. Unduplicated students are below the district average. On the 2019 ELA SBAC, foster youth scored 68.9 points below standard, English Language Learners 56 points below standard, and low-income students 37.7 points below standard. On the 2019 Math SBAC foster youth scored 91 points below standard, English Language Learners scored 86 points below standard, and low-income students scored 73.4 below standard. These data points demonstrate the need for MUSD to implement instructional supports and interventions

Purpose: This action provides for professional development in Tier I MTSS strategies, Professional Development in Professional Learning Community philosophies, and designated time for professional learning community team meetings. This action ensures the skills and knowledge necessary to implement data-based interventions for students and is designed to meet the academic needs of low-income students, English Language Learners, and foster youth and will result in an increase in academic achievement, graduation rates, and more students graduating college and career ready.

Justification to Continue Action: The continuation of this action is based on the increase in graduation rates and improvement in academic progress based on the CAASPP scores. Black Rock High School increased their overall graduation rate by 8.2%, with the graduation rate for low income students increasing by 11.9%. Data for English Language Learners and foster youth was not available due to the low enrollment of students belonging to these student groups. In English Language Arts, Black Rock High School increased their performance by 9.4 points and their low-income students improved by 12.5 points on the CAASPP assessment. In math, Black Rock High School showed a slight decrease in overall student performance, but their low-income students improved by 3.1 points.

Measurement of Effectiveness: The effectiveness of this action will be demonstrated by the increased academic achievement.

Goal 1, Action 4: Alternative Education
Needs, Conditions, or Circumstances: The COVID 19 pandemic brought about distance learning in the Morongo Unified School District. Some parents will continue to want and need to continue their students' education in a virtual format. During the 2019/2020 school year, MUSD's chronic absenteeism rate was 14.3%. In contrast, 20.3% of foster youth, and 16.8% of low-income students, were chronically absent. In the 2019/2020 school year, 81.2% of high school seniors graduated. The graduation rates for low-income students for the 2020

school year 78.6% and for foster youth, it was 74.6% These data points and the COVID19 pandemic aftermath demonstrate the need to expand our alternative education programs.

Purpose: Providing several different alternative education models that meet the needs of individual students will support our low-income students, and foster youth students allowing them to receive the individual instruction they may need while providing the flexibility their situation might require. This action is designed to increase academic success and ensure high school graduation for these populations. This action has been changed to include a wide breadth of course offerings and a virtual academy that will provide computer devices for unduplicated student groups.

Justification to Continue Action: The continuation of this service was based on its past effectiveness measure through the increase of scores on the SBAC. In ELA, students grew 8.1 points throughout the district between the 2018 administration and 2019. This would include a 4.8 point growth within our foster youth population and a 10.5 point growth for our low-income students. Our chronic absenteeism rate dropped 3.1% overall with a decrease of 3.9% decrease for low-income students, and a 7.1% decrease for foster youth.

Measurement of Effectiveness: The effectiveness of this action will be measured by the increased academic achievement which will be measured by academic indicators such as the ELA and Math CAASPP scores, as well as engagement indicators such as chronic absenteeism and graduation rates.

Goal 1, Action 5: College and Career
Needs, Conditions, or Circumstances: 80.8% of the 2020 high school seniors graduated. However, 57.1 % of the English Language Learners graduated, 79.2% of the low-income students graduated. None of the English Language Learners graduated prepared for college and career, and 25.9% of the low-income students graduated prepared. The above data points demonstrate the need for MUSD to implement this action.

Purpose: MUSD has set a system of support to assist our low-income in becoming College and Career Ready. This includes providing support to help them obtain acceptance into college by offering instruction on how to navigate secondary school to achieve the academic success required by colleges and universities, support in filling out college applications and financial aid applications, as well as paying for AP exams and career certifications. Our low-income students often lack this level of support and many of the English Language Learners benefit from the additional access to the accelerated language acquisition required to achieve college entrance. These supports increase academic achievement, which can be measured on the ELA and Math SBAC as well as the Advanced Placement exams.

Justification to Continue Action: The continuation of this action was determined by its past effectiveness indicated by the unduplicated student success on academic indicators the increased graduation rates, and College and Career Indicators. The success of this action can be measured by responses to the annual LCAP survey and academic indicators including graduation rates and college and career preparedness.

Measurement of Effectiveness: The effectiveness of this action will be measured by the increased academic achievement and language proficiency which will be measured by academic indicators such as the ELA and Math SBAC scores, proficiency rates on the ELPAC, percentage of students graduating prepared for college, and career, and graduation rates.

Goal 1, Action 6: Transportation
Needs, Conditions, or Circumstances: During the 2019/2020 school year MUSD's Chronic absenteeism rate was 14.3%. In contrast, 20.3% of foster youth, and 16.8% of low-income students were chronically absent. In the 2020/2021 school year 80.8% of high school seniors graduated. These data points demonstrate the need to provide transportation for our unduplicated student groups.

Purpose: MUSD provides transportation to most schools and some school events. This action is designed to provide equal access for our foster youth and low-income students. MUSD is situated in a vast geographical area and many of our low-income and foster youth students would not be able to attend school regularly or attend after-school tutoring or enrichment opportunities at all without transportation causing inequity for these unduplicated students and creating the possibility that they will become disengaged. This action is designed to increase attendance by ensuring they have a way to get to and from school, but also allowing them to be connected to the school community by participating in after-school activities, which will also address their social-emotional needs.

Justification to Continue Action: The continuation of this action was determined by its past effectiveness indicated by the decrease of chronic absenteeism. Our chronic absenteeism dropped 3.1% overall with a decrease of 3.8% for English Language Learners, a 3.9% decrease for low-income students, and a 7.1% decrease for Foster youth.

Measurement of Effectiveness: The effectiveness of this action can be measured by the student responses to the LCAP survey, as well as engagement indicators, such as chronic absenteeism and graduation rates.

Goal 2, Action 1: PBIS and Social-Emotional Support
Needs, Conditions, or Circumstances: During the 2019/2020 school year MUSD's Chronic absenteeism rate was 14.3%. In contrast, 20.3% of foster youth, 16.8% of low-income students were chronically absent. During the same period, the suspension rate was higher for low-income and foster youth students. The suspension rate for all students was 8.1. Whereas the suspension rate for foster youth was 20.3% and for low-income students was 9.3%. These data points and the COVID19 pandemic demonstrate the need to implement a K-12 PBIS program with personnel support and provide sites with behavioral intervention sites to support our unduplicated students.

Purpose: PBIS and Behavior Supports offers a multi-tiered system of support for attendance and social-emotional development. This action targets low-income students and foster youth by providing a comprehensive system of support to ensure their success academically and socially. The intervention offered through this action includes trauma-informed practices, restorative practices, and applied behavioral analysis and intervention. These research-based practices have shown success with low-income students and foster youth. The success of this action will be determined by the suspension and expulsion rates.

Justification to Continue action: The continuation of this service was based on its past effectiveness as measured by the increase of scores on the SBAC. In ELA, students grew 8.1 points throughout the district between the 2018 administration and 2019. This would include a 4.8 point growth within our foster youth population and a 10.5 point growth for our low-income students. To further support the continuation of the program our 44% of our English Language Learners progressed one or more bands between the 2018 administration and 2019. Our

chronic absenteeism rate dropped 3.1% overall with a decrease of 3.8% for English Language Learners, a 3.9% decrease for low-income students, and a 7.1% decrease for Foster youth.

Measurement of Effectiveness: The effectiveness of this action will be measure by the increase in engagement indicators, such as chronic absenteeism rates and suspensions.

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

In addition to these district-wide and school-wide supports, MUSD will also implement the following targeted student group-specific supports:

Goal 1, Action 8: Targeted Support for Unduplicated Students
Needs, Conditions, or Circumstances: During the 2019 Administration of the SBAC, all students in the district scored an average of 24.3 points below Standard in ELA and 61.6 points in Math. Unduplicated students are below the district average. On the 2019 ELA CAASPP foster youth scored 68.9 points below standard, English Language Learners 56 points below standard, and low-income students 37.7 points below standard. On the 2019 Math SBAC foster youth scored 91 points below standard, English Language Learners scored 86 points below standard, and low-income students scored 73.4 below standard. This pattern repeats with the graduation rate and career and college indicators. 80.8% of the 2020 high school seniors graduated. However, 57.1 % of English Language Learners graduated. None of the English Language Learners graduated prepared for college and career and 25.9% of the low-income students graduated prepared. The above data points demonstrate the need for MUSD to target unduplicated student groups' academic and social-emotional needs through the use of MTSS coordinators and intervention teachers.

Purpose: 60% of the MTSS coordinator's and intervention teachers' time will be used to address the unique needs of the unduplicated student groups. They will monitor and provide intervention that is aligned with research-based strategies for working with low-income students, GLAD and SDAIE strategies, UDL, and trauma-informed practices. The MTSS coordinators will also provide professional development on these research-based strategies to ensure these unduplicated student groups are receiving support during core instruction. The continuation of this service was based on the increase of scores on the SBAC. In ELA, students grew 8.1 points throughout the district between the 2018 administration and 2019. This would include a 4.8 point growth within our foster youth population and a 10.5 point growth for our low-income students.

Justification to Continue Action: To further support the continuation of the program, 44% of our English Language Learners English proficiency rate progressed one or more bands between the 2018 administration and 2019. Additionally, English Language Learners increased by 8 points on the ELA CAASPP, Foster Youth increased by 4.8 points, and Low-income students increased by 10.5 points. On the Math CAASPP, English Language Learners increased by 9.4 points, foster youth by 12 points, and low-income students by 8.7 points.

Measurement of Effectiveness: The effectiveness of this action will be measured by the increased academic achievement and language proficiency, which will be measured by academic indicators such as the ELA and Math SBAC scores, proficiency rates on the ELPAC and

reclassification rates, as well as engagement indicators such as chronic absenteeism rates, suspension rates, dropout rates, college and career indicators, and graduation rates.

Goal 1, Action 9: Targeted Instructional Support for English Language Learners
Needs, Conditions, or Circumstances: During the 2019 Administration of the SBAC, all students in the district scored an average of 24.3 points below standard in ELA and 61.6 points in Math. English Language Learners are below the district average. On the 2019 ELA SBAC, English Language Learners 56 points below standard. On the 2019 Math, SBAC English Language Learners scored 86 points below standard. These data points demonstrate the need for MUSD to implement targeted instructional support for English Language Learners pupils.

Purpose: MUSD will provide an instructional support program with intervention services that target the academic needs of English Language Learners. These supports and interventions will close the achievement gap between English Language Learners and the district average. This action provides teachers with the ability to hold small group instruction, extended instructional time, and for students to receive additional targeted academic support through the Learning Center using research-based strategies including GLAD, SDAIE, and UDL. These research-based strategies are proven to increase English Language Learner' access to academic content. This action also provides teachers access to data to use to inform instruction, thus providing a clear academic needs analysis and targets for student growth.

Measurement of Effectiveness: The effectiveness of this action will be measured by the academic achievement of English Language Learners as measured by the ELA and Math CAASPP scores.

Goal 1, Action 10: Professional Development for Effective Instruction Practices for English Language Learners
Needs, Conditions, or Circumstances: During the 2019 Administration of the SBAC, all students in the district scored an average of 24.3 points below standard in ELA and 61.6 points in Math. English Language Learners are below the district average. On the 2019 ELA SBAC, English Language Learners 56 points below standard. On the 2019 Math CAASPP, English Language Learners scored 86 points below standard. These data points demonstrate the need for MUSD to implement limited instructional support for English Language Learner pupils.

Purpose: MUSD will provide professional development to instructional staff through conferences, workshops, and on-site professional development to increase and improve the use of research-based instructional strategies including SDAIE, GLAD, and UDL, in order to increase English Language Learners, access to the curriculum. This action will be evident in the principal walkthroughs of the classes serving English Language Learners as well as the improvement on academic measures by English Language Learners.

Measurement of Effectiveness: The effectiveness of this action will be measured by the increased performance on the academic measure by English Language Learners as measured by the ELA and Math SBAC scores, the fluency rating on the ELPAC test, and the reclassification rate.

Goal 2, Action 2: Attendance and Academic Outreach
Needs, Conditions, or Circumstances: During the 2019 Administration of the SBAC, all students in the district scored an average of 24.3 points below Standard in ELA and 61.6 points in Math. Unduplicated students are below the district average. On the 2019 ELA SBAC, foster youth scored 68.9 points below standard, English Language Learners 56 points below standard, and low-income students 37.7 points below

standard. On the 2019 Math SBAC, foster youth scored 91 points below standard, English Language Learners scored 86 points below standard, and low-income students scored 73.4 below standard. During the 2019/2020 school year, MUSD's Chronic absenteeism rate was 14.3%. In contrast, 20.3% of foster youth and 16.8% of low-income students were chronically absent. These data points demonstrate the need for outreach services for our unduplicated student groups.

Purpose: 15% of clerical staff time will be spent in outreach to support families of low-income students, English Language Learners, and Foster Youth. This time will be spent communicating with parents regarding attendance and academic achievement. The purpose of this action is to ensure the school is supporting the students' needs that may be readily identified by the family. These needs may include translation services, support for the displaced youth community outreach liaison, or additional social-emotional services through outside agencies. This action is designed to increase family and student connection and engagement with the school, thereby increasing academic achievement.

Justification to Continue Action: The continuation of this service was based on its past effectiveness as measured by the increase of parent engagement in school conferences by 2% and an increase of scores on the CAASPP. In ELA, students grew 8.1 points throughout the district between the 2018 administration and 2019. This would include a 4.8 point growth within our foster youth population and a 10.5 point growth for our low-income students. To further support the continuation of the program, 44% of our English Language Learners progressed one or more bands between the 2018 administration and 2019. Our chronic absenteeism rate dropped 3.1% overall with a decrease of 3.8% for English Language Learners, a 3.9% decrease for low-income students, and a 7.1% decrease for Foster youth.

Measurement of Effectiveness: The effectiveness of this action will be determined by the responses to the annual LCAP survey, chronic absenteeism rates, and academic indicators including ELA and Math CAASPP scores.

Taken together, these targeted, school-wide, and district-wide supports and interventions will increase or improve services for English Learners, students in foster care, and low-income students in alignment with the quantitatively required percentage (see above). It is our intention to continue to close equity gaps for these students and ensure that student needs are at the center of all our planning and programming throughout the Morongo Unified School District.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$17,586,664.00			$5,076,704.00	$22,663,368.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$5,904,104.00	$16,759,264.00

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	Instructional supports and intervention	$3,348,854.00			$4,906,421.00	$8,255,275.00
1	2	English Learners Foster Youth Low Income	After School Tutoring	$3,000.00				$3,000.00
1	3	English Learners Foster Youth Low Income	Identified CSI School				$170,283.00	$170,283.00
1	4	Foster Youth Low Income	Alternative Education	$4,754,291.00				$4,754,291.00
1	5	English Learners Foster Youth Low Income	College and Career	$341,844.00				$341,844.00
1	6	Foster Youth Low Income	Transportation	$2,764,538.00				$2,764,538.00
1	7	All	Saturday School	$140,377.00				$140,377.00
1	8	English Learners Foster Youth Low Income	Targeted Supports for Unduplicated students	$964,466.00				$964,466.00
1	9	English Learners	Targeted Instructional Support for English Language Learners	$80,556.00				$80,556.00
1	10	English Learners	Professional Development for Effective Instruction Practices for English Language Learners	$28,752.00				$28,752.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	Foster Youth Low Income	PBIS and Social Emotional Supports	$1,512,880.00				$1,512,880.00
2	2	English Learners Foster Youth Low Income	Attendance and Academic Outreach	$150,691.00				$150,691.00
2	3	All	Security and Safety People, Supplies, and Equipment	$1,475,760.00				$1,475,760.00
2	4	Homeless/Displaced Youth	Homeless/Displaced Youth Services	$77,735.00				$77,735.00
2	5	All	Professional Development	$53,429.00				$53,429.00
3	1	All	Professional Development	$492,860.00				$492,860.00
3	2	All	Leave and Benefits	$163,622.00				$163,622.00
3	3	All	Additional Staffing for High Enrollment Courses	$108,307.00				$108,307.00
3	4	All	Technology	$1,124,702.00				$1,124,702.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$13,949,872.00	$19,026,576.00
LEA-wide Total:	$12,383,563.00	$17,460,267.00
Limited Total:	$1,224,465.00	$1,224,465.00
Schoolwide Total:	$341,844.00	$341,844.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Instructional supports and intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,348,854.00	$8,255,275.00
1	**2**	After School Tutoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$3,000.00
1	**3**	Identified CSI School	LEA-wide	English Learners Foster Youth Low Income	All Schools		$170,283.00
1	**4**	Alternative Education	LEA-wide	Foster Youth Low Income	All Schools	$4,754,291.00	$4,754,291.00
1	**5**	College and Career	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Twentynine Palms High School, Yucca Valley High School, and Black Rock High School	$341,844.00	$341,844.00
1	**6**	Transportation	LEA-wide	Foster Youth Low Income	All Schools	$2,764,538.00	$2,764,538.00
1	**8**	Targeted Supports for Unduplicated students	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$964,466.00	$964,466.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Targeted Instructional Support for English Language Learners	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$80,556.00	$80,556.00
1	10	Professional Development for Effective Instruction Practices for English Language Learners	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$28,752.00	$28,752.00
2	1	PBIS and Social Emotional Supports	LEA-wide	Foster Youth Low Income	All Schools	$1,512,880.00	$1,512,880.00
2	2	Attendance and Academic Outreach	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$150,691.00	$150,691.00

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:		

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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.