LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

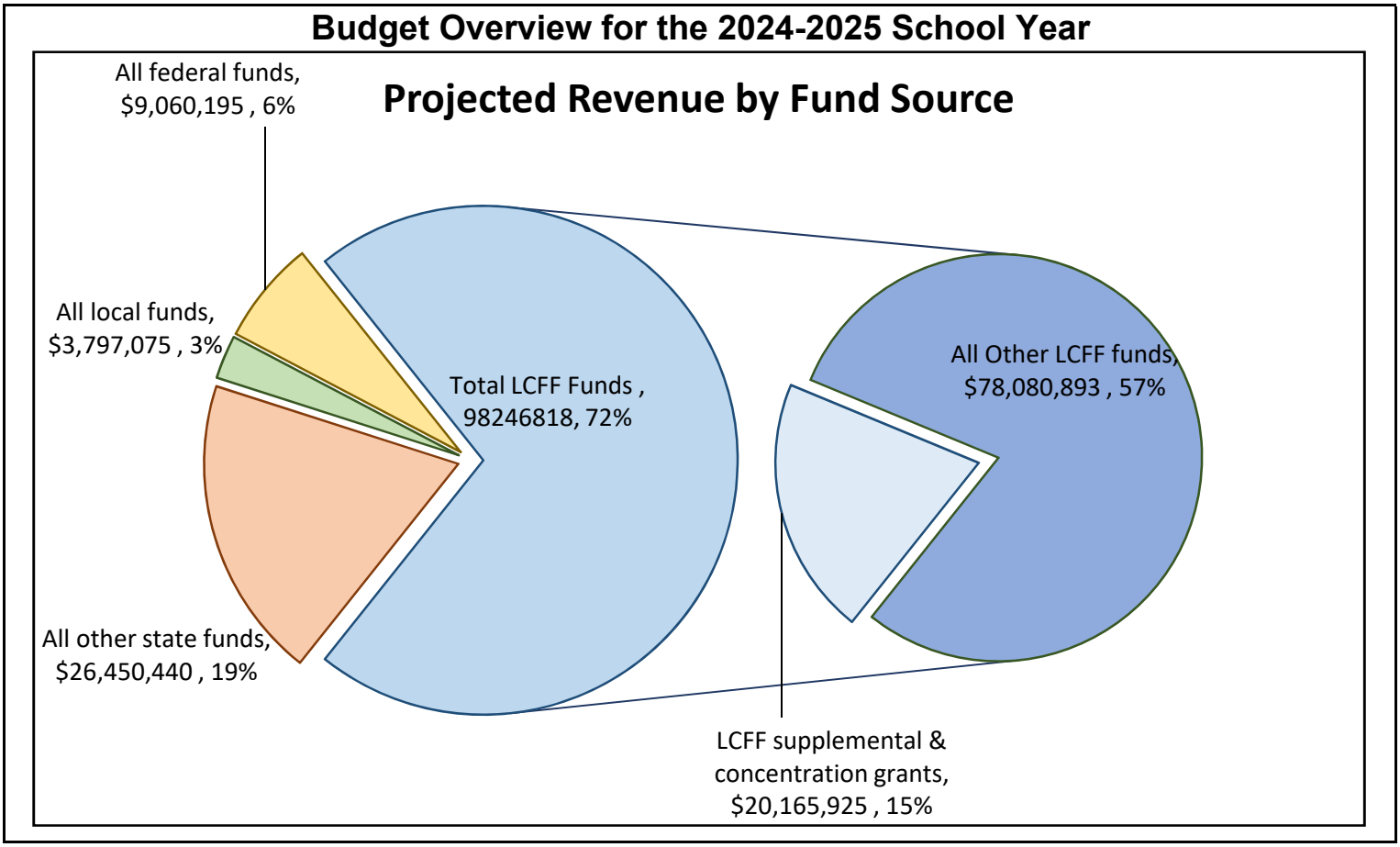
Local Educational Agency (LEA) Name: Morongo Unified School District

CDS Code: 36677770000000

School Year: 2024-2025

LEA contact information: Dr. Patricio Vargas, (760) 367-9191, pvargas@morongousd.org

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).

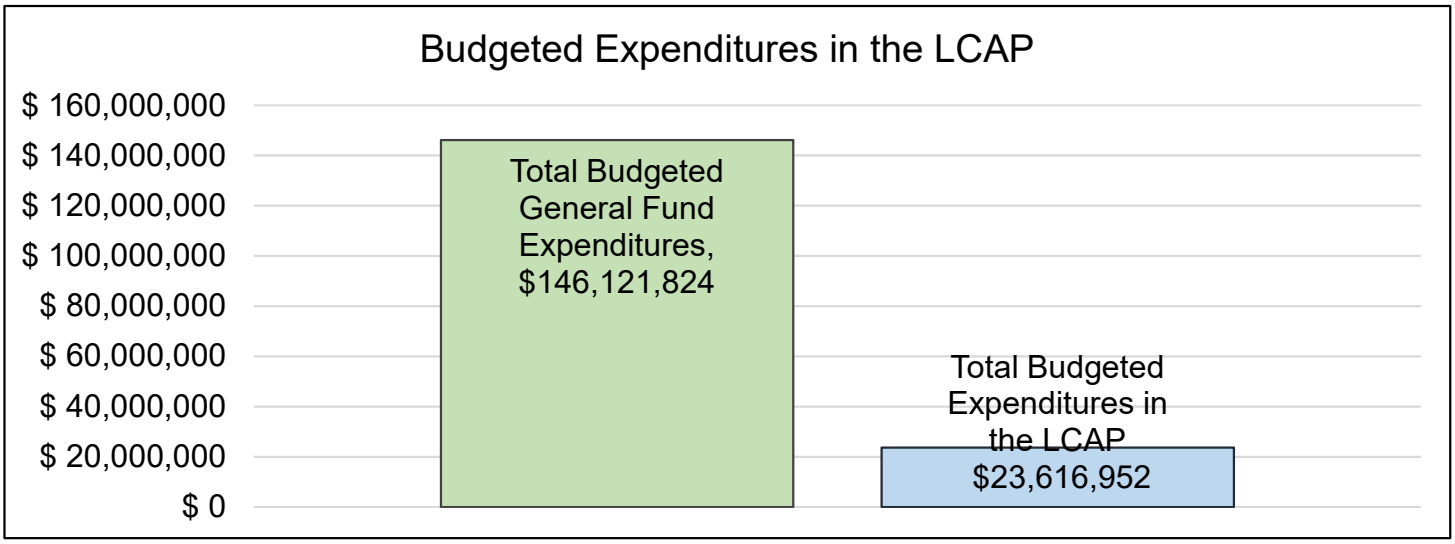


This chart shows the total general purpose revenue Morongo Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Morongo Unified School District is $137,554,528.00, of which $98,246,818.00 is Local Control Funding Formula (LCFF), $26,450,440.00 is other state funds, $3,797,075.00 is local funds, and $9,060,195.00 is federal funds. Of the $98,246,818.00 in LCFF Funds, $20,165,925.00 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 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Morongo Unified School District plans to spend $146,121,824.00 for the 2024-2025 school year. Of that amount, $23,616,952.00 is tied to actions/services in the LCAP and $122,504,872.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salaries, benefits, maintenance of facilities, and core curriculum instructional materials.

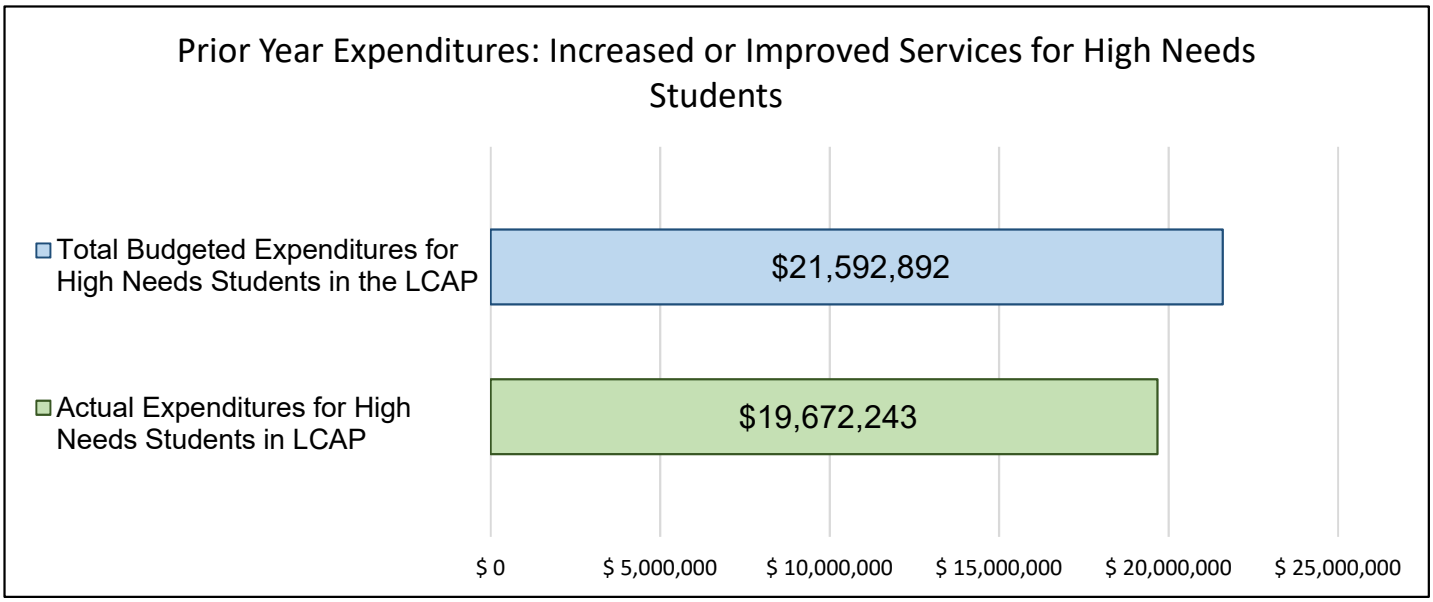
LCFF Budget Overview for Parents

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Morongo Unified School District is projecting it will receive $20,165,925.00 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 $20,789,751.00 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 2023-2024



This chart compares what Morongo Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what 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.

The text description of the above chart is as follows: In 2023-2024, Morongo Unified School District 's LCAP budgeted $21,592,892.00 for planned actions to increase or improve services for high needs students. Morongo Unified School District actually spent $19,672,243.00 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of $1,920,649.00 had the following impact on Morongo Unified School District 's ability to increase or improve services for high needs students:

Due to a staff shortage, some positions that were budgeted to provide direct support and services to unduplicated students remained vacant, leading to a reduced level of implementation for certain planned actions.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Morongo Unified School District	Dr. Patricio Vargas, Superintendent	pvargas@morongousd.org (760) 367-9191 ext. 4221

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.

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 CAASPP. (revised SBAC to CAASPP May 2022)	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	Morongo Unified School District did not administer the CAASPP across all grade levels throughout the district. Our local data, using the STAR Reading Screener, indicates that our 1st through 8th grade students performed 9 months below grade level at the beginning of the 2021/22 school year. This is a decrease of 3 months from the fall of 2020/21. 1st - 8th Grade - 38% proficient SED - 20% ELD - 10% SWD 17% FY - 27% Homeless - 24% 485 of our 11th-grade students took the CAASPP in the Spring of 2021. Their scores are as follows: - 51.15% Met or Exceeded Standards SED - 44.62	2022 California School Dashboard 45.5 Points Below Standard SED – 57.3 pts Below standard ELL – 74.4 pts below standard FY – 94.3 pts below standard SWD – 124.4 pts below standard Homeless – 78.9 pts below standard CAASPP scores' metric was revised in 2022 back to levels and percentages. 33.5% Met or Exceeded Standard SED – 28.52% ELL – 7.47% FY – 8.00% SWD – 6.05% Homeless – 19.64%	2023 California Dashboard 43.4 Points Below Standard SED – 56.3 pts below standard ELL – 79.3 pts below standard FY – 57.2 pts below standard SWD – 121.9 pts below standard Homeless – 88.7 pts below standard 33.64% Met or Exceeded Standard SED – 28.57% ELL – 6.89% FY – 41.17% SWD – 6.97% Homeless – 18.03%	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

		ELL - 52.77 FY - Scores not available due to low numbers in this student group. SWD - 17.65% Homeless - Scores not available due to low number in this student group			

Decrease the district's points below standard for all students in Math on the CAASPP. (revised SBAC to CAASPP May 2022)	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	Morongo Unified School District did not administer the CAASPP across all grade levels throughout the district. Our local data, using the STAR Math Screener, indicates that our 1st through 8th-grade students performed 7 months below grade level at the beginning of the 2021/22 school year. This is a decrease of 1 month from the fall of 2020/21. 1st - 8th Grade - 44% proficient SED - 28% ELD - 20% SWD - 12% FY - 18% Homeless - 32% 485 of our 11th-grade students took the CAASPP in the Spring of 2021. Their scores are as follows: - 20.20%% Met or Exceeded Standards SED - 11.72% ELL - 20.93%	2022 California Dashboard 88.5 Points Below Standard SED – 98.6 pts Below standard ELL – 106.3 pts below standard FY – 132.8 pts below standard SWD – 158.4 pts below standard Homeless – 121.0 pts below standard CAASPP scores' metric was revised in 2022 back to levels and percentages. 18.83% Met or Exceeded Standard SED – 15.12% ELL – 4.00% FY – 4.00% SWD – 4.56% Homeless – 7.20%	2023 California Dashboard 83.1 Points Below Standard SED – 93.6 pts below standard ELL – 126.3 pts below standard FY – 106.3 pts below standard SWD – 145.9 pts below standard Homeless – 128.7 pts below standard 20.44% Met or Exceeded Standard SED – 16.43% ELL – 5.05% FY – 11.12% SWD – 5.00% Homeless – 9.84%	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

		FY - Scores not available due to low numbers in this student group. SWD - 4% Homeless - Scores not available due to low numbers in this student group.			
% Reclassification Rate for EL Students	3.8%	Local Data for the 2021/2022 School year – 5.6%	Local Data for the 2022/2023 school year – 8.03%	Local Data for the 2023/2024 school year - 14.9%	11.6%
The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below as reported in the local indicators.	ELA - Fully Implemented ELD - Initial Implementation Math - Fully Implemented Science - Fully Implemented History - Fully Implemented	ELA - Fully Implemented ELD - Initial Implementation Math - Fully Implemented Science - Fully Implemented History - Fully Implemented	ELA - Fully Implemented ELD – Fully Implementation Math - Fully Implemented Science - Fully Implemented History - Fully Implemented	ELA - Fully Implemented ELD - Fully Implemented Math - Fully Implemented Science - Fully Implemented History - Fully Implemented	ELA - Fully Implemented ELD - Fully Implemented Math - Fully Implemented Science - Fully Implemented History - Fully Implemented

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 - Fully Implemented ELD - Fully Implemented Math - Fully Implemented Science - Fully Implemented History - Fully Implemented	ELA - Fully Implemented ELD - Fully Implemented Math - Fully Implemented Science - Fully Implemented History - Fully Implemented	ELA - Fully Implemented ELD - Fully Implemented Math - Fully Implemented Science - Fully Implemented History - Fully Implemented	ELA - Fully Implemented ELD - Fully Implemented Math - Fully Implemented Science - Fully Implemented History - Fully Implemented
% of students enrolled in A-G courses including unduplicated students and those with special needs	100%	100%	Local data from the 2022/2023 school year 100%	Local data from 2023/2024 school year 100%	100%
Enrollment in dual enrollment courses	195 students enrolled during the 2020/21 school year	215 Students	256 students enrolled (2022-23)	701 students enrolled	275 students enrolled
Participation rate in CTE courses	369 students enrolled during the 2020/21 school year	492 Students	2021 CALPADS - 329 students	414 students enrolled	530 students enrolled
CTE Completion Rate (Metrics Established May 2022)	Local Data (2020/2021) 18.9% (Baseline Established May 2022)	Local Data (2020/2021) 18.9% (Baseline Established May 2022)	2021 CALPADS - 42.9% (141)	28.9% - 105 completers	25%

% Making progress towards English language proficiency (ELPI)	48.6%	2021 California School Dashboard did not report ELPI. 2020/21 ELPAC Summative Data Level 1 – 13.35% (increase by 0.46%) Level 2 – 27.89% (increased by 7.91%) Level 3 – 39.49% (decreased by 1.83%) Level 4 – 11.36% (decreased by 6.53%)	2022 California School Dashboard 46.3% ELPI	2023 California School Dashboard 51% ELPI	72.6%
% of seniors who have completed A-G	10.7%	2021 CALPADS – 20.6%	2022 CALPADS - 16.6%	22.2%	30%
% Graduation Rate	81.2% SED - 79.2% ELL - 57.1% FY - 84.6% SWD - 71.8% Homeless - 68.7%	2021 CALPADS All Students - 77.6% SED - 75.5% ELL - 63.2% FY - 72.7% SWD - 65.6% Homeless - 54.5%	2022 California School Dashboard All students - 84.9% SED – 82.7% ELL – 65.2% FY – 71.4% SWD - 72% Homeless – 56.4%	2023 California School Dashboard All students - 76.5% SED - 75.5% ELL - 69.2% FY - unknown (<11) SWD - 64.4% Homeless - 60.5%	All students - 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%	2021 Local Data All students - 20.8% SED - 24.4% ELL - 20.1% FY - 30.1% SWD - 33.4% Homeless - 52.1%	2022 California Dashboard All students - 35.8% SED – 39.4% ELL -35% FY - 35% SWD – 43.4% Homeless – 60.3%	2023 California Dashboard All students - 32.1% SED - 35.6% ELL - 31.1% FY - 39.1% SWD - 38.6% Homeless - 61.5%	All students - 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% 21.5% - Approaching Prepared SED - 22.8% ELL -.21.4% FY - 8.3% SWD - 28% Homeless - 19.4%	2021 California School Dashboard did not report CCI results.	2022 California School Dashboard did not report outcomes for the College/Career Readiness State Indicator.	26.6% Prepared SED - 23.3% ELL - 8% FY - unknown (<11) SWD - 3% Homeless - 5.6% 24% Approaching Prepared SED - 24.5% ELL - 32% FY - unknown (<11) SWD - 19.2% Homeless - 16.7%	50.7% Prepared SED - 45.9% ELL - 36.8% FY - 33.3% SWD - 30.8% Homeless - 45.9% 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%	2021 CALPADS - 3.6%	2022 CALPADS - 10.2%	1.2%	9.56%
Attendance rate for all Students	93.4%	2021 Local Data Source - 79.37%	2022 Local Data Source 88.6%	90.1%	94.6%

% Drop out Rate for Junior High School	0.17%	2021 CALPADS - 0.4%	2022 CALPADS - 1.3%	0.05%	0.1%
% AP Passage Rate of 3 or higher	37%	2021 Local Data Source – 32%	41.7%	45.7%	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%	100%	100%	100%
EAP: % of students prepared for college ELA	51.6%	2021 California School Dashboard did not report EAP results	54.8% (2021-22)	55.41% (2022-23)	58.6%
EAP: % of students prepared for college Math	20.5%	2021 California School Dashboard did not report EAP results	26.97% (2021-22)	27.35% (2022-23)	27.5%
% of students scoring level 3 and 4 on the CAST	3.8%	Morongo Unified School District did not administer the CAST during the 2020/21 school year	29.45% (2021-22)	21.97% (2022-23)	30.8%
Access to a Broad course of study based on California Dashboard Indicator.	Standards met	Standards met	Standards met (2021-22)	Standards met (2022-23)	Standards met

Local ELA Benchmarks for Early Literacy - Grades 1 and 2	Winter 2022 1st grade - 6 months below grade level 2nd grade - 5 months below grade level (Established May 2022)	Winter 2022 1st grade - 6 months below grade level 2nd grade - 5 months below grade level (Established May 2022)	Winter 2023 1st grade – 5.8 months below grade level 2nd grade – 5.2 months below grade level	i-Ready Spring 2024 1st grade: 26% Mid or Above 13% Early On 55% One Grade Level Below 6% Two Grade Levels Below 0% Three or More Grade Levels Below 2nd grade: 28% Mid or Above 17% Early On 36% One Grade Level Below 19% Two Grade Levels Below 0% Three or More Grade Levels Below	1st grade - 2 months below grade level 2nd grade - 1 month below grade level

Goal Analysis

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.

The actions below were partially implemented.

Action 1.1 and Action 1.8: We hired two literacy coaches, but the content specialist TOSA was not hired due to other TOSA positions taking priority in the hiring process and there being a limit due to leadership and union negotiations.

All other actions were fully implemented.

The successful implementation of Goal 1, Actions 1.1 through 1.10, ensured that students received ample instructional support and intervention, which enabled them to grow academically and bridge any achievement gaps. MUSD was able to provide appropriate assistance and interventions to promote academic rigor, student engagement, and alternative educational options such as the continuation high school and Academy of College and Career Excellence (Actions 1.1, 1.3, and 1.4). To further enhance college and career readiness, we maintained Saturday School and after-school tutoring, such as through ELOP, along with additional CTE pathways, dual enrollment, and other support initiatives through collaboration with Copper Mountain College (Actions 1.2, 1.5, and 1.7). Moreover, our literacy coaches were successful in providing professional development for administrators and teachers to support primary-grade students with reading (Actions 1.8 and 1.10).

Challenges for Actions 1.1 through 1.10 were repetitive in terms of a shortage of substitutes and overall workforce, which negatively impacted the ability to participate in professional development training throughout the Morongo Basin. Achievement gaps in student learning were also considered a challenge as MUSD sought additional opportunities to accelerate student learning through interventions and supports with MTSS, intervention, UDL, and more.

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

There were many material differences in Goal 1, specifically with Actions 1.1, 1.2, 1.4, 1.6, 1.8, 1.9, and 1.10 for the 2023-24 school year.

Action 1.1: The district had allocated $4,348,945 for this action but ended up spending $4,840,371, which is an increase of $491,426. We incurred higher costs due to the salary increase negotiated with the unions, which impacted the personnel within this action's salaries.

Action 1.2: The district had allocated $30,000 for this action but ended up spending $0. The primary reason for this substantial difference was the lack of volunteers willing to provide tutoring services after school. Despite the district's efforts to recruit tutors, there was insufficient staff participation to implement the program as initially planned. MUSD also decided to utilize funds from the Expanded Learning Opportunities Program (ELOP) to offer tutoring services. By redirecting resources from the ELOP, MUSD was able to provide after-school tutoring support for foster youth, English Language Learners, and low-income students without incurring additional costs from the original budget allocated for Action 1.2.

Action 1.4: MUSD had allocated $5,547,954 for this action but ended up spending $5,747,306, an increase of $199,352. The primary reason for this increase in expenditures was due to salary increases negotiated with the unions representing the staff in these alternative education programs. Furthermore, we made efforts to enhance the learning environment in these alternative education programs by relocating portable classrooms to enable a collaborative and project-based learning model. This move contributed to the overall increased expenditures for Action 1.4, as it required additional resources and logistics to implement.

Action 1.6: We had allocated $6,455,765 for this action but ended up spending $3,104,803, a decrease of $3,350,962. The substantial difference between the budgeted and actual expenditures for transportation services can be attributed to several factors. One reason is we may have overestimated the number of low-income and foster youth students who would require transportation services during the planning stage. As a result along with our declining enrollment, the actual demand for these services was lower than anticipated, leading to reduced costs. Another factor that contributed to the decreased spending is the implementation of more efficient transportation routes and schedules. MUSD optimized its bus routes to minimize operational costs while still ensuring that the targeted student groups had access to reliable transportation to and from school.

Action 1.8: We had allocated $461,377 for this action but ended up spending $267,668, a decrease of $193,709. The primary reason for this difference in expenditures was that MUSD decided to fund one of the literacy coach positions from a different resource instead of using the funds initially budgeted for Action 1.8. This strategic decision allowed the district to leverage alternative funding sources to support the early literacy initiative while reducing the financial burden on the original budget.

Action 1.9: The planned percentage of improved services for the described action was initially set at 0%, indicating no additional time or resources were allocated. However, the estimated actual percentage reached 4.7%, demonstrating a tangible improvement in service delivery. This 4.7% increase stems from additional instructional support hours provided within the Learning Centers across our 16 schools and 2 programs. The district employs English Language Instructional Aides (EL IAs) at every site, with some EL IAs splitting their time between multiple locations. Additionally, intervention teachers and Multi-Tiered System of Supports (MTSS) coordinators contribute to these support services. To calculate the 4.7% improvement, we can examine the additional hours dedicated to enhanced services. Assuming a baseline of 40 hours per week for each of the 18 locations (16 schools and 2 programs), the total regular service time would be 720 hours per week. The 4.7% improvement represents an additional 33.84 hours of instructional support per week across all locations (4.7% of 720 hours). These extra 33.84 hours were used to implement Universal Design for Learning (UDL) practices and provide enhanced tutoring services. The instructional staff, including EL IAs, intervention teachers, and MTSS coordinators, integrated UDL principles into their teaching methods and offered more intensive, individualized support to English Language Learners.

Action 1.10: MUSD had allocated $38,671 for this action but ended up spending $0, indicating that no funds were utilized for the intended purpose. We leveraged existing resources to provide professional development, such as through internal expertise, online training modules, and partnerships with educational organizations to provide training on research-based practices.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

MUSD made progress in our metrics in Goal 1; however, some metrics fell short of the desired outcome.

Actions 1.1 and 1.8: The literacy coaches were hired through this action and have continued this year by focusing on our primary students. Learning Centers are still in full effect, while our class sizes were reduced for primary grades and secondary math courses. We continued with full-day Kindergarten and technology integration, which has been expanded to include a Technology Plan and a more concise, focused Technology Committee to begin technology replacement. Literacy Coaches expanded their Science of Reading campaign, and our Learning Centers became a hub for our MTSS and intervention strategies to improve our metrics in social-emotional learning. Our local benchmark data has shown improvement from 2022 to 2023 with 1st graders improving how many months they were below grade level. For the 2023-24 school year, MUSD switched to using i-Ready instead of STAR, which proved effective from the 2022-23 end-of-the-year results to the end-of-the-year results for 2023-24. Students improved in reading by 2% for early on grade level and 5% for mid or above grade level.

Action 1.2: After-school tutoring at the elementary level has been provided through ELOP funds. At the secondary level, staff members can volunteer to conduct the tutoring. Our i-Ready scores have improved slightly overall since the 22-23 school year's final diagnostic, while our CAASPP scores have also improved. Last year was our initial pilot of i-Ready, and this year, all schools, besides our high schools, participated in i-Ready Reading and Math testing. For i-Ready and CAASPP, the results are below:

2022-23 Reading Final

Early On Grade Level = 16%

2023-24 Reading Final

Early On Grade Level = 18%

Mid or Above Grade Level = 18%

Mid or Above Grade Level = 23%

2022-23 Math Final
Early On Grade Level = 15%
Mid or Above Grade Level = 11%

2023-24 Math Final
Early On Grade Level = 17%
Mid or Above Grade Level = 17%

2018-19 ELA CAASPP = 24.3 Below DFS	2021-22 ELA CAASPP = 45.5 Below DFS	2022-23 ELA CAASPP = 43.4 Below DFS
Standard Met = 25.8%	Standard Met = 23.2%	Standard Met = 22.1%
Standard Exceeded = 15.8%	Standard Exceeded = 10.3%	Standard Exceeded = 11.5%
2018-19 Math CAASPP = 61.6 Below DFS	2021-22 Math CAASPP = Below 88.5 DFS	2022-23 Math CAASPP = 83.1 Below DFS
Standard Met = 18.1%	Standard Met = 13.2%	Standard Met = 13.7%
Standard Exceeded = 9.3%	Standard Exceeded = 5.6%	Standard Exceeded = 6.7%

Action 1.3: MUSD had three CSI schools this past school year. Usually, Black Rock Continuation High School (BRHS) is classified as CSI, but we also had Palm Vista Elementary (PVES) and Twentynine Junior High School (TPJHS) qualify. Our graduation rate for BRHS has declined since last year from 77.2% to 60.9% due to the students who missed out on credits during the pandemic now being eligible for graduation but falling short. However, a majority of students have positive social-emotional learning outcomes as per the LCAP survey, demonstrating that most students agree or strongly agree that they are respected by others and receive individualized attention to succeed academically and emotionally. Our PVES parent engagement has improved, with about 70% of those surveyed discussing how they have attended Back-to-School Night, PTO meetings, and/or other meetings and events. Lastly, for TPJHS, our students feel safer at school than they did last year, with the overall culture and climate improving for the site. For instance, 63.3% of TPJHS students agreed or strongly agreed that they feel safe at school, compared to 54.2% last year.

Actions 1.4, 1.5, 1.6, and 1.7: These additional supports helped improve the achievement gap throughout the three-year cycle. For our CTE rate, MUSD has surpassed our desired outcome of the 25% completion rate. We have a 28.9% completion rate for CTE and still have all students enrolled in A-G courses. Our CCI and graduation rates have decreased from the baseline metrics, therefore showing ineffectiveness for Actions 1.4 and 1.5, but simultaneously, our CAASPP scores for 11th graders improved in reading since the baseline data from 2018-19, while math declined slightly. Although we did not meet our desired outcome for these actions' metrics, the 2023 CA School Dashboard indicators affected have improved compared to the 2022 CA School Dashboard indicators. As a district, we have discussed that our 2021-22 indicators are our baseline since the data originally used as baseline data was pre-COVID data.

Actions 1.9 and 1.10: These two actions were very successful in improving our reclassification rate and ELPI. Our baseline reclassification rate was originally 3.8% (2021-22), but it is now 14.9%, surpassing our desired outcome. Additionally, our ELPI was 48.6%, according to the 2019 CA School Dashboard, and is now 51% (2023 CA School Dashboard).

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.

As a result of the analysis and data provided in the 2023 CA School Dashboard, Goal 1 has been updated to "Students will have multiple opportunities and supports to achieve high levels of academic success to graduate college- and career-ready." The actions have also been revised to better target instructional support and intervention, closing achievement gaps, and providing effective leadership and accountability.

Action 1.1 has been changed to Alternative Interventions and Supports and Equitable Access to Instructional Supports to provide instructional support through different means of credit recovery, summer school, and other resources.

Action 1.2 was eliminated due to its being a part of ELOP and the difficulty of obtaining staff to conduct tutoring at the secondary level. If tutoring does arise from our secondary sites, funding will be allocated from alternative sources.

Action 1.3 has been removed as the CSI information regarding Black Rock Continuation High School is within the LCAP's CSI section as well as in the school's SPSA and CSI plan. Palm Vista Elementary and Twentynine Palms Junior High have exited out of CSI.

Action 1.4 of Alternative Education has been changed to exclude Virtual Academy and Student Achievement Center, and metrics measured for this action have been revised to include i-Ready results and A-G completion. This revision focuses more on Black Rock Continuation High School and Academy of College and Career Excellence, targeting low-income and foster youth students with tailored educational options. By streamlining our program offerings and aligning them with specific metrics, including i-Ready results and A-G completion, MUSD can more effectively track and improve outcomes for unduplicated students in these alternative education settings.

Action 1.5 College and Career has been changed to Action 1.2 Additional College and Career Support, which includes dual enrollment and no longer has CAASPP ELA and Math scores as metrics. The revised action places a stronger emphasis on providing diverse learning opportunities through CTE, Dual Enrollment, and Advanced Placement courses, specifically targeting English Learners, Foster Youth, and Low-Income students. By focusing on these specific programs and aligning them with graduation and College/Career Indicator outcomes, the district can more effectively support unduplicated students in their post-secondary preparation while also streamlining the metrics used to measure success.

Action 1.6 Transportation has been moved to Goal 3, which focuses on partnerships with families and the community.

Additionally, Action 1.7 Saturday School was eliminated due to its ineffectiveness in producing stronger results, and Action 1.8 Targeted Supports for Unduplicated Students was eliminated and changed to be more specific in targeting ELA and reading skills. We want our literacy coaches to expand their offerings to all students and multiple grade levels.

Action 1.9 was split to stay the same in one action (Action 1.7) and become focused on LTELs for a subsequent action (Action 1.8).

Additionally, we added three new actions, which are comprised of professional development, expanded learning opportunities and a budget analyst. The professional development action is a collection of all the academic professional development noted in the 2023-24 LCAP actions. The expanded learning opportunities action separated full-day Kindergarten to be able to analyze its effects in comparison to other items it was previously bundled with. And lastly, the budget analyst will assist in finding funding to ensure program implementation for students' academic success.

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

Goal

Goal #	Description
2	School Safety, Culture, Collaboration and Communication. Create School Culture for Success and Increase Parental Involvement.

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%	2021/2022 Tier I - 88% Tier II - 75%	2022/2023 Local Data Tier I - 91.96% Tier II - 84.17%	2023/2024 Local Data Tier 1 – 92% Tier II – 87%	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%	2021 Local Data Source 0.01% Due to the low number of students suspended in each student group, this data could not be reported by group.	2022 California Dashboard 10.3% SED – 11.6% ELL – 12.8% FY – 15.4% SWD – 15.6% Homeless – 17.8%	2023 California Dashboard 9% SED – 10.3% ELL – 8.7% FY – 18.9% SWD – 12.5% Homeless – 14.5%	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%	100%	93%	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	18 Sites (schools and programs) Data source: 2021/22 site participation reports	18 Sites (schools and programs) Data source: 2022/23 site participation reports	18 Sites (schools and programs) Data source: 2023/24 site participation reports	16 schools Data source:2024 MUSD district and site participations reports
~~% of parents (including parents of unduplicated students and students with disabilities) responding on the annual LCAP survey that they are aware of the opportunities to participate in advisory committees at the site and district.~~ Metric deleted June 2023.	61.56%	64%	The LCAP survey was updated to not include this metric.	The LCAP survey was updated to not include this metric.	75% Metric deleted June 2023.

% of student responding on the annual LCAP survey that they feel safe at school	67% Agree 22.9% neither agree or Disagree Revise May 2022: 45% Agree, 34% Somewhat agree, 18% Somewhat disagree 3% Disagree	The educational partner survey responses were changed from a three choice ranking (Agree, Neither agree or Disagree, Disagree) to a four ranking system (Agree, Somewhat agree, Somewhat disagree, disagree) to provide additional clarity. 45% Agree, 34% Somewhat agree, 18% Somewhat disagree 3% Disagree	The survey responses were changed to Strongly agree, Agree, Disagree, and Strongly disagree, correlating with the previous year's survey. 20.5% Strongly agree 43% Agree 17.8% Disagree 8.5% Strongly disagree 10.3% N/A N/A responses were from students in independent study, virtual academy, etc.	14.1% Strongly Agree 43.6% Agree 19.4% Disagree 13% Strongly Disagree 10% N/A N/A responses were from students in independent study, virtual academy, etc.	80% Agree 10% neither agree nor disagree The educational partner survey responses were changed from a three choice ranking (Agree, Neither agree or Disagree, Disagree) to a four ranking system (Agree, Some what agree, Somewhat disagree, disagree) to provide additional clarity. Revised May 2022: 55% Agree, 35% Somewhat agree 9% Somewhat disagree 1% Disagree

~~% of students responding on the annual LCAP survey that they feel connected to school~~ Metric deleted June 2023.	54.57% Agree 29.2% Neither Agree or Disagree Revised May 2022: 34% Agree 40% Somewhat agree 22% Somewhat disagree 4% Disagree	The educational partner survey responses were changed from a three choice ranking (Agree, Neither agree or Disagree, Disagree) to a four ranking system (Agree, Somewhat agree, Somewhat disagree, disagree) to provide additional clarity. Percentages from the survey during the 2021/22 school year: 34% Agree 40% Somewhat agree 22% Somewhat disagree 4% Disagree	The LCAP survey was updated to not include this metric.	The LCAP survey was updated to not include this metric.	75% Agree 10% Neither Agree or Disagree The educational partner survey responses were changed from a three choice ranking (Agree, Neither agree or Disagree, Disagree) to a four ranking system (Agree, Somewhat agree, Somewhat disagree, disagree) to provide additional clarity. Revised May 2022: 49% Agree 36% Somewhat agree 13% Somewhat disagree 2% Disagree Metric deleted June 2023.

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 Revised May 2022: 63% Agree 22% Somewhat agree 8% Somewhat disagree 7% Disagree	The educational partner survey responses were changed from a three choice ranking (Agree, Neither agree or Disagree, Disagree) to a four ranking system (Agree, Somewhat agree, Somewhat disagree, disagree) to provide additional clarity. 63% Agree 22% Somewhat agree 8% Somewhat disagree 7% Disagree	The survey responses were changed to Strongly agree, Agree, Disagree, and Strongly disagree, correlating with the previous year's survey. 37.4% Strongly agree 48.3% Agree 7.5% Disagree 3.9% Strongly disagree 2.9% N/A N/A responses were from community members.	35.4% Strongly Agree 49.4% Agree 7% Disagree 5.4% Strongly Disagree 2.8% N/A N/A responses were from community members.	90% Agree 3% Neither Agree or Disagree The educational partner survey responses were changed from a three choice ranking (Agree, Neither agree or Disagree, Disagree) to a four ranking system (Agree, Somewhat agree, Somewhat disagree, disagree) to provide additional clarity. Revised May 2022: 70% Agree 23% Somewhat agree 5% Somewhat disagree 2% Disagree

% of LCAP Survey responses indicating feeling safe at school	Agree - 71% Neither Agree or Disagree - 9% Revised May 2022: 50% Agree 32% Somewhat agree 12% Somewhat disagree 6% Disagree	The educational partner survey responses were changed from a three choice ranking (Agree, Neither agree or Disagree, Disagree) to a four ranking system (Agree, Somewhat agree, Somewhat disagree, disagree) to provide additional clarity. 50% Agree 32% Somewhat agree 12% Somewhat disagree 6% Disagree	The survey responses were changed to Strongly agree, Agree, Disagree, and Strongly disagree, correlating with the previous year's survey. 26.4% Strongly agree 48.2% Agree 13.7% Disagree 6.5% Strongly disagree	17.5% Strongly Agree 45.8% Agree 18.4% Disagree 11.3% Strongly Disagree	Agree - 74% Neither Agree or Disagree - 16% The educational partner survey responses were changed from a three choice ranking (Agree, Neither agree or Disagree, Disagree) to a four ranking system (Agree, Somewhat agree, Somewhat disagree, disagree) to provide additional clarity Revised May 2022: 70% Agree 20% Somewhat agree 7% Somewhat disagree 3% Disagree
% of Parental Involvement during parent conference day	49%	51%	45.94% (2022-23)	52% (2023-24)	63%

% of Chronic Absenteeism	14.3% SED - 16.8% ELL -12.3% FY - 25.2% SWD - 21.7% Homeless - 28.6%	2021 CALPADS 20.8% SED - 24.4% ELL - 20.1% FY - 30.1% SWD - 33.4% Homeless - 52.1%	2022 California Dashboard 35.8% SED – 39.4% ELL -35% FY - 35% SWD – 43.4% Homeless – 60.3%	2023 California Dashboard 32.1% SED – 35.6% ELL – 31.1% FY – 39.1% SWD – 38.6% Homeless – 61.5%	9.3% SED - 11.8% ELL - 7.3% FY - 20.2% SWD - 16.7% Homeless - 23.6%

Decrease the district's points below standard for all students in ELA on the CAASPP (revised SBAC to CAASPP May 2022)	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	Morongo Unified School District did not administer the CAASPP across all grade levels throughout the district. Our local data, using the STAR Reading Screener, indicates that our 1st through 8th grade students performed 9 months below grade level at the beginning of the 2021/22 school year. This is a decrease of 3 months from the fall of 2020/21. 1st - 8th Grade - 38% proficient SED - 20% ELD - 10% SWD 17% FY - 27% Homeless - 24% 485 of our 11th-grade students took the CAASPP in the Spring of 2021. Their scores are as follows: - 51.15% Met or Exceeded Standards SED - 44.62 ELL - 52.77	2022 California Dashboard 45.5 Points Below Standard SED – 57.3 pts Below standard ELL – 74.4 pts below standard FY – 94.3 pts below standard SWD – 124.4 pts below standard Homeless – 78.9 pts below standard CAASPP scores' metric was revised in 2022 back to levels and percentages. 33.5% Met or Exceeded Standard SED – 28.52% ELL – 7.47% FY – 8.00% SWD – 6.05% Homeless – 19.64%	2023 California Dashboard 43.4 Points Below Standard SED – 56.3 pts below standard ELL – 79.3 pts below standard FY – 57.2 pts below standard SWD – 121.9 pts below standard Homeless – 88.7 pts below standard 33.64% Met or Exceeded Standard SED – 28.57% ELL – 6.89% FY – 41.17% SWD – 6.97% Homeless – 18.03%	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

		FY - Scores not available due to low number in this student group. SWD - 17.65% Homeless - Scores not available due to low numbers in this student group.			

Decrease the district's points below standard for all students in Math on the CAASPP (revised SBAC to CAASPP May 2022)	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	Morongo Unified School District did not administer the CAASPP across all grade levels throughout the district. Our local data, using the STAR Math Screener, indicates that our 1st through 8th grade students performed 7 months below grade level at the beginning of the 2021/22 school year. This is a decrease of 1 month from the fall of 2020/21. 1st - 8th Grade - 44% proficient SED - 28% ELD - 20% SWD - 12% FY - 18% Homeless - 32% 485 of our 11th-grade students took the CAASPP in the Spring of 2021. Their scores are as follows: - 20.20%% Met or Exceeded Standards SED - 11.72% ELL - 20.93%	2022 California Dashboard 88.5 Points Below Standard SED – 98.6 pts Below standard ELL – 106.3 pts below standard FY – 132.8 pts below standard SWD – 158.4 pts below standard Homeless – 121.0 pts below standard CAASPP scores' metric was revised in 2022 back to levels and percentages. 18.83% Met or Exceeded Standard SED – 15.12% ELL – 4.00% FY – 4.00% SWD – 4.56% Homeless – 7.20%	2023 California Dashboard 83.1 Points Below Standard SED – 93.6 pts below standard ELL – 126.3 pts below standard FY – 106.3 pts below standard SWD – 145.9 pts below standard Homeless – 128.7 pts below standard 20.44% Met or Exceeded Standard SED – 16.43% ELL – 5.05% FY – 11.12% SWD – 5.00% Homeless – 9.84%	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

		FY - Scores not available due to low number in this student group SWD - 4% Homeless - Scores not available due to low number in this student group.			
% of Reclassification	3.8%	Local Data for the 2021/2022 School Year – 5.6%	Local Data for the 2022/2023 school year – 8.03%	Local Data for the 2023/24 school year - 14.9%	11.6%
% Making progress towards English language proficiency	48.6%	2021 California School Dashboard did not report ELPI. 2020/21 ELPAC Summative Data: Level 1 – 13.35% (increase by 0.46%) Level 2 – 27.89% (increased by 7.91%) Level 3 – 39.49% (decrease by 1.83%) Level 4 – 11.36% (decrease by 6.53%)	2022 California Dashboard 46.3% ELPI	2023 California Dashboard 51%	72.6%
Expulsion rate	0.01%	2020-21 0.0%	0.5% (2021-22)	0.10% (2022-23)	0.01%
Number of facilities that meet the “Good Repair” standard according to the annual FIT report. (Established May 2022)	17 of 18 (Baseline Established May 2022)	17 of 18 (Baseline Established May 2022)	18 of 18 (2022-23)	12 of 18 (2023-24)	18 of 18

Goal Analysis

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.

The actions below had a substantive difference in planned actions versus actual implementation.

Action 2.1: We had On-Campus Intervention (OCI) teachers, but our attendance and behavior data did not support the continuance of these intervention positions. The challenge with implementing this action included our staffing shortage, including resource allocation, such as using the OCI teachers as substitute teachers due to the shortage.

Action 2.2: Administrative assistants were present at all school sites, but the full implementation of Action 2.2 was hindered by challenges in properly utilizing the Attention2Attendance system. Some administrative assistants' reluctance to fully embrace the new communication protocols limited the effectiveness of efforts to reduce chronic absenteeism and improve academic performance for target student groups.

Action 2.4: Rather than contracting with a liaison as we have done in years past, MUSD hired a liaison to provide more direct services and support to meet the basic needs of our low-income students.

All other actions were fully implemented with no changes.

We successfully implemented Goal 2, Actions 2.3 and 2.5, which allowed students to receive help through PBIS and enhanced our parent communication and safety. We integrated additional safety measures by adding security cameras to all sites and having a better communication system in place through our website, social media, Attention2Attendance, and our liaison (Actions 2.1, 2.2, 2.3, 2.4, and 2.5). Our suspension rate decreased (Actions 2.1, 2.3, 2.4, and 2.5), while our PBIS tiers implementation improved (Action 2.1). Chronic absenteeism rate improved also from 2021-22 to 2022-23 school year (Actions 2.3, 2.4, and 2.5). Challenges for Goal 2 are similar to last year, with staffing shortages (Actions 2.1 and 2.5), including substitute teachers, which delayed professional development implementation.

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

There were a few material differences in Goal 2, specifically with Actions 2.1, 2.2, 2.3, and 2.5 for the 2023-24 school year.

Action 2.1: The district had allocated $1,462,761 for this action but ended up spending $348,339, a decrease of $1,114,422. One reason is that MUSD faced staffing challenges in fully implementing the planned Multi-Tiered System of Supports (MTSS) program. We found alternative ways to provide SEL and trauma-informed support to foster youth and low-income students at a lower cost. This involved leveraging existing staff members, utilizing free or low-cost training resources, and collaborating with community partners to deliver these services.

Action 2.2: The district had allocated $692,079 for this action but ended up spending $1,313,543. Due to the union negotiations, personnel involved in this action receive a salary increase.

Action 2.3: We had allocated $429,656 for this action but ended up spending $269,942, a decrease of $159,714. Positions originally budgeted for were not filled due to staffing issues caused by the remoteness of the district. Additionally, materials were purchased at a lower cost than originally anticipated.

Action 2.5: The district had allocated $15,000 for this action but ended up spending $0. The primary reason for this difference in expenditure was that MUSD successfully found alternative sources to provide professional development for social-emotional learning (SEL), mindfulness, sensory intervention, and trauma-informed practices. The district leveraged internal experts and free trainings available through existing contracts, which allowed them to deliver the necessary professional development without incurring additional costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

MUSD was mostly effective in the different actions we had in place.

Actions 2.1 and 2.5: Our professional development sessions and PBIS with SEL supports proved semi-successful. Our suspension rate for foster youth (20.3% [2018-19] to 18.9% [2022-23]) decreased over the three years, and it rose slightly for our low-income students (9.3% [2018-19] to 10.3% [2022-23]). Our overall expulsion rate increased compared to the original baseline (0.01% [2019-20] to 0.10% [2022-23]), and our chronic absenteeism rate also rose for our different student groups (14.3% [2018-19] to 32.1% [2022-23]). Meanwhile, our attendance rate was 90.1% for 2023-24, and our desired outcome was 94.6%, but compared to our baseline data of 93.4%, we have overall decreased our percentage, showing the ineffectiveness of the aforementioned OCI teacher positions.

Action 2.2: Our administrative assistants and Attention2Attendance program to improve attendance and academic performance were ineffective. Our attendance rate baseline of 93.4% decreased to 90.1% for the 2023-24 school year. Our chronic absenteeism rate also increased from 14.3% in 2018-19 to 32.1% in 2022-23 proving this action as ineffective.

Action 2.3: The security measures taken proved effective, with the additional cameras and technology purchased for all sites. Although our chronic absenteeism, suspension, and expulsion rates have not improved from pre-COVID/baseline data, they have improved since the 2021-22 school year, showing that MUSD is making progress to close the achievement gap and return to our baseline data metrics. For instance, chronic absenteeism improved from 35.8% (2021-22) to 32.1% (2022-23). Our suspension rate also improved from 10.3% in 2021-22 to 9% in 2022-23.

Action 2.4: As mentioned above, our chronic absenteeism and suspension rates improved from the 2021-22 school year. Chronic absenteeism improved by 3.7%, and our suspension rate improved by 1.3%, which is greatly attributed to our liaison, who focused on meeting the needs of our low-income students.

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.

As a result of the analysis and data provided in the 2023 CA School Dashboard, Goal 2 has been updated to focus on providing students with access to high-quality staff members that can create safe and secure learning environments for students to succeed mentally, physically, and emotionally.

Action 2.1 has been changed from PBIS and Social-Emotional Supports to Mental and Emotional Health Programs and Services. The action now includes the new programs of Panorama Education and DayBreak Health, which will help support MTSS and PBIS. On-campus Intervention (OCI) teachers were removed from the action as the data did not support their positions as effective in improving behavior intervention compared to other positions noted. The metrics have been expanded to also include PBIS tiers implementation and LCAP survey regarding safety and school connectedness. Chronic absenteeism has been removed due to its relevance to Goal 3.

Action 2.2 Attendance and Academic Outreach was determined to be ineffective in improving parent engagement and academics and has been removed from the updated LCAP due to the difficulty with implementing Attendance2Attention. The program was available to admin assistants, however, there was some reluctance and confusion on using the program.

Action 2.3 Safe and Secure Campuses became Action 2.3 Physical Safety Personnel in the new 2024-25 LCAP. The action was revised to include personnel only, as supplies and safety technology were removed. The district determined that personnel support was necessary to operate PBIS, MTSS, and other safety practices to improve school culture and climates. PBIS implementation has been added as a metric; meanwhile, chronic absenteeism has been removed due to its relevance to Goal 3.

Action 2.4 Community Outreach was moved to goal 3, which focuses on family and community engagement.

Action 2.5 Professional Development (SEL) was revised to Action 2.2 Collaborative Leadership and Practices Targeting Social-Emotional Needs in the 2024-25 LCAP. The action was revised to reflect the district's initiative to community schools. The metrics also changed to include metrics for safety and school connectedness, as they are better indicators of the internal struggles social-emotionally our students endure.

Overall, these changes were made to better target instructional support and intervention, improve school culture, and ensure students have a safe and secure learning environment that promotes mental, physical, and emotional health.

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

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.

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 applicable state certifications and licensure requirements	92.5%	2021 Local Data 100%	2022 Local Data 100%	2023 Local Data 98%	95%
% of high school students enrolled in A-G courses, including unduplicated students and those with special needs	100% of high school students enrolled in A-G courses, including unduplicated students and those with special needs	100% of high school students enrolled in A-G courses Including unduplicated students and those with special needs during the 2021/2022	100% of high school students enrolled in A-G courses, including unduplicated students and those with special needs (2022-23)	100% of high school students enrolled in A-G courses, including unduplicated students and those with special needs (2023-24)	100% of high school students
Enrollment in dual enrollment courses	195 students enrolled during the 2020/21 school year	215 students enrolled during the 2021/22 school year	256 students enrolled during the 2022/23 school year	701 students enrolled during the 2023/24 school year	360 students enrolled
Participation rate in CTE courses	369 students enrolled during the 2020/21 school year	492 students enrolled during the 2021/22 school year	329 students enrolled during the 2022/23 school year	414 students enrolled during 2023/24 school year	530 students enrolled
% Graduation Rate	All students - 81.2% SED - 79.2% ELL - 57.1% FY - 84.6% SWD - 71.8% Homeless - 68.7%	All students - 77.6% SED - 75.5% ELL - 63.2% FY - 72.7% SWD - 65.6% Homeless - 54.5%	2022 California Dashboard 84.9% SED – 82.7% ELL – 65.2% FY – 71.4% SWD - 72% Homeless – 56.4%	2023 California Dashboard 76.5% SED – 75.5% ELL – 69.2% FY – Unknown (<11) SWD – 64.4% Homeless – 60.5%	All students - 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 ELA on the CAASPP (revised SBAC to CAASPP May 2022)	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	Morongo Unified School District did not administer the CAASPP across all grade levels throughout the district. Our local data, using the STAR Reading Screener, indicates that our 1st through 8th-grade students performed 9 months below grade level at the beginning of the 2021/22 school year. This is a decrease of 3 months from the fall of 2020/21. 1st - 8th Grade - 38% proficient SED - 20% ELD - 10% SWD 17% FY - 27% Homeless - 24% 485 of our 11th-grade students took the CAASPP in the Spring of 2021. Their scores are as follows: - 51.15% Met or Exceeded Standards SED - 44.62 ELL - 52.77 FY - Scores not available due to low	2022 California Dashboard 45.5 Points Below Standard SED – 57.3 pts Below standard ELL – 74.4 pts below standard FY – 94.3 pts below standard SWD – 124.4 pts below standard Homeless – 78.9 pts below standard CAASPP scores' metric was revised in 2022 back to levels and percentages. 33.5% Met or Exceeded Standard SED – 28.52% ELL – 7.47% FY – 8.00% SWD – 6.05% Homeless – 19.64%	2023 California Dashboard 43.4 Points Below Standard SED – 56.3 pts below standard ELL – 79.3 pts below standard FY – 57.2 pts below standard SWD – 121.9 pts below standard Homeless – 88.7 pts below standard 33.64% Met or Exceeded Standard SED – 28.57% ELL – 6.89% FY – 41.17% SWD – 6.97% Homeless – 18.03%	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

		numbers in this student group. SWD - 17.65% Homeless - Scores not available due to low numbers in this student group.			
% Making progress towards English language proficiency	2018/2019 dashboard: 48.6%	2021 California School Dashboard did not report ELPI. Level 1 – 13.35% (increased by 0.46%) Level 2 – 27.89% (increased by 7.91%) Level 3 – 39.49% (decreased by 1.83%) Level 4 – 11.36% (decreased by 6.53%)	2022 California Dashboard 46.3% ELPI	2023 California Dashboard 51% ELPI	72.6%
% of Drop out for High School (revised verbiage to specify high school dropout rate May 2022)	14.56%	2021 Local Data 3.6%	2022 CALPADS - 10.2%	2023 CALPADS 1.2%	9.56%

Decrease the district's points below standard for all students in Math on the CAASPP (revised SBAC to CAASPP May 2022)	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	Morongo Unified School District did not administer the CAASPP across all grade levels throughout the district. Our local data, using the STAR Math Screener, indicates that our 1st through 8th-grade students performed 7 months below grade level at the beginning of the 2021/22 school year. This is a decrease of 1 month from the fall of 2020/21. 1st - 8th Grade - 44% proficient SED - 28% ELD - 20% SWD - 12% FY - 18% Homeless - 32% 485 of our 11th-grade students took the CAASPP in the Spring of 2021. Their scores are as follows: - 20.20%% Met or Exceeded Standards SED - 11.72% ELL - 20.93% FY - Scores not available due to low	2022 California Dashboard 88.5 Points Below Standard SED – 98.6 pts Below standard ELL – 106.3 pts below standard FY – 132.8 pts below standard SWD – 158.4 pts below standard Homeless – 121.0 pts below standard CAASPP scores' metric was revised in 2022 back to levels and percentages. 18.83% Met or Exceeded Standard SED – 15.12% ELL – 4.00% FY – 4.00% SWD – 4.56% Homeless – 7.20%	2023 California Dashboard 83.1 Points Below Standard SED – 93.6 pts below standard ELL – 126.3 pts below standard FY – 106.3 pts below standard SWD – 145.9 pts below standard Homeless – 128.7 pts below standard 20.44% Met or Exceeded Standard SED – 16.43% ELL – 5.05% FY – 11.12% SWD – 5.00% Homeless – 9.84%	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

		number in this student group. SWD - 4% Homeless - Scores not available due to low numbers in this student group.			

Goal Analysis

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.

Actions 3.1 and 3.2: These two actions had substantive differences. Due to our rural location, we regularly experience staffing shortages, so we did not have as many participants in different professional development sessions as we originally planned, nor were we able to recruit the number of qualified teachers to fill our vacancies.

Action 3.3 was implemented as planned. The Human Resources department successfully hired additional staff to monitor and implement targeted programs for English Language Learners and low-income students, resulting in improved data tracking and analysis. This enhanced oversight led to more tailored professional development and program adjustments, which in turn contributed to an increase in ELA and Math CAASPP scores for these student groups. Additionally, the district saw a 5% rise in ELPI, demonstrating the success of the implemented programs and the value of the additional staffing.

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

There were material differences in Goal 3, specifically with Actions 3.1, 3.2, and 3.3, for the 2023-24 school year.

Action 3.1: We had allocated $462,216 for this action but ended up spending $209,227, a decrease of $252,989. One factor that contributed to the reduced spending is the utilization of alternative, cost-effective professional development strategies. MUSD leveraged internal expertise, online training modules, or partnerships with educational organizations to provide professional development at a lower cost than initially anticipated.

Action 3.2: MUSD had allocated $123,580 for this action but ended up spending $286,039, an increase of $162,459. The primary reason for the increased expenditure was the salary increases resulting from union negotiations. MUSD recognized the importance of attracting and retaining highly qualified teachers, particularly for Title I schools serving a high proportion of low-income students. To achieve this goal, the district engaged in negotiations with the teachers' union to provide more competitive salaries, which led to higher personnel costs than initially budgeted.

Action 3.3: We had allocated $1,437,294 for this action but ended up spending $1,565,753, an increase of $128,459. The reason for this discrepancy is due to salary increases resulting from union negotiations. MUSD recognized the importance of having dedicated staff to oversee and support the implementation of programs such as English 3D, MTSS, PBIS, SEL, and the Learning Center, which are designed to address the specific needs of ELLs and low-income students. The increased investment in staffing demonstrates the district's commitment to ensuring the effectiveness and continuous improvement of these targeted interventions.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 3.1: Although our CAASPP scores did not improve compared to the baseline, they did improve from 2021-22 (-45.5 DFS) to 2022-23 (-43.4 DFS) in ELA with the help of professional development offered throughout MUSD. Math CAASPP showed a similar situation, where we improved from 2021-22 (-88.5 DFS) to 2022-23 (-83.1 DFS). Our local i-Ready data showed improvement, however, within the year, showing promise of this action. The data is below.

2022-23 Reading Final

Early On Grade Level = 16%

Mid or Above Grade Level = 18%

2023-24 Reading Final

Early On Grade Level = 18%

Mid or Above Grade Level = 23%

2022-23 Math Final

Early On Grade Level = 15%

Mid or Above Grade Level = 11%

2023-24 Math Final

Early On Grade Level = 17%

Mid or Above Grade Level = 17%

We have the Summer Institute annually, which typically is a choose-your-own-adventure event where certificated and classified staff can learn on various topics that suit their needs. Other professional development included educational technology through Tech Thursdays to help staff learn about navigating the different programs we use. These have been well-attended and occur before or after school to assist with subbing shortages. Educational partner feedback noted from staff and parents that there needs to be continuous professional development for certificated and classified staff, therefore showing the desire and effectiveness of this action despite the CAASPP data.

Action 3.2: MUSD has hired highly qualified personnel during the three-year LCAP cycle, which has successfully helped with our ELA and math CAASPP scores, although not necessarily at our desired outcome, nor our pre-COVID data, but improved from 2022 CA School Dashboard CAASPP indicator scores. Teachers had the appropriate requirements to teach, and we ensured students were in A-G courses. Because this action did not meet our desired outcome, we plan to change this action for the 2024-25 LCAP to meet the needs of our unduplicated students targeted.

Action 3.3: This action was successful in our efforts to increase our CTE and dual enrollment enrollments. Our baseline data was 195 students for dual enrollment, which increased to 701, while our CTE participation increased from 369 (2020-21) to 420 students. Additional program support was evident through our CAASPP scores from the 2022 CA School Dashboard to the 2023 CA School Dashboard.

Moreover, our reclassification rate, ELPI, and dropout rate have also improved immensely, showing the effectiveness of these additional positions.

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.

We shifted the goal from focusing on retaining effective educators to strengthening our partnerships with families and the community. The changes made to Goal 3 in the LCAP demonstrate the district's commitment to promoting strong partnerships between schools, families, and the community to support student success and holistic development. This change was driven by the findings of the LCAP survey and educational partner feedback at meetings, which highlighted the need to focus on engaging parents and the community in order to improve outcomes for students. The desired outcome from this goal change is to create a more community, family-engaged district that ensures MUSD is meeting basic needs to help promote student success in academics, behavior, and attendance.

The actions and metrics were changed to align with the new goal. Action 3.1, which was previously focused on professional development, has now moved to Goal 1. Metrics have been expanded to include i-Ready and graduation rate.

Action 3.2, which was previously focused on the recruitment of highly qualified personnel, was eliminated since staff was identified and categorized by their roles working with students. This change presents a clear vision to educational partners of the district's intentions to be more deliberate with staff placement.

Action 3.3, which previously focused on program support for unduplicated students, has been combined with Action 3.2. The new action (Action 3.1), Family and Community Engagement, focuses on outreach personnel and was carried over from the previous year's Goal 2. This change highlights the importance of engaging families and the community in supporting student success by bringing in families' input and creating/strengthening those relationships to ensure students have high attendance. Metrics include chronic absenteeism, attendance rate, and parent participation.

In the 2024-25 LCAP, the action of transportation, originally in Goal 1, was moved to Goal 3, to recognize the contribution of providing this support to families along with the benefits for unduplicated students. Metrics were expanded to include attendance rate and dropout rates to identify the effectiveness of the transportation action.

Overall, these changes were made to better align the district's goals and actions with the needs of students and families. By focusing on community engagement and collaboration, the district aims to create a strong, rigorous, and supportive learning environment for all students.

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

Goal

Goal #	Description
4	Ensuring Equitable Education for Students with Disabilities: Improving our students with disabilities' academic performance as reported by the California School Dashboard in the areas of College and Career Readiness, Graduation Rates, and performance in ELA and Math CAASPP assessment. Through targeted researched instructional program, professional development, and parent involvement, by the end of the 2022/2023 school year our students with disabilities will move 5 points closer to standard on the ELA and Math CAASPP compared to the 2018/2019 CAASPP scores, increase graduation rates by 6.1%, and increase the percentage of students with disabilities graduating college and career ready by 10.3%. Closing this LCAP in 2023/2024 with an increase of 14 points closer to standard on the ELA and Math CAASPP compared to the 2018/2019 CAASPP scores, increase graduation rate by 15.2%, and the percentage of students with disabilities graduating college and career ready increasing by 24.7%.

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 students with disabilities in ELA on the CAASPP	SWD - 119.7 pts below standard from 2019 CAASPP administration 1st - 8th Grade STAR ELA assessment SWD 17%	Not applicable - new goal for 2022/2023 LCAP	2022 California Dashboard SWD – 124.4 pts below standard CAASPP scores' metric was revised in 2022 back to levels and percentages. 6.05% Met or Exceeded Standard	2023 California Dashboard SWD – 121.9 pts below standard 6.97% Met or Exceed Standard	SWD - 105.7 pts below standard
Decrease the district's points below standard for students with disabilities in Math on the CAASPP	SWD - 150.3 pts below standard from 2019 CAASPP administration	Not applicable - new goal for 2022/2023 LCAP	2022 California Dashboard SWD – 158.4 pts below standard CAASPP scores' metric was revised in 2022 back to levels and percentages. 4.56% Met or Exceeded Standard	2023 California Dashboard SWD – 145.9 pts below standard 5.00% Met or Exceeded Standard	SWD - 136.3 pts below standard
% Graduation Rate	SWD - 65.6% (2021)	Not applicable - new goal for 2022/2023 LCAP	2022 California Dashboard SWD - 72%	2023 California Dashboard SWD – 64.4%	SWD - 80.8%

% CCI Prepared % CCI Approaching Prepared	SWD - 6.1% (2020)	Not applicable - new goal for 2022/2023 LCAP	2022 California Dashboard did not report CCI.	2023 California Dashboard SWD – 3% Prepared, 19.2% Approaching Prepared	SWD - 30.8%
Percentage of Parents of students receiving initial IEPs contacted by the Family Support Ambassador	80.5%	Not applicable – new goal for 2022/2023 LCAP	80.5% (2022-23)	100% (2023-24)	100%
Percentage of behavioral issues Added to metrics and baseline June 2023	21.9%	Not applicable – new metric for 2022/2023 LCAP	2021-22 Local Data 21.9%	2023-24 Local Data 27%	15.6%
Suspension Rate Added to metrics and baseline June 2023	15.6%	Not applicable – new metric for 2022/2023 LCAP	2022 California Dashboard SWD – 15.6%	2023 California Dashboard SWD – 12.5%	13.6%
Expulsion Rate Added to metrics and baseline June 2023	0.5%	Not applicable – new metric for 2022/2023 LCAP	2021-22 DataQuest SWD – 0.5% (7 students)	2022-23 DataQuest SWD – 0.2%	0.35% (<5 students)

Goal Analysis

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.

For Goal 4, there were no substantive differences in planned actions versus actual implementation of these actions.

Action 4.1: Multitiered System of Support (MTSS) was fully implemented, with all sites continuing to have the Learning Center Model and use Touch Math.

Action 4.2: Zones of Regulation, ProAct, and other trainings were offered to improve social-emotional support and academic achievement.

Action 4.3 and 4.4: Both positions are currently filled to assist families of students with disabilities in increasing and improving their academic progress and involving families more in their child's learning.

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

There were no material differences for Goal 4.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 4's actions proved successful in helping our students with disabilities achieve success.

Action 4.1: MTSS, the Learning Center Model, and Touch Math were able to improve the academic progress of students with disabilities (SWD). For ELA CAASPP, students were -121.9 distance from standard (DFS) [2023 CA School Dashboard], which is an improvement from the 2021-22 school year, in which SWD were -124.4 DFS. Similarly, for math, SWD were -145.9 DFS, and in 2021-22, were -158.4 DFS. This student group improved in math since our baseline data, which was -150.3 DFS, but not ELA, which was -119.7 DFS.

Actions 4.2 and 4.4: Professional development was offered throughout the year to support teachers in being able to support their students academically and emotionally. The Professional Development Coach was also able to further improve our SWD's suspension rate (15.6% in 2021-22 and 12.5% in 2022-23), and expulsion rate (0.5% in 2021-22 to 0.2% in 2022-23). Our graduation rate (65.6% in 2018-19 to 64.4% in 2022-23) and percentage of behavioral issues (21.9% in 2021-22 to 27% in 2022-23) did not improve compared to our baseline data, but alternative measures will be taken, including Differentiated Assistance.

Action 4.3: The Family Support Ambassador continued to provide equitable access to our students with disabilities to give more support with regard to special education requirements, strategies, and interventions. This action proved effective in ensuring families were receiving support as we met our desired outcome. Similar to Actions 4.2 and 4.4 above, the graduation rate decreased from our baseline data (65.6% in 2018-19 to 64.4% in 2022-23), as did behavioral issues, which increased (21.9% in 2021-22 to 27% in 2022-23). Our expulsion rate (0.5% in 2021-22 to 0.2% in 2022-23) and suspension rate (15.6% in 2021-22 and 12.5% in 2022-23) improved since the baseline data. Our College and Career Indicator of 6.1% in 2019-20 decreased in 2022-23, but we do have 19.2% approaching. And lastly, the percentage of parents of students receiving initial IEPs increased from 80.5% (2022-23) to 100% (2023-24).

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.

Goal 4, targeting Students with Disabilities, is no longer a state requirement based on the California School Dashboard and has been replaced with Equity Multiplier focus goals in the 2024-25 LCAP that focus on Oasis Elementary, Palm Vista Elementary, and Black Rock Continuation High School's low performing indicators as reported on the 2023 CA School Dashboard.

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

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Morongo Unified School District	Dr. Patricio I. Vargas, Superintendent	pvargas@morongousd.org (760) 367-9191 ext, 4221

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Morongo Unified School District (MUSD) provides quality educational services to approximately 7,300 students in the Southern California Mojave high desert in San Bernardino County. The district serves a diverse population of students, covering a remote, rural geographic area that is similar in size to 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, which is the largest Marine Corps installation in the United States. 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), the PLUS program that services students with emotional disabilities, and a special education preschool program. The district provides a wide array of programs and services to meet the needs of a diverse student body, including special education, English Language Learners programs, athletics, advanced placement, Gifted and Talented Education (GATE), behavior intervention, on-campus academic intervention programs, dual enrollment and articulation agreements with local community colleges, career technical education opportunities, a program for students with severe emotional needs, social-emotional learning (SEL) counselors, SEL curriculum, and an innovative staffing model with teacher residents. MUSD utilized i-Ready as our local benchmark for assessing K-8th-grade students in Reading and Mathematics. Through collaboration and partnerships with community organizations, including, but not limited to, the Department of Defense Education Activity (DoDEA), Copper Mountain College, and Groundwork Arts, the district has established curricular programs such as Project Lead the Way along with STEAM-based and academic expanded learning opportunities programs in a majority of its schools. MUSD is committed to providing the best education possible to each of its students. Its student population is currently comprised of English Learners (3.9%), Initial Fluent English Proficient students (.09%), and Reclassified Fluent English Proficient (3.3%). 15.5% 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. About 66.7% of the students enrolled in the MUSD are classified as socioeconomically disadvantaged, according to the 2023 California School Dashboard, with 3.2% being classified as homeless and 0.9% as foster youth. The Local Control Funding Formula (LCFF) unduplicated count for the district is 73.2%. Our school district is proud to have received the California Community School Partnership Program (CCSPP) planning grant in 2023. This grant is in line with our Local Control and Accountability Plan (LCAP) to create two educational environments that not only enhance academic achievement but also address the

social, emotional, and health needs of our students, particularly those from low-income and foster youth backgrounds, by integrating community resources at our two comprehensive high schools. We are committed to continuing this integration of community resources to satisfy the four pillars within the community schools framework while working towards meeting our students' needs and closing the achievement gap. To this end, we plan to apply for the CCSPP implementation grant in 2025. Black Rock Continuation High School (BRHS), Palm Vista Elementary School (PVES), and Oasis Elementary School (OES) have been identified as Equity Multiplier sites.

Reflections: Annual Performance

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

California School Dashboard

Overall, the comparison from the 2022 California School Dashboard to the 2023 Dashboard showed great growth for a majority of the indicators for all students. Our successes included an increase in our English Learner Progress Indicator (ELPI) from 46.3% (2021-2022) to 51% (2022-2023) and a decrease in our ELA distance from standard (DFS) of -45.5 points below DFS (2022) to -43.4 points below DFS (2023) as well as Math, which was originally -88.5 points below DFS (2022) to -83.1 points below DFS (2023). Additionally, we decreased our chronic absenteeism rate from 35.8% (2022) to 32.1% (2023) and suspension rate from 10.3% (2022) to 9% (2023). These successes indicate action effectiveness from our previous LCAP in Goal 1, Actions 1, 2, 4-7, 9, and 10; Goal 2, Actions 1-5; and Goal 3, Actions 1-3.

As for our students with disabilities (SWD) population, they also showed an improvement in several indicators. For instance, this student group decreased from 43.4% (2022) to 38.6% (2023) in chronic absenteeism and from 15.6% (2022) to 12.5% (2023) in suspension rate. In addition, they made progress in ELA and Math by improving their DFS in ELA from -124.4 points below DFS (2022) to -121.9 points below DFS and in Math from -158.4 points below DFS (2022) to -145.9 points below DFS (2023). These improvements demonstrate effectiveness in Goal 4, Actions 1-4.

As for our continued need, our Dashboard results provided evidence that we still need to concentrate on improving our college and career indicator (CCI) and graduation rate for all students. In 2022, our graduation rate was at 84.9% but dropped for the 2023 school year to 76.5%. Our College and Career Indicator was not included on the 2020, 2021, and 2022 CA School Dashboards, and the only comparison data available was from the 2019 CA School Dashboard, in which MUSD had 25.8% of seniors prepared for college/career. Technically, our rate did increase to 26.6% for the 2023 CA Dashboard, but is still labeled as “Low.” To offset these poor indicators, our previous actions from the 2023-24 LCAP are being revised to identify and create new solutions to improving the graduation rate and CCI, such as through the implementation of community schools, additional intervention practices, and the expansion of engaging courses via career technical education and dual enrollment with Copper Mountain College.

A summary of MUSD’s 2023 CA Dashboard for all students can be seen below:

	2022 CA School Dashboard	2023 CA School Dashboard	Difference
ELA CAASPP	-45.5 distance from standard	-43.4 distance from standard	-2.10 distance from standard
Math CAASPP	-88.5 distance from standard	-83.1 distance from standard	-5.4
Graduation Rate	84.9%	76.5%	-8.4%
Suspension Rate	10.3%	9%	-1.3%
College and Career Readiness	Not included in 2022 CA Dashboard	26.6%	N/A
ELPI	46.3%	51%	+4.7%

The 2023 CA School Dashboard also showed the following student groups as performing at the lowest performance level (Red).

Districtwide

Academic Indicator:

English Language Arts – English learners, Homeless, Students with Disabilities, and African American students

Math – English learners, Homeless, African American students

School Climate:

Suspension Rate – Foster youth and Pacific Islander students

Pupil Engagement:

Chronic Absenteeism – Foster youth, Homeless, African American, and Asian students

Graduation Rate – All students, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White

School Sites – All Student Group showing lowest performance levels

Friendly Hills Elementary

School Climate: Suspension Rate

Joshua Tree Elementary
School Climate: Suspension Rate

Morongo Valley Elementary
School Climate: Suspension Rate

Oasis Elementary
School Climate: Suspension Rate
Pupil Engagement: Chronic Absenteeism

Palm Vista Elementary
Pupil Engagement: Chronic Absenteeism

Twentynine Palms Elementary
School Climate: Suspension Rate
Pupil Engagement: Chronic Absenteeism

Yucca Mesa Elementary
School Climate: Suspension Rate

Twentynine Palms High
Pupil Engagement: Graduation Rate

Black Rock Continuation High
Academic Indicator: College/Career (scored one purple cell phone bar = Very Low)
Pupil Engagement: Graduation Rate

Any student group within any school with lowest performance outcomes

Condor Elementary

Academic Indicator:

English Language Arts – Students with Disabilities

Math – Students with Disabilities

Pupil Engagement:

Chronic Absenteeism – Hispanic students

Friendly Hills Elementary

School Climate:

Suspension Rate – Socioeconomically Disadvantaged and Hispanic students

Joshua Tree Elementary

School Climate:

Suspension Rate – Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White students

Pupil Engagement:

Chronic Absenteeism – Students with Disabilities

Landers Elementary

Pupil Engagement:

Chronic Absenteeism – White students

Morongo Valley Elementary

School Climate:

Suspension Rate – Socioeconomically Disadvantaged

Pupil Engagement:

Chronic Absenteeism – Socioeconomically Disadvantaged

Oasis Elementary

Academic Indicator:

English Language Arts – Socioeconomically Disadvantaged, Students with Disabilities, and African American students

Math – African American students

School Climate:

Suspension Rate – Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, and White students

Pupil Engagement:

Chronic Absenteeism – Socioeconomically Disadvantaged, Students with Disabilities, African American, and White students

Palm Vista Elementary

Academic Indicator:

English Language Arts – Students with Disabilities

School Climate:

Suspension Rate – Students with Disabilities and White students

Pupil Engagement:

Chronic Absenteeism – Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students

Twentynine Palms Elementary

Academic Indicator:

English Language Arts – Socioeconomically Disadvantaged and Students with Disabilities

School Climate:

Suspension Rate – Socioeconomically Disadvantaged, African American, and Hispanic students

Pupil Engagement:

Chronic Absenteeism – Socioeconomically Disadvantaged, Hispanic, and White students

Yucca Mesa Elementary

Academic Indicator:

English Language Arts – Students with Disabilities

Math – Students with Disabilities

School Climate:

Suspension Rate – Socioeconomically Disadvantaged, Hispanic, and White students

Pupil Engagement:

Chronic Absenteeism – Hispanic students

Yucca Valley Elementary

School Climate:

Suspension Rate – Homeless and Students with Disabilities

La Contenta Middle

Academic Indicator:

English Language Arts – English Learners

Math – African American students

School Climate:

Suspension Rate – African American students

Pupil Engagement:

Chronic Absenteeism – Homeless and African American students

Twentynine Palms Junior High

Academic Indicator:

English Language Arts – Socioeconomically Disadvantaged, Students with Disabilities, and African American students

Twentynine Palms High

Pupil Engagement:

Graduation Rate – Students with Disabilities

Yucca Valley High

Academic Indicator:

English Language Arts – Students with Disabilities

Math – Students with Disabilities

Black Rock Continuation High

Academic Indicator:

College/Career - Socioeconomically Disadvantaged and White students

Pupil Engagement:

Graduation Rate – Socioeconomically Disadvantaged, Hispanic, and White students

MUSD has several school sites that have concerning suspension and chronic absenteeism rates, such as Friendly Hills Elementary (FHES), Joshua Tree Elementary (JTES), Morongo Valley Elementary (MVES), Oasis Elementary (OES), Palm Vista Elementary (PVES), Twentynine Palms Elementary (TPES), and Yucca Mesa Elementary (YMES), which require critical interventions. These rates indicate that some students may not be engaged in school activities, which could lead to poor academic performance and disengagement from the learning process. To improve these rates, we will adopt a multi-faceted approach. Firstly, we will establish a behavior support team that can identify and address behavior issues before they escalate through our MTSS district-wide program (Goal 1, Action 1; Goal 2, Action 1 and 3). Secondly, we will provide professional development to teachers on classroom management strategies that promote positive behaviors and reduce disruptive behaviors (Goal 1, Action 9; Goal 2, Action 2). Lastly, we will engage parents and community members in student development to increase engagement and address attendance and behavior concerns (Goal 3, Action 1). By taking these actions, we can create a safe and inclusive learning environment that promotes academic success and positive behavior.

Local Data

MUSD is always aiming to increase the number of opportunities available for students to participate in Career Technical Education (CTE) and dual enrollment courses. We have continued to increase the number of students enrolled, such as with CTE, in which in 2022-23 we had 329 students enrolled and in 2023-24 have 420. As for dual enrollment, last school year, we had 256 (2022-2023), and this year, we have 701 (2023-2024) enrollments. This school year, we fully implemented the switch from STAR to i-Ready, with the following results for students on or above grade level:

Window 1 (September 2023) – Reading:	Window 2 (January 2024) – Reading:	Window 3 (May 2024) – Reading:
Early On Grade Level = 12%	Early On Grade Level = 18%	Early On Grade Level = 18%
Mid or Above Grade Level = 9%	Mid or Above Grade Level = 15%	Mid or Above Grade Level = 23%
Window 1 (September 2023) – Math:	Window 2 (January 2024) – Math:	Window 3 (May 2024) – Math:
Early On Grade Level = 7%	Early On Grade Level = 15%	Early On Grade Level = 17%
Mid or Above Grade Level = 3%	Mid or Above Grade Level = 7%	Mid or Above Grade Level = 17%

LCAP Survey

MUSD had 4,572 participants take the LCAP survey this year. There were 2,884 students, 1,129 parents/community members, and 559 staff members. The results indicated the following:

Percentage of Students who Strongly Agree/Agree with the following statements:

84.2% Teachers and other staff treat me with respect.

83.1% My school provides me with the materials I need to learn.

84.9% I use technology in class regularly.

80% The work I do in school challenges me or makes me think.

79.2% I have learned new skills or improved in reading this year.

Percentage of Parents/Community Members who Strongly Agree/Agree with the following statements:

84.8% The school(s) provide(s) a welcoming environment for me.

82.3% The school's teachers and other staff members treat students with respect.

86.6% Students have instructional materials to support student learning, including technology, textbooks, etc.

91.3% Technological and 21st-century skills are important when it comes to students' education.

92.7% It is important to me that schools have intervention teachers available to support student learning.

90.5% Teachers and staff should receive ongoing training and professional development on curriculum and instruction.

Percentage of Classified/Certificated Staff Members who Strongly Agree/Agree with the following statements:

91.7% The school's teachers and other staff members treat students with respect.

82.2% Students use technology in class to assist them in mastering the academic standards.

84.9% The school offers referral services for health, career, personal counseling, and academic assistance.

90.1% It is important to me that schools have intervention teachers available to support student learning.

91.7% Staff should receive ongoing training and professional development on curriculum and instruction.

80.7% My school campus(es) is/are safe.

The above percentages indicate the positive perceptions from our educational partners regarding different aspects of our district. Last year, we had approximately 3,500 participants complete the survey, demonstrating about an additional 1,000 participants providing feedback. Based on last year's percentages, we have had more positive feedback from our partners demonstrating effectiveness in Goal 1, Actions 4 and 5, and Goal 2, Actions 1 and 3.

Despite the aforementioned, we did receive some percentages of Strongly Agree/Agree that were less than half or close to half of the percentages that will be addressed in the actions for the 2024-25 LCAP.

35% of Parents/Community Members are aware of the UC/CSU A-G requirements.

50.8% of Parents/Community Members and 46.3% of staff members believe students have sufficient academic opportunities to choose from.

These two statements from our survey illustrate how parents and community members want to see an increase in academic opportunities, such as electives, types of courses, etc., that are available for students to choose from (Goal 1, Actions 2 and 4). Furthermore, there needs to be more of a push on the A-G requirements from the parents' point of view to be able to encourage a cohesive family-school connection that reflects a college-going mindset (Goal 1, Action 2; Goal 3, Action 1). Therefore, actions for the 2024-25 LCAP will look into developing better engagement between MUSD and families, as well as the community, which can focus on graduation and college and career readiness to improve our graduation rate and CCI.

Reflections: Technical Assistance

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

MUSD is eligible for Differentiated Assistance (DA) with four student groups, including African American (low performing in ELA, Math, and Chronic Absenteeism Rate), Foster Youth (low performing in Suspension Rate and Chronic Absenteeism Rate), Homeless (low performing in ELA, Math, Chronic Absenteeism Rate, and Graduation Rate), and Students with Disabilities (low performing in ELA, Math, and Graduation Rate). MUSD attended a webinar from the San Bernardino County Superintendent of Schools (SBCSS) on January 17th, which delved into the goals of DA and how districts became eligible. On January 29th, the DA district improvement team, which included individuals from Instructional Services and SELPA, attended an in-person DA workshop to complete a root cause analysis to help support our students with disabilities. A representative from SBCSS worked with our district to help identify the root cause of why our students with disabilities were not succeeding in ELA by creating a problem statement and completing various activities to help support our next steps. While working with SBCSS, a Plan, Do, Study, Act was created for implementation to support student outcomes for our SWD with our district improvement team. Additionally, the team lead will meet monthly with the SBCSS Accountability Partner to discuss MUSD's progress of the work being integrated to help support our SWD. SELPA, in coordination with Instructional Services, is going to continue and expand the goal-setting activity in which students with disabilities are shown their previous CAASPP scores and create a goal to keep in mind during the following testing session. This also includes our local benchmark data via i-Ready in Reading and Math. Thus far, the goal-setting activity had ELA goals average an increase of 91 points, while with math, it is 94 points for 4th through 8th-grade students throughout MUSD. Additionally, from the DA workshop, it was discussed amongst the team that general education teachers needed more support to help their special education students in terms of professional development/training. SELPA is going to expand Universal Design for Learning (UDL) training, which was currently at only Twentynine Palms Junior High School (TPJHS), to other interested schools to help improve the support given to all students, especially SWD. TPJHS will serve as a pilot school next school year, but other schools that have had UDL support during the 2023-24 school year include Landers Elementary School, La Contenta Middle School, and Yucca Mesa Elementary School as they learn UDL theory and practices to implement in 2024-25. Other measures to improve CAASPP ELA scores include co-teaching training through Supporting Inclusive Practices (SIP) that will work in conjunction with Special Education Experts (SpedEx) to improve secondary core instruction and create a UDL implementation team. The team will consist of various members, including literacy coaches, directors, a SELPA representative, and the DA team, to ensure the integration of UDL into our 16 school sites and two programs.

Goal 1 aims to provide African American students with targeted academic interventions, such as Multi-Tiered System of Support (MTSS), UDL, credit recovery, summer school, and independent study to improve their proficiency in ELA and Math (Goal 1, Actions 1, 3, and 4). Additionally, MUSD will address Chronic Absenteeism among African American and Homeless Youth through outreach personnel and transportation (Goal 3, Actions 1 & 2). Homeless youth also are low performing in ELA and Math, as well as low graduation rate. To combat their low performance, MUSD will increase academic achievement by providing professional development to teachers who teach unhoused pupils as well as additional interventions through credit recovery, summer school, and co-teaching (Goal 1, Actions 2, 3, and 9). Foster youth will also participate in the same support of transportation to reduce chronic absenteeism (Goal 3, Action 3). For their suspension rate, MUSD will provide professional development to staff on mental and emotional health needs, as well as offer additional safety personnel to support behavior issues that can be resolved through mental health programs and services (Goal 2, Actions 1, 2, and 3). And lastly, for our

other areas of low performance for SWD, including Math and Graduation Rate, MUSD will provide the above supports mentioned, as well as increased access to technology and professional development that focuses on differentiated instruction (Goal 1, Actions 6 and 9).

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 (identified for low graduation rate)

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 School District (MUSD) is committed to supporting Black Rock Continuation High School (BRHS) in developing a comprehensive support and improvement (CSI) plan. As a first step, MUSD conducted a needs assessment through a survey involving staff, students, and parents. The results showed that social-emotional learning and intervention were among the top priorities for each educational partner group to improve the school's performance and graduation rate.

BRHS has been facing the resource inequity of a lack of support services, which has hindered its ability to provide comprehensive support to its students. To address this issue, CSI funding will be utilized to provide half of the salary for a Multi-Tiered System of Support (MTSS) teacher and a portion of a counselor's salary.

The MTSS is a framework that integrates academic, behavioral, and social-emotional support for students. By hiring an MTSS teacher, BRHS will have dedicated personnel to implement evidence-based practices and interventions tailored to the specific needs of the student population. The MTSS teacher will work collaboratively with the existing staff to identify students who require additional support and develop targeted interventions to address their individual needs.

Additionally, the counselor's role will be crucial in providing social-emotional support to students, which was identified as a priority area by the educational partners. The counselor will work closely with the MTSS teacher and other staff members to develop and implement strategies that promote positive behavior, mental health, and overall well-being of the students.

To ensure the implementation of effective practices, the staff at BRHS, along with district personnel, conducted research and identified evidence-based practices and interventions from reliable sources such as the California Department of Education's CSI website (https://www.cde.ca.gov/sp/sw/t1/csi.asp), the What Works Clearinghouse (https://ies.ed.gov/ncee/wwc/), and ESSA Implementation Resources (https://www.evidenceforessa.org/). These resources will guide the selection and implementation of appropriate interventions for the MTSS teacher and counselor to implement on-site.

By addressing the lack of support services through the addition of an MTSS teacher and a counselor, BRHS aims to improve its graduation rate. With dedicated personnel focusing on academic, behavioral, and social-emotional support, students will receive the targeted interventions and guidance they need to overcome challenges and achieve academic success.

MUSD recognizes the importance of providing equitable resources to all its schools, including those designated as CSI. By investing in personnel and evidence-based practices through CSI funding, BRHS will be better equipped to support its students and improve overall student outcomes.

Monitoring and Evaluating Effectiveness

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

Morongo Unified School District (MUSD) and Black Rock Continuation High School (BRHS) have established a comprehensive monitoring and evaluation plan to ensure the effective implementation of the Comprehensive Support and Improvement (CSI) plan and track progress toward student and school improvement.

One of the key components of this plan is the use of the Panorama survey, which will be administered quarterly to different educational partners, including staff, students, and parents. The Panorama survey is designed to assess various aspects of the school environment, such as social-emotional learning, school climate, and student engagement. The results from these surveys will provide valuable insights into the effectiveness of the Multi-Tiered System of Support (MTSS) teacher and the counselor in addressing the identified priorities of social-emotional learning and intervention.

In addition to the Panorama survey, BRHS and MUSD will closely monitor academic progress through the use of NWEA Measures of Academic Progress (MAP) local benchmarks in English Language Arts (ELA) and mathematics. These benchmarks will provide regular data points to track student growth and identify areas where additional support or interventions may be needed. The MTSS teacher will play a crucial role in analyzing this data and implementing targeted interventions to ensure students are making adequate progress.

Furthermore, BRHS and MUSD will closely monitor attendance data, behavior incidents, including major and minor disciplinary referrals, suspensions, and expulsions throughout the school year. These data points are important indicators of the overall school climate and student engagement, which can directly impact academic performance and graduation rates. The counselor's role will be instrumental in addressing any social-emotional or behavioral concerns that may arise, working closely with the MTSS teacher and other staff members to implement appropriate interventions and support systems.

By evaluating the data collected from Panorama, NWEA MAP benchmarks, attendance, and behavior records, BRHS and MUSD will have a comprehensive understanding of the impact of the MTSS teacher and counselor on student outcomes. This data-driven approach will allow for ongoing adjustments and refinements to the CSI plan, ensuring that the resources and interventions are effectively supporting student and school improvement.

Ultimately, the success of the CSI plan will be reflected in the overall graduation rate, which is a key indicator reported on the California School Dashboard for which BRHS is qualified for CSI. By providing targeted academic, social-emotional, and behavioral support through the

MTSS teacher and counselor, BRHS aims to increase student engagement, improve academic performance, and ultimately, boost the graduation rate, demonstrating the effectiveness of the CSI plan in addressing the resource inequity of lack of support services.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, principals, administrators, other school personnel, CSEA, MTA, parents, community members, Board of Education, and students	Beginning December 15, 2023, an LCAP survey was distributed to all teachers, principals, classified staff members, members of CSEA and MTA (our local bargaining units), parents, community members, and students from 4th to 12th grade. The survey was created via Survey Monkey and had seven questions for students, 15 questions for parents/community members, and 13 for staff members. A survey link was emailed district wide as well as posted to social media and our district's website. The survey was also sent out via robocalls and included in the weekly Smore newsletter the district sends to staff and the parent Smore newsletter, which is distributed monthly. Educational partners selected their role and then were transferred to their appropriate section, where the questions were geared toward that partner's perspective of the school, staff, and district. The survey gave Likert-scale questions to identify what our partners felt were our areas of success and challenges. Students, parents, and staff received statements to agree or disagree with based on instruction, communication, school culture, and intervention practices. Students and staff were able to choose from a list of priorities what MUSD should focus on for the next year's LCAP, while parents/community members had additional questions about what MUSD needs to improve in, what activities/workshops they are interested in, and what success has the district demonstrated. The survey closed on February 9, 2024.
DELAC/PAC – Parents of Low-Income students, Students with Disabilities, English Learners, Long-term English Learners, and Foster Youth.	The District English Learner Advisory Committee (DELAC)/Parent Advisory Committee (PAC) met on February 29, 2024, with MUSD to generate input on the LCAP priorities and future for the three-year cycle. MUSD presented the importance of the LCAP and how the DELAC/PAC is an important educational partner that influences the district in terms of the continuation and increase in services provided for English learners, low-income students, and other student groups. On May 2, 2024, an LCAP draft was shared with the DELAC/PAC. No comments were presented; therefore, the superintendent did not have to respond in writing.
CAC – Parents (of Students with Disabilities) and staff (Teachers, District Office Management, Principals, and Classified Staff)	The Community Advisory Committee (CAC) met on January 18, 2024, at Joshua Tree Elementary School. A presentation was given to members in attendance on the importance of the LCAP, how the plan affects funding and the possible directions the district will go for the next three-year cycle. The educational partners were able to ask questions and then complete a quick survey documenting their perspectives on what the district needs to improve upon and prioritize. There were no questions from the educational partners other than how to access the regular LCAP survey that was currently in distribution.

SELPA	On January 25, 2024, MUSD met with the Special Education Local Plan Area (SELPA) during their Special Education Staff Meeting (SESM) to consult with the SELPA director, program manager, program specialist, and other special education staff virtually to ensure the needs of our students with disabilities, which is also our Differentiated Assistance student group, were met. MUSD gave a presentation about the importance of the LCAP, how the plan affects funding and the possible directions the district will go in for the next three-year cycle. After the presentation, attendees were able to ask questions (there were none) and complete a quick survey about what they believe the LCAP should focus on. On May 2, 2024, an LCAP draft was shared with SELPA.
High school students	On February 12th, 15th, and 21st, student meetings were held in person with high school students at Twentynine Palms High School, Yucca Valley High School, and Black Rock High School to give students a voice in the LCAP. Students received a presentation about the importance of the LCAP and how their opinions and beliefs can influence their education, and the goals/actions the district makes for the 2024-25 school year. Students were given a scoring sheet to help navigate their wants and needs then were summarized to demonstrate how the results correlate with the LCAP survey and other results from other educational partners.
Equity Multiplier Palm Vista Elementary – Students, parents, teachers, and PTO	Students, parents, teachers, and PTO members were provided a survey to complete through multiple means of communication from February 5th to February 23rd. Students and parents were informed via digital platforms, email, and verbal directives on campus. Teachers were notified through emails and verbal instructions from the principal. PTO members received encouragement to participate in the survey through emails and verbally at meetings. The school utilized various communication channels to ensure widespread distribution and participation in the survey across all educational partner groups. Overall, the school received 233 responses from all educational partners that participated.
Equity Multiplier Oasis Elementary – parents, community members, and staff	Oasis Elementary School (OES) actively engaged educational partners, including families, community members, and staff, through focus groups, surveys, and one-on-one interviews starting December 2023 and ending on February 16, 2024. The anonymous survey allowed for quantitative data collection, while focus groups and interviews provided qualitative insights and nuanced opinions. The survey was distributed via email and at staff meetings to gather data on OES' needs as well as the needs of families that the school could support. One-on-one conversations and focus groups during workshops that the school provided also ensured valuable feedback from different educational partner groups which influenced OES' actions for Equity Multiplier. The dates of the workshops and focus groups include December 13th, January 24th, and February 13th.

Equity Multiplier/CSI Black Rock High School – Students, parents, certificated and classified staff	Black Rock Continuation High School (BRHS) conducted a comprehensive needs assessment for the Comprehensive Support and Improvement (CSI) and Equity Multiplier initiatives by surveying educational partners. The survey was distributed to certificated and classified staff, while parents were encouraged to participate through the School Site Council. Students provided input during an LCAP presentation, sharing their thoughts verbally and through the survey, which was open from December 15th to February 9th. The presentation and survey responses were sorted and coded to identify the school's needs via each educational partner group. BRHS employed various strategies, including email, social media, and verbal communication, to ensure maximum staff and family participation in the survey.
District Task Force	Starting in October 2023, district members from each department were selected to represent a District Task Force that would analyze the previous LCAP, local and state data, as well as expenditures to develop and create the new goals and actions for the 2024-25 LCAP. One member was selected from SELPA, two from Instructional Services, two from Business Services, and one from Human Resources. The Task Force met monthly and then bi-weekly to discuss the alignment of the LCAP with the district's Master Plan and community members' needs. The group also examined previous metrics and expenditures to consider possible cuts and new measures of success for future goals and actions. The Task Force members would bring the discussions, decision-making, and analysis from the meetings to their department meetings to create cohesive departmental/educational partner input from district members to help support the district office in preparing and implementing LCAP goals in the 2024-25 school year.
Board of Education	On February 13, 2024, at a regularly scheduled board meeting, the LCAP Mid-Year update was presented to the Board of Education (BOE) with regard to our previous cycle's LCAP beginning data to our current data. The BOE asked one question concerning the graduation rate, as previously mentioned dropped from the previous year, and what actions were going to take place to improve said rate. The Assistant Superintendent of Instructional Services gave an explanation of the efforts being put in place to improve the rate, such as the expansion of dual enrollment, CTE, and community schools. Later in the year, MUSD presented to the BOE the LCAP draft during a public hearing on June 11, 2024. The LCAP draft was provided to community members of the Morongo Basin 72 hours in advance of the public hearing meeting, along with the agenda and previous meeting minutes. The LCAP was available online, and a hard copy of the draft was supplied upon request. Afterward, the MUSD LCAP was presented and adopted on June 25, 2024, by the district's local governing board.

Insert or delete rows, as necessary.

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

As the feedback was gathered through LCAP Development meetings with different educational partners, MUSD's Instructional Services and the District Task Force analyzed and evaluated the results from the survey as well as specific coded statements to reflect the wants and needs of the community members, students, parents, and staff. Along with local and state data, prioritized requests were correlated to design possible LCAP goals for task force members to decide on regarding budgetary resources available. Actions and metrics followed thereafter.

The previous LCAP, including the mid-year data, was reflected upon to discuss the elimination or modification of specific actions. A start-stop-continue activity determined what actions satisfied the educational partners' specific needs and wants regarding the feedback gathered. Based on task force discussions and data analysis, specific actions were eliminated, while others were modified to assist with our DA group and new goals/actions. Furthermore, a review of previous expenditures impacted proposed expenditures and the LCAP budget, which was necessary due to declining enrollment and, therefore, a decline in LCFF funding. Some actions were absorbed into others, while the goals were reevaluated to reflect this year's gathered data and feedback from educational partners.

One significant change from the 2023-24 LCAP to the 2024-25 LCAP pertained to the goals. Originally, the goals reflected student achievement, safety, and recruiting and retaining staff members. However, due to the results from the LCAP survey and meetings with educational partners, a priority conceived was focusing on family and community engagement (Goal 3), listed as areas of improvement for MUSD. Furthermore, the safety and security goal (Goal 2) was expanded to ensure the inclusion of physical, emotional, and mental health, in which social-emotional health and physical safety and security were ranked high by educational partners. The new goals for the 2024-25 LCAP, excluding the Equity Multiplier goals, are as follows:

Goal 1: Students will have multiple opportunities and supports to achieve high levels of academic success to graduate college- and career-ready.

Goal 2: Students will have access to high-quality staff members who are skilled at creating safe and secure learning environments for students to succeed mentally, physically, and emotionally.

Goal 3: MUSD will foster strong partnerships between schools, families, and the community support student success and holistic development.

The LCAP survey and meetings with educational partners revealed differing priorities among students, parents, and staff, though some areas overlapped. Students prioritized safety and security (Goal 2, Actions 1 and 3) and health services (Goal 2, Actions 1 and 3). Parents focused on school safety (Goal 2, Action 3), training for staff (Goal 1, Action 9), social-emotional needs (Goal 2, Action 2), academic achievement (Goal 1, Actions 1, 2, 3, 4, 5, 7, 8, and 11), family and community engagement (Goal 3, Actions 1 and 2), and student participation and connectedness (Goal 2, Actions 1 and 2). Staff emphasized counseling for social-emotional needs (Goal 2, Action 1), MTSS (Goal 1, Action 1), and safety and security (Goal 2, Action 3).

Based on these results, MUSD decided to prioritize student achievement, which is a concern for parents and staff. This included continuing independent study, dual enrollment, and CTE courses (Goal 1, Actions 2 and 4). Additionally, the district's community schools initiative aimed

to benefit students and families (Goal 1, Action 11; Goal 2, Action 2; Goal 3, Action 1), addressing parents' and staff's priorities. Technology for 21st-century skills (Goal 1, Actions 6) was also deemed important by parents and staff.

Equity Multiplier Sites

Oasis Elementary

The information garnered from educational partners from Oasis Elementary (OES) showcased the following initiatives of prioritizing student programs and enhancing student well-being. Student programs will be improved to ensure students at OES benefit from additional supports, such as with the employment of an additional instructional aide and an instructional coach (Goal 4, Action 1). These new hires will improve student engagement and academic achievement by incorporating the necessary training and interventions to improve reading and math as measured by M4.1, 4.3, 4.5, 4.7, and 4.11. Feedback also endorsed the need for incorporating additional health services and supports through a behavioral instructional aide and mental health counselor, as these roles can contribute directly to improving school climate and supporting students' overall well-being, which is essential to fostering an environment conducive to academic success and engagement (Goal 4, Action 2).

Palm Vista Elementary

Feedback gathered from educational partners at Palm Vista Elementary (PVES) influenced the creation of Goal 4 as the Equity Multiplier Focus Goal and its actions and metrics. Based on the data, PVES has several areas of improvement to include, such as improving their California School Dashboard metrics for student groups with the lowest performance outcomes on the state indicators. PVES' survey responses indicated how staff would need to continue to increase participation in after-school extracurricular activities and clubs while also prioritizing field trips and off-campus learning opportunities to increase student engagement and, therefore, improve the chronic absenteeism rate (Goal 4, Action 7). Additionally, PVES will improve the school climate, as noted by parents and families, in which PVES will need to coordinate with outside agencies, such as Desert Mountain Children's Center, to provide training to staff in anti-bullying strategies and social-emotional needs (Goal 4, Action 6). PVES will also support students' academic achievement by hosting literacy and math nights for parents, empowering them to support students' success while also updating the schedule for the Mutli-Tiered System of Support (MTSS) teacher and attending training to enhance teachers' instruction (Goal 4, Actions 4 and 5). The schedule will focus on providing targeted small-group instruction in literacy and math with the help of new curriculum and instructional resources. And lastly, findings recommend that PVES add an intervention teacher to help support any behavioral issues (Goal 4, Action 3). The teacher will work alongside the MTSS teacher to support attendance, behavior, and social-emotional needs, which will be communicated regularly with families to ultimately improve student engagement and academic achievement. Overall, the feedback gathered from PVES' survey influenced the actions and expenditures of Goal 4 to ensure success in academic achievement, school climate, and student engagement, as measured by the California School Dashboard.

Black Rock Continuation High School

The information gathered from the survey administered to Black Rock Continuation High School (BRHS) has directly influenced the Equity Multiplier goal of incorporating the Paxton/Patterson curriculum to increase student interest in Career Technical Education (CTE) courses and provide additional opportunities for student engagement.

The survey results revealed a strong desire among the BRHS community for more engaging and practical learning experiences that prepare students for future careers. By introducing the Paxton/Patterson curriculum, which focuses on hands-on, project-based learning in various CTE pathways, BRHS aims to capture students' interest and foster a deeper connection with their studies to eventually desire to participate in CTE courses at their original comprehensive high school (Goal 5, Actions 1 & 2).

Increasing student engagement through the Paxton/Patterson curriculum can have a positive impact on academic achievement. When students are actively engaged in relevant and practical learning experiences, they are more likely to develop a deeper understanding of the content and apply their knowledge effectively. This, in turn, can lead to improved academic performance and better preparation for college and career paths.

Moreover, the Equity Multiplier action of incorporating Paxton/Patterson aligns with the objective of improving student engagement at BRHS. By MUSD offering a diverse range of CTE courses and engaging instructional methods, students are provided with opportunities to explore their interests and discover potential career paths. This increased engagement can lead to higher motivation, better attendance, and a stronger connection to the school community, all of which contribute to overall student success.

Ultimately, implementing the Paxton/Patterson curriculum at BRHS can positively impact the graduation rate and the college and career indicator. By providing students with relevant and engaging learning experiences, they are better equipped to develop the necessary skills and knowledge for future success, increasing their likelihood of completing high school and pursuing post-secondary education or entering the workforce.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will have multiple opportunities and supports to achieve high levels of academic success to graduate college- and career-ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 5: Student Engagement (Engagement)

Priority 7: Course Access (Pupil Outcomes)

Priority 8: Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Morongo Unified School District, in collaboration with our dedicated staff, parents, and students, is committed to improving student learning outcomes and academic achievement. We recognize the need for further progress in academic performance, as indicated by both standardized assessments and local benchmarks. Our data-driven decisions ensure the best course of action for each student. Together, we aim to close the achievement gaps and accelerate learning for all student groups.

With a firm commitment to academic success, MUSD plans to implement instruction based on California State Standards to prepare students for college and career and offer diverse courses and extensive support to meet the unique needs of all student groups. Our MTSS program, a multi-tiered support system, will continue to assist students in mastering academics and developing social-emotional skills. This successful program has shown promising results in improving academic achievement, behavior, and attendance.

To ensure mastery of 21st-century learning skills, technology will be incorporated into our core curricular program. We plan to expand the student-to-device ratio while securing and maintaining our alternative education, dual enrollment, and CTE programs. Expanding these programs will give our students greater instructional modality and schedule flexibility. Additionally, we will increase the number of pathways students have access to to graduate to achieve CTE and dual enrollment completeness.

Students will be provided transportation to and from school to support these actions. Sites will be allocated funds to address their individual needs, and professional development will be conducted to ensure effective research-based practices are implemented in every classroom.

We expect to see an increase in academic scores and language proficiency, an increase in the percentage of students graduating, and graduating CCI prepared, demonstrating an increase in student engagement as we implement these actions. By continually monitoring our defined metrics, we will be able to address areas of weakness and capitalize on areas of strength.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	CAASPP ELA Distance from Standard (DFS) Source: CA School Dashboard	2023 CA Dashboard: MUSD All -43.4 DFS SED -56.3 DFS EL -79.3 DFS LTEL (Baseline est. in yr. 1) FY -57.2 DFS SWD -121.9 DFS HY -88.7 DFS AA –74.4 DFS			All -34.4 DFS SED -44.3 DFS EL -67.3 DFS LTEL (TBD) FY -42.2 DFS SWD -109.9 DFS HY -82.7 DFS AA –65.4 DFS	N/A

M1.2	CAASPP ELA (Elementary Schools) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA Dashboard: CES SWD -106.5 DFS OES SED -75.2 DFS SWD -135.2 DFS AA -96.5 DFS PVES SWD -143.2 DFS TPES SED -76.5 DFS SWD -116.3 DFS YMES SWD -82.2 DFS			CES SWD -94.5 DFS OES SED -63.2 DFS SWD -123.2 DFS AA -87.5 DFS PVES SWD -131.2 DFS TPES SED -64.5 DFS SWD -104.3 DFS YMES SWD -70.2 DFS	N/A

M1.3	CAASPP ELA (Middle/Junior High Schools) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA Dashboard: LCMS EL -96.6 DFS TPJHS SED -80.8 DFS SWD -149.6 DFS AA -90.5 DFS			LCMS EL -84.6 DFS TPJHS SED -68.8 DFS SWD -137.6 DFS AA -81.5 DFS	N/A
M1.4	CAASPP ELA (High Schools) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA Dashboard: YVHS SWD -194.2 DFS			YVHS SWD -182.2 DFS	N/A
M1.5	CAASPP Math Distance from Standard (DFS) Source: CA School Dashboard	2023 CA Dashboard: MUSD All -83.1 DFS SED -93.6 DFS EL -126.3 DFS LTEL (Baseline est. in yr. 1) FY -106.3 DFS SWD -145.9 DFS HY -128.7 DFS AA –116.9 DFS			All 71.1 SED -78.6 DFS EL -117.3 DFS LTEL (TBD) FY -91.3 DFS SWD -130.9 DFS HY -122.7 DFS AA –110.9 DFS	N/A

M1.6	CAASPP Math (Elementary Schools) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA Dashboard: CES SWD -104 DFS OES AA -127 DFS YMES SWD -99.1 DFS			CES SWD -89 DFS OES AA -121 DFS YMES SWD -84.1 DFS	N/A
M1.7	CAASPP Math (Middle/Junior High Schools) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA Dashboard: LCMS AA -136.4 DFS			LCMS AA -130.4 DFS	N/A
M1.8	CAASPP Math (High Schools) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA Dashboard: YVHS SWD -253.2 DFS			YVHS SWD -238.2 DFS	N/A

M1.9	i-Ready Reading – Local Assessment % Meets or Exceeds	2024 Spring Reading Diagnostic All 41% SED 37% EL 16% FY 27% K 75% K & SED 72% K & FY 66%			All 53% EL 31%	N/A
M1.10	i-Ready Math – Local Assessment % Meets or Exceeds	2024 Spring Math Diagnostic All 34% SED 31% EL 16% FY 6.9% K 67% K & SED 60.4% K & FY 33.3%			All 43% EL 28%	N/A
M1.11	EL Reclassification % Reclassified Rate Source: Ellevation	Ellevation (2023-24) 14.9%			23.9%	N/A
M1.12	English Language Proficiency Indicator (ELPI) Source: CA School Dashboard	2023 CA Dashboard EL 51% LTEL 21%			EL 65% LTEL 41%	N/A

M1.13	Dual Enrollment (DE) Number of Students enrolled	Local Data (2023-24) 701 Students Enrolled			800 Students Enrolled	N/A
M1.14	Career Technical Education (CTE) Enrollment Number of students enrolled	Synergy (2023-24) 414 Students Enrolled			500 Students Enrolled	N/A
M1.15	CTE Completers % Completion Rate (Number of Students Completed)	Local Data (2023-24) 28.9% (105)			37%	N/A
M1.16	A-G Completion % of Seniors who have Completed A-G Source: DataQuest	DataQuest (2022-23) 24.2%			40%	N/A

M1.17	Graduation Rate % of Students Graduated Source: CA School Dashboard	2023 CA Dashboard All 76.5% SED 75.5% EL 69.2% LTEL (Baseline est. in yr. 1) FY Unknown (<11) SWD 64.4% HY 60.5% HI 77.3% WH 75.8% BRHS All 60.9% SED 61.4% HI 61.3% WH 59.6% TPHS All 77.3% SWD 50%			All 86.5% SED 87.5% EL 81.2% LTEL (TBD) FY 75% SWD 73.4% HY 69.5% HI 87.3% WH 85.8% BRHS All 70.9% SED 73.4% HI 71.3% WH 69.6% TPHS All 87.3% SWD 59%	N/A

M1.18	College and Career Indicator % CCI Prepared Source: CA School Dashboard	2023 CA Dashboard All 26.6% SED 23.3% EL 8% LTEL (Baseline est. in yr. 1) FY Unknown (<11) SWD 3% HY 5.6% BRHS All 1.2% SED 1.3% WH 0%			All 38.6% SED 35.3% EL 24% LTEL (TBD) FY 30% SWD 12% HY 20.6% BRHS All 13.2% SED 10.3% WH 6%	N/A
M1.19	AP Exam Passage Rate with a score of 3 or higher Source: College Board	AP Results 45.7%			54%	N/A

M1.20	Sufficient Access to Standards-Aligned Instructional Materials Implementation Level Source: CA School Dashboard	2023 CA Dashboard ELA – Full Implementation and Sustainability ELD - Full Implementation and Sustainability Math - Full Implementation and Sustainability Science - Full Implementation and Sustainability History - Full Implementation and Sustainability			ELA – Full Implementation and Sustainability ELD - Full Implementation and Sustainability Math - Full Implementation and Sustainability Science - Full Implementation and Sustainability History - Full Implementation and Sustainability	N/A

M1.21	Implementation of State Board-Adopted Academic Content and Performance Standards Implementation Level Source: CA School Dashboard	2023 CA Dashboard CTE – Full Implementation and Sustainability Health – Initial Implementation PE - Full Implementation and Sustainability VAPA - Full Implementation and Sustainability World Language - Full Implementation and Sustainability			CTE – Full Implementation and Sustainability Health – Full Implementation PE - Full Implementation and Sustainability VAPA - Full Implementation and Sustainability World Language - Full Implementation and Sustainability	N/A
M1.22	Access to a Broad course of study based on the California School Dashboard Indicator	2023 CA Dashboard 100%			100%	N/A
M1.23	Summative ELPAC % Proficient	2023 ELPAC Test Results EL 15.81% LTEL 20.59% AR-LTEL 8.11%			EL 21.81% LTEL 29.59% AR-LTEL 17.11%	N/A

M1.24	100% of core classes taught by a qualified teacher holding an applicable state certification/licensure requirement	2023-24 Local Data 98%			100%	N/A
M1.25	EAP: % of students prepared for college ELA Source: CA School Dashboard	2023 CA Dashboard 55.41%			61.4%	N/A
M1.26	EAP: % of students prepared for college Math Source: CA School Dashboard	2023 CA Dashboard 27.35%			33.4%	N/A
M1.27	% of Students who have Completed Both A-G and CTE Programs Source: Synergy and UC Compass	2023-24 Local Data 11.21%			17%	N/A
M1.28	Least Restrictive Environment (LRE) for SWD Source: System Improvement Leads	2022-23 System Improvement Leads More than 80% = 53.62% Less than 40% = 17.47%			More than 80% = 62% Less than 40% = 14%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

Analysis of the 2024-25 goals will occur during the 2025-26 update cycle.

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Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Equitable Access to Instructional Supports	MUSD will increase and maintain access to instructional supports for Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS) to close the ELA and Math achievement gaps while ensuring equitable access, as measured by M1.1 through 1.10. This action is principally directed to English Learners, LTELs, Foster Youth, and Low-Income students.	$2,137,146	Yes
1.2	Additional College and Career Support and Opportunities	Instructional Services will implement and maintain learning opportunities for students to participate in CTE, Dual Enrollment, and Advanced Placement courses. This action is principally directed to English Learners, Foster Youth, and Low-Income students to increase graduation and CCI outcomes as measured by metrics M1.13 through 1.19, 1.25, 1.26, and 1.27.	$1,997,619	Yes
1.3	Alternative Interventions and Supports	MUSD will ensure instructional support and intervention services are provided through credit recovery, co-teaching, and summer school, principally directed to Low-Income students to improve their CAASPP ELA and Math DFS, as well as graduation rate. This action will be measured by M1.1 through 1.8 and 1.17.	$247,179	Yes
1.4	Alternative Education Opportunities	Black Rock Continuation High School and Academy of College and Career Excellence will provide educational program options, such as independent study, accelerated learning, and virtual learning to ensure equitable access and support. This action is principally directed toward low-income and foster youth students and will be measured by M1.1 through 1.10, 1.16, 1.17, 1.20, 1.21, and 1.22.	$4,785,782	Yes
1.5	Targeted Supports in English Language Arts (ELA)	Instructional Services will maintain the employment of a literacy coach to provide ELA support for reading instruction and ELA instructional programs to improve reading and ELA skills. This action is principally directed to our Low-Income students and foster youth students as measured by M1.1, 1.2, and 1.9.	$223,086	Yes

1.6	Equitable Access to Technology	MUSD will increase and maintain access to technology for our students to have 1:1 devices, access to curriculum, and tech support, principally directed to English Learners, Foster Youth, and Low-Income students, to close the ELA and Math achievement gaps as measured by M1.1, through 1.10.	$3,227,354	Yes
1.7	Targeted Interventions and Supports for English Learners	Instructional Services will provide support, intervention, and English language services, through English acquisition programs (English Language Development [ELD], Specially Designed Instruction in English [SDAIE], and Ellevation) to close the math and ELA achievement gap and improve English language proficiency and EL reclassification rate, as measured by M1.1, 1.5, 1.9, 1.10, 1.11, 1.12, and 1.23.	$0	Yes
1.8	Targeted Interventions and Supports for Long-Term English Learners	Instructional Services will provide support and intervention services through English 3D to ensure support for English language services, including intensive English acquisition programs (English Language Development [ELD] and intensive Specially Designed Instruction in English [SDAIE]) to improve English language proficiency, as measured by M1.12 and 1.23	$112,180	Yes
1.9	Professional Development	MUSD will provide professional development to all staff to improve ELA and math skills and improve the graduation rate. This action is principally directed to Low-Income, Foster Youth, and English Learners and will be measured by M1.1 through 1.10,1.17, and 1.24.	$287,655	Yes
1.10	Expanded Learning Opportunities	MUSD will implement and maintain Full-Day Kindergarten to provide additional academic enrichment and real-world learning opportunities, principally directed toward foster and low-income youth as measured by metrics M1.9, 1.10.	$1,447,918	Yes
1.11	Funding for Innovative Academic Programs and Materials	MUSD will maintain the employment of a budget analyst to provide fiscal support for program implementation and academic success of all students as measured by M1.1, 1.5, 1.17, 1.20, and 1.22.	$78,622	No
1.12	English Learner and Long-Term English Learner Professional Development	MUSD will provide professional development to all staff to improve English Language Proficiency. This action is principally directed to English Learners and Long-Term English Learners and will be measured by M1.12 and 1.23.	$25,000	Yes

1.13	Students with Disabilities Professional Development	MUSD will provide professional development for staff, such as through MTSS, UDL, and goal setting to support academic achievement for students with disabilities as measured by M1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, and 1.28.	$5,000	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Students will have access to high-quality staff members who are skilled at creating safe and secure learning environments for students to succeed mentally, physically, and emotionally.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Student Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Throughout all of our meetings with educational partners, it was made clear that our students' health, safety, and emotional well-being were of utmost importance. This was evident in the data we obtained through various sources such as the Panorama screener, suspension and expulsion rates, LCAP survey, and in-person meetings with our partners.

This goal aims to support our students in the aforementioned areas and provide the necessary training to enhance our practices in school safety, positive culture development, and improving social-emotional and mental health needs.

To achieve this goal, we will implement our MTSS and PBIS programs, increase personnel, and provide various professional development opportunities to better connect with our students, especially those who need social-emotional support. By imparting these skills to our students, we aim to reduce disruptions to the school environment by decreasing behaviors that lead to the exclusion of students from our campuses. The increase in personnel and training will also ensure that our campuses are safe, providing a secure learning environment for our students.

Our plan is not set in stone. It is a dynamic, evolving strategy that will be continuously monitored. By keeping a close eye on our defined metrics, we can swiftly identify areas of weakness and capitalize on areas of strength. This commitment to ongoing improvement will guide us as we progress toward the 2024-25 school year, ensuring that our students' mental, physical, and emotional well-being remains at the forefront of our efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	PBIS Tier I & II % Implemented Source: PBISAssessment	2023-24 Local Data Tier 1 92% Tier II 87% Tier III 64%			Tier I 95% Tier II 90% Tier III 70%	N/A
M2.2	Suspension Rate % Suspended at least one day Source: CA School Dashboard	2023 CA Dashboard All 9% SED 10.3% EL 8.7% LTEL (Baseline est.in yr. 1) FY 18.9% SWD 12.5% HY 14.5% PI 16.9%			All 6% SED 5.3% EL 5.7% LTEL (TBD) FY 13.9% SWD 7.5% HY 11.5% PI 13.9%	N/A

M2.3	Suspension Rate (Elementary Schools) % Suspended at least one day Source: CA School Dashboard	2023 CA Dashboard FHES All 7% SED 9.2% HI 7.7% JTES All 9.6% SED 9.8% SWD 6.1% HI 9.7% WH 10% MVES All 3.4% SED 3.7% OES All 12.9% SED 13.9% SWD 16.4% AA 20.5% HI 8.4% WH 14%			FHES All 4% SED 4.2% HI 4.7% JTES All 6.6% SED 4.8% SWD 3.1% HI 6.7% WH 7% MVES All 2% SED 2% OES All 9.9% SED 8.9% SWD 11.4% AA 15.5% HI 5.4% WH 11% PVES SWD 4.5%	N/A

		PVES SWD 9.5% WH 10.9% TPES All 6.7% SED 8.5% AA 15.4% HI 6.5% YMES All 7.3% SED 8.3% HI 7.3% WH 7.7% YVES HY 10.3% SWD 6.6%			WH 7.9% TPES All 3.7% SED 3.5% AA 10.4% HI 3.5% YMES All 4.3% SED 3.3% HI 4.3% WH 4.7% YVES HY 7.3% SWD 3%	
M2.4	Suspension Rate (Middle/Junior High Schools) % Suspended at least one day Source: CA School Dashboard	2023 CA Dashboard LCMS AA 30.6%			LCMS AA 25.6%	N/A

M2.5	Expulsion Rate % Students expelled Source: DataQuest	2022-23 DataQuest 0.10%			0.05%	N/A
M2.6	LCAP Survey – Safety % of Students Agree/Strongly Agree	2023-24 LCAP Survey All 57.6% SED 50.3%			All 63% SED 60%	N/A
M2.7	LCAP Survey – School Connectedness % of Students Agree/Strongly Agree	2023-24 LCAP Survey All 77.7% SED 67.6%			All 80% SED 75%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Mental and Emotional Health Programs and Services	Instructional Services, MUSD SELPA, and a behavior specialist will implement Panorama Education and Daybreak Health to assist with MTSS and PBIS integration receiving support services targeting social-emotional skills, mindfulness, and trauma that ensure positive school environments. This action is principally directed to support low-income, foster youth, and English learner students and will be measured by M2.1 through 2.7.	$286,371	Yes
2.2	Collaborative Leadership and Practices Targeting Social-Emotional Needs	MUSD will provide professional development for all classified and certificated staff on mental and emotional health needs, such as through training on Panorama Education and DayBreak Health, to support the social-emotional and connectedness needs of our students. This action is principally directed to our low-income students as measured by M2.2, 2.3, 2.4, 2.5, 2.6, and 2.7.	$98,823	Yes
2.3	Physical Safety Personnel	School sites will ensure site personnel, such as administrative assistants, campus safety/school resource officers (SROs), custodial, etc., support safety practices as measured by M2.1, 2.2, 2.3, 2.4, and 2.5.	$1,468,868	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	MUSD will foster strong partnerships between schools, families, and the community to support student success and holistic development.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement

Priority 5: Student Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

MUSD is dedicated to engaging with our community and students' families. We value our relationship with the diverse local community and strive to connect with families, students, and community members in innovative, active, and responsive ways. We believe that all learning community members play a part in student success, and maintaining positive engagement with educational partners is a crucial aspect of providing successful programs that lead to improved student outcomes. We value the diverse cultures within the Morongo Basin and aim to build positive relationships with families based on trust, respect, and a focus on student success.

The metrics listed under Goal 3 were used to develop the goal statement and determine actions within the goal to improve outcomes for unduplicated students continuously. Actions are also intended to be responsive to family, student, and community needs based on educational partner input and feedback. Our LCAP survey responses and educational partner meetings identify a continuing need for various parent connection and family support services to satisfy and exceed students' needs. Parent and family feedback indicate a desire to increase the accessibility of communication between schools and parents to ensure student success.

The actions in Goal 3 are intended to support family and community involvement and engagement. This will be accomplished through various outreach efforts, services, and supports based on identified needs and educational partner input, including community schools support. Metrics within Goal 3, such as LCAP survey results and participation in activities/events, allow the district to monitor progress throughout the year and adjust services and programs in a responsive and timely manner.

MUSD has an ongoing focus on creating a set of resources, services, and programs that result in positive and collaborative relationships with families and community members centered on student success in school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	Parent/Community Member LCAP Survey Participation Number of participants who submitted the survey	2023-24 LCAP Survey Results All 1,129 parent/community member participants SED 273 EL 39 FY 12 SWD 179			All 1,300 parents/community member participants SED 500 EL 70 FY 50 SWD 400	N/A
M3.2	Parent/Community Member Activity/Event Participation Number of parents/ community members who participated in an activity during school year	2023-24 LCAP Survey Results All 683 parents/community members participated in an activity/event SED 167 EL 19 FY 11 SWD 122			All 750 parents/community members participating in an activity/event SED 400 EL 60 FY 50 SWD 400	N/A

M3.3	Chronic Absenteeism Rate % of students chronically absent Source: CA School Dashboard	2023 CA Dashboard All 32.1% SED 35.6% EL 31.1% LTEL (Baseline est. in yr. 1) FY 29.1% SWD 38.6% HY 61.5% AA 38.9% Asian 22.7%			All 26.1% SED 26.6% EL 25.1% LTEL (TBD) FY 20.1% SWD 32.6% HY 52.5% AA 32.9% Asian 16.7%	N/A

M3.4	Chronic Absenteeism Rate (Elementary Schools) % of students chronically absent Source: CA School Dashboard	2023 CA Dashboard CES HI 14.9% JTES SWD 45.5% LES WH 26.8% MVES SED 23.3% OES All 42.9% SED 44.7% SWD 45.5% AA 44.6% WH 40.3% PVES All 41.4% SED 41.9% SWD 42.3% HI 48.3%			CES HI 8.9% JTES SWD 39.5% LES WH 20.8% MVES SED 14.3% OES All 36.9% SED 35.7% SWD 39.5% AA 38.6% WH 34.3% PVES All 35.4% SED 32.9% SWD 36.3% HI 42.3% TPES	N/A

		TPES All 32.3% SED 40.6% HI 40.4% WH 27.8% YMES HI 42.1%			All 26.3% SED 31.6% HI 34.4% WH 21.8% YMES HI 36.1%	
M3.5	Chronic Absenteeism Rate (Middle/Junior High Schools) % of students chronically absent Source: CA School Dashboard	2023 CA Dashboard LCMS HY 71.1% AA 52.8%			LCMS HY 62.1% AA 46.8%	N/A
M3.6	Attendance Rate % Average Attendance Source: CALPADs	CALPADs (2023-24) 90.1%			94%	N/A
M3.7	Middle School Dropout Rate Source: CALPADs	CALPADs (2023-24) 0.05% (4 students)			0.04%	N/A
M3.8	High School Dropout Rate Source: CALPADs	CALPADs (2023-24) 1.2% (101 students)			1%	N/A

M3.9	Number of facilities that meet the "Good Repair" standard according to the annual FIT report	FIT report (2023-24) 12 of 18			18 of 18	N/A

Insert or delete rows, as necessary.

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Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family and Community Engagement	Outreach personnel will continuously engage with community members and families to meet students' basic needs to reduce the chronic absenteeism rate and improve overall attendance and well-being. This action is principally directed at our Low-Income students and is measured by M3.1, 3.2, 3.3, 3.4, 3.5, 3.6, and 3.9.	$304,886	Yes
3.2	Transportation Support	MUSD will increase and maintain access to transportation to assist families in reducing students' chronic absenteeism and increasing their attendance. This action is principally directed to Foster Youth and Low-Income students and is measured by M3.3, 3.4, 3.5, 3.6, 3.7, and 3.8.	$5,608,752	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Over the course of the next three years, Oasis Elementary and Palm Vista Elementary will improve academic achievement (ELA and Math CAASPP scores), school climate (suspension rate), and student engagement (chronic absenteeism rate) for all students, including Socioeconomically Disadvantaged, Students with Disabilities, African American students, Hispanic students, and White students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement (Pupil Outcomes)

Priority 5: Student Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Oasis Elementary School (OES) and Palm Vista Elementary School (PVES) have been identified as Equity Multiplier schools due to their mobility rate being higher than 25% and their unduplicated student population being higher than 70%. According to the 2023 California School Dashboard, both schools have student groups that received the lowest performance level, indicated by red color coding, in academic achievement (ELA and Math CAASPP scores), school climate (suspension rate), and student engagement (chronic absenteeism rate). Consequently, Morongo Unified School District (MUSD) has made it a top priority to focus on improving academic achievement, school climate, and student engagement at these two sites, with a particular emphasis on the student groups that have received red indicators.

Actions 4.1 through 4.7 aim to improve their specified metrics, which were developed based on the feedback received from various educational partners at OES and PVES via the two surveys distributed. These partners include students, parents, teachers, staff members, and community members, ensuring a comprehensive and inclusive approach to addressing the identified areas of concern. Actions 4.1 and 4.2 support OES' academics as measured by i-Ready and CAASPP scores along with the improving the site's suspension rate by meeting students' social-emotional needs through mental health and behavior intervention. Additionally, Actions 4.3 through 4.7 support PVES in their academics and behavior to improve the CA Dashboard indicators, including suspension rate, CAASPP scores, and chronic absenteeism rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	CAASPP ELA Distance from Standard (DFS) Oasis Elementary Source: CA School Dashboard	2023 CA Dashboard: All –69 DFS SED –75.2 DFS SWD –135.2 DFS AA –96.5 DFS			All –59 DFS SED –63.2 DFS SWD –123.2 DFS AA –87.5 DFS	N/A
M4.2	CAASPP ELA Distance from Standard (DFS) Palm Vista Elementary Source: CA School Dashboard	2023 CA Dashboard: All –78.7 DFS SWD –143.2 DFS			All –68.7 DFS SWD –131.2 DFS	N/A
M4.3	i-Ready Reading – Local Assessment % Meets or Exceeds Oasis Elementary	2024 Spring Reading Diagnostic All 39%			All 49%	N/A
M4.4	i-Ready Reading – Local Assessment % Meets or Exceeds Palm Vista Elementary	2024 Spring Reading Diagnostic All 29%			All 39%	N/A
M4.5	CAASPP Math	2023 CA Dashboard:			All –72.9 DFS AA –121 DFS	N/A

	Distance from Standard (DFS) Oasis Elementary Source: CA School Dashboard	All –84.9 DFS AA –127 DFS				
M4.6	CAASPP Math Distance from Standard (DFS) Palm Vista Elementary Source: CA School Dashboard	2023 CA Dashboard: All –101.5 DFS			All –89.5 DFS	N/A
M4.7	i-Ready Math – Local Assessment % Meets or Exceeds Oasis Elementary	2024 Spring Math Diagnostic All 31%			All 40%	N/A
M4.8	i-Ready Math – Local Assessment % Meets or Exceeds Palm Vista Elementary	2024 Spring Math Diagnostic All 21%			All 31%	N/A
M4.9	Suspension Rate % Suspended at least one day Oasis Elementary Source: CA School Dashboard	2023 CA Dashboard All 12.9% SED 13.9% SWD 16.4% AA 20.5%			All 9.9% SED 8.9% SWD 11.4% AA 15.5% HI 5.4% WH 11%	N/A

		HI 8.4% WH 14%				
M4.10	Suspension Rate % Suspended at least one day Palm Vista Elementary Source: CA School Dashboard	2023 CA Dashboard All 8% SWD 9.5% WH 10.9%			All 5% SWD 4.5% WH 7.9%	N/A
M4.11	Chronic Absenteeism Rate % of students chronically absent Oasis Elementary Source: CA School Dashboard	2023 CA Dashboard All 42.9% SED 44.7% SWD 45.5% AA 44.6% WH 40.3%			All 36.9% SED 35.7% SWD 39.5% AA 38.6% WH 34.3%	N/A
M4.12	Chronic Absenteeism Rate % of students chronically absent Palm Vista Elementary Source: CA School Dashboard	2023 CA Dashboard All 41.4%% SED 41.9% SWD 42.3% HI 48.3%			All 35.4% SED 32.9% SWD 36.3% HI 42.3%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Analysis of the 2024-25 goals will occur during the 2025-26 update cycle.

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

Analysis of the 2024-25 goals will occur during the 2025-26 update cycle.

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

Analysis of the 2024-25 goals will occur during the 2025-26 update cycle.

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

Analysis of the 2024-25 goals will occur during the 2025-26 update cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Academic Intervention and Support (OES)	Human Resources will hire an additional academic instructional aide and an instructional coach to provide academic support and increase engagement to OES' Low-Income students, Students with Disabilities, African American students, and White students to close the achievement gap in English Language Arts (ELA) and Math and	$335,446	No

		decrease the chronic absenteeism rate as measured by M4.1, 4.3, 4.5, 4.7, and 4.11.		
4.2	Behavioral Intervention and Support (OES)	Human Resources will hire an additional behavioral instructional aide and mental health counselor to support the social-emotional needs of Tier III students and improve the suspension rate of all OES' students, including Socioeconomically Disadvantaged students, Students with Disabilities, African American students, Hispanic students, and White students as measured by M4.9.	$277,173	No
4.3	Behavioral Interventions (PVES)	Human Resources will hire an additional intervention teacher to provide behavioral support to all students at PVES, including Students with Disabilities and White students, to reduce the suspension rate as measured by M4.10.	$365,718	No
4.4	Additional Curriculum and Instructional Resources (PVES)	Staff at PVES will implement supplemental curriculum via Magnetic Reading (2nd-5th) and Magnetic Math (K-5th) to improve academic performance in Reading and Math to support all students, including Students with Disabilities, as measured by M4.2, 4.4, 4.6, and 4.8.	$18,276	No
4.5	Academic Professional Development (PVES)	PVES will provide ongoing professional development for teachers on reading, literacy, and math to close the achievement gap to support Students with Disabilities as measured by M4.2, 4.4, 4.6, and 4.8.	$28,000	No
4.6	Student Engagement Professional Development (PVES)	PVES will provide additional professional development for teachers to increase student engagement and enhance expanded learning opportunities to decrease the chronic absenteeism rate and suspension rate to support all students, including Students with Disabilities, Socio-economically Disadvantaged students, White students, and Hispanic students as measured by M4.10 and 4.12.	$37,000	No
4.7	Engaging Learning Opportunities (PVES)	PVES will incorporate additional learning opportunities during the school day, such as environmental learning and STEM Lab Robotics, for all students, including Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students, to decrease the chronic absenteeism rate as measured by M4.12.	$24,681	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	By June 30, 2027, Black Rock Continuation High School will increase the graduation rate and college/career indicator for all students, including Socioeconomically Disadvantaged students, Hispanic students, and White students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Student Engagement (Engagement)

Priority 8: Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Black Rock Continuation High School (BRHS) has been identified as an Equity Multiplier school due to its mobility rate being higher than 25% and its unduplicated student population being higher than 70%. The 2023 CA School Dashboard reported BRHS's low performance in graduation rates and college/career readiness indicators. To address these areas of concern, BRHS plans to implement strategies aimed at increasing student engagement, particularly targeting the lowest-performing student groups, including Socioeconomically Disadvantaged students, Hispanic students, and White students.

The proposed actions listed below were developed based on the findings from a survey distributed to BRHS students, staff, and parents. The survey data revealed that enhancing student engagement and expanding course offerings were top priorities. Consequently, MUSD has decided to implement the new Paxton/Patterson curriculum to address these identified needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	Graduation Rate % of Students Graduated Source: CA School Dashboard	2023 CA Dashboard All 60.9% SED 61.4% HI 61.3% WH 59.6%			All 70.9% SED 73.4% HI 71.3% WH 69.6%	N/A

M5.2	College and Career Indicator % CCI Prepared Source: CA School Dashboard	2023 CA Dashboard All 1.2% SED 1.3% WH 0%			All 13.2% SED 10.3% WH 6%	N/A
M5.3	Attendance Rate % Average Attendance Source: CALPADs	CALPADs (2023-24) 83.4%			90%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Analysis of the 2024-25 goals will occur during the 2025-26 update cycle.

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

Analysis of the 2024-25 goals will occur during the 2025-26 update cycle.

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

Analysis of the 2024-25 goals will occur during the 2025-26 update cycle.

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

Analysis of the 2024-25 goals will occur during the 2025-26 update cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Career Exploration Modules	The school will provide new Career Exploration curriculum through Paxton/Patterson modules that prepare students for CTE courses to increase student engagement and the percentage of students prepared for college/career for all BRHS students, including Low-Income students, Hispanic students, and White students as measured by M5.2, and 5.3.	$176,075	No
5.2	Additional Instruction	The district will provide extra instructional support for the Paxton/Patterson Career Exploration curriculum and modules by extending a teacher's assignment to increase attendance and student engagement for all BRHS students as measured by M5.1 to 5.3.	$12,342	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$20,165,925	$2,093,005

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.53%	0%	$0	26.53%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1: Equitable Access to Instructional Supports	The 2023 CA Dashboard shows student outcomes on the CAASPP ELA for All Students as -43.4 Distance from Standard (DFS), while Low-Income (LI) were -56.3 DFS, English Learners (ELs) were -79.3 DFS, and Foster Youth (FY) was -57.2 DFS. As for the CAASPP Math, All Students were -83.1 DFS, LI were -93.6 DFS, ELs were -126.3 DFS, and FY were -106.3 DFS. Based on the above data, there is a large disparity between the results for all students compared to those of our unduplicated students for Math and ELA. According to the district's LCAP survey data, educational partners conveyed a heightened need for MTSS and UDL to assist struggling students academically. MTSS and UDL were rated the third highest among the top five focus areas for the district by 27% of staff respondents. Additionally, an overwhelming 90.1% of staff and 92.7% of parents who completed the LCAP survey found these programs essential for schools to implement to support student learning. A baseline for our Long-Term English Learners (LTELs) will be determined from the 2024 CA Dashboard, and although not yet available, MUSD is dedicated to providing services and supports to ensure success on the CAASPP in ELA and Math.	The action to increase and maintain access to instructional supports for UDL and MTSS frameworks addresses the needs of ELs, LTELs, FY, and LI students by directly targeting the significant achievement gaps these student groups face in ELA and Math, as evidenced by the CAASPP data. The implementation of UDL and MTSS frameworks is a research-based approach that addresses this disparity by providing a continuum of support tailored to individual student needs. UDL ensures that instructional materials and methods are designed to be accessible and engaging for all learners, while MTSS provides a tiered system of increasingly intensive interventions and progress monitoring. This action is LEA-wide to ensure equitable access and consistent implementation across the district. By scaling these initiatives district-wide, MUSD can leverage resources more effectively and establish a cohesive system of support that benefits all students, particularly our unduplicated student groups. Furthermore, the LCAP survey results underscore the importance of UDL and MTSS from the perspective of educational partners. With 27% of staff identifying these programs as a top priority and over 90% of staff and parents recognizing their value in supporting student learning and implementing them, LEA-wide aligns with staff and parent input and demonstrates MUSD's commitment to addressing the needs of these student populations.	This action will be measured by the metrics identified in the action description.

1.2: Additional College and Career Support and Opportunities	Based on our LCAP survey results and input provided by high school students and parents, MUSD demonstrates a need to increase and enhance our college and career supports and offerings to entice and engage our secondary students into pursuing post-graduate opportunities. Due to our rural environment, many students may lack the possibility to learn about other careers or funds to pay for college tuition after graduating. Therefore, it is important to extend those opportunities to our unduplicated students at the opportune time of being with us at MUSD. The 2023 CA Dashboard shows our graduation rate as declining, with all students being at 76.5%, SED at 75.5%, EL at 69.2%, and FY will be established when data are available but will otherwise need the same support as the other student groups. Our College and Career Indicator (CCI) shows a large disparity between all students who are 26.6% prepared and our other student groups, including SED (23.3%), EL (8%), and FY (Unknown at this time due to population less than 11 students). Educational partner feedback from the survey and meetings held indicate a desire to have additional electives offered through Career Technical Education (CTE) and Dual Enrollment (DE), providing us with the incentive to expand our course offerings via CTE pathways and college credit via DE and Advanced Placement (AP) for our students to be at the forefront of attaining an Associate of Arts degree from our local community college or college credit to transfer to a university setting.	Our school-wide action of CTE, DE, and AP programs at the comprehensive high schools are designed to provide additional opportunities to our secondary students while increasing overall engagement. The programs offer multiple CTE pathways for students to enroll in to learn about various careers applicable to their futures. Additionally, the DE program gives students college credit, which also helps establish their careers through the college route. Both programs intersect with A-G components to prepare students for college and career. All students benefit from this instructional approach at the high school level but learn about the opportunities while in middle school. This action is being provided to students on a school-wide basis due to MUSD's commitment to increase offerings to our secondary students for college and career courses and avenues for post-graduation. Despite this, this action specifically targets our ELs, FY, and LI students to narrow the achievement gap in our graduation rate and CCI, as seen on the 2023 CA Dashboard.	This action will be measured by the metrics identified in the action description.

1.3: Alternative Interventions and Supports	During LCAP meetings, educational partners' feedback consistently highlighted the need for credit recovery programs, co-teaching models, and summer school offerings. These recommendations stemmed from the recognition that LI students face significant achievement gaps in ELA and Math, as evidenced by the 2023 CA School Dashboard data. The data revealed a substantial disparity between the Distance from Standard (DFS) for all students (-43.4 in ELA and -83.1 in Math) compared to LI students (-56.3 in ELA and -93.6 in Math), demonstrating the need for targeted interventions and supports to improve academic performance within this student group. Educational partners had a continued desire for credit recovery programs to provide LI students with opportunities to make up missed credits and stay on track for graduation. Co-teaching models were proposed to ensure that LI students receive additional support and differentiated instruction within the classroom. Furthermore, the continued need for summer school programs aims to provide extended learning opportunities and targeted interventions to address learning gaps and prevent academic regression during the summer break for all grade levels. LI students often face unique challenges, such as limited access to academic resources, increased responsibilities outside of school, and fewer opportunities for enrichment activities, which can contribute to their lower academic performance compared to their non-LI peers.	The action to provide interventions and supports through credit recovery, co-teaching, and summer school directly addresses the needs of LI students by targeting the significant achievement gaps they face in ELA and Math, as evidenced by the 2023 CA School Dashboard data. By offering credit recovery programs, LI students who have fallen behind in earning credits toward graduation will have opportunities to make up missed credits and get back on track, supporting their progress toward meeting graduation requirements. The implementation of co-teaching models ensures that LI students receive additional support and differentiated instruction within the general education classroom setting. This approach provides them with more individualized attention and targeted interventions, addressing their specific learning needs without separating them from their peers. Summer school programs offer extended learning opportunities and targeted interventions for LI students during the summer break. These programs aim to prevent academic regression, address learning gaps, and provide ongoing support, ensuring that LI students continue to make progress and are better prepared for the upcoming school year. While this action is principally directed toward LI students, MUSD has chosen to provide these services on an LEA-wide basis. This decision ensures equitable access and consistency in implementation across the district. Providing these services LEA-wide allows for a more	This action will be measured by the metrics identified in the action description.

		inclusive and integrated approach, reducing the potential for inequity toward our LI students. It also creates opportunities for peer learning and collaboration, fostering a supportive and inclusive learning environment for all students, regardless of their socioeconomic status.	
1.4: Alternative Education Opportunities	Low-income and foster youth students often face unique challenges that can hinder their academic success. According to educational partner feedback received during LCAP meetings, there was a strong need for alternative educational settings like Black Rock Continuation High School (BRHS) and the Academy of College and Career Excellence (ACCE) to support these student groups. Unduplicated students, including low-income and foster youth, may have difficulty attending traditional school settings due to transportation barriers, unstable living situations, or conflicting schedules. BRHS and ACCE offer independent study, accelerated learning, and virtual learning options, providing the flexibility and individualized support these students need to overcome such obstacles and continue their education. Additionally, the 2023 CA School Dashboard data reveals significant achievement gaps between unduplicated students and the overall student population. Low-income students scored -56.3 in ELA and -93.6 in Math, while foster youth scored -57.2 in ELA and -106.3 in Math, compared to -43.4 in ELA and -83.1 in Math for all students. These alternative settings will offer low-income and foster youth students one-on-one or small-group support, tailored to their individual needs, to address these academic disparities and improve their performance in ELA and Math.	This action directly addresses the unique needs of low-income and foster youth students. These alternative settings offer independent study, accelerated learning, and virtual learning options, which provide the flexibility and individualized support necessary for students facing barriers such as transportation challenges, unstable living situations, or conflicting schedules. By offering these options, MUSD aims to reduce or eliminate the barriers faced by low-income and foster youth students, ensuring equitable access to curricula and increasing their opportunities for success. Students can enroll in these programs based on their eligibility and overall circumstances related to their previous educational needs. Providing this action on a school-wide basis allows MUSD to offer these alternative educational pathways consistently across BRHS and ACCE, ensuring that all low-income and foster youth students have equal access to these resources, regardless of their specific school site. This school-wide approach eliminates potential disparities in access and ensures that these vulnerable student populations receive the support they need to overcome obstacles and achieve academic success.	This action will be measured by the metrics identified in the action description.

1.5: Targeted Supports in English Language Arts (ELA)	Low-income and foster youth students often face unique challenges that can impede their literacy and reading development, hindering their overall academic achievement. The need for targeted support in ELA and reading instruction is evident from local and state data, which reveal a concerning achievement gap between these unduplicated student groups and the overall student population. According to the 2023 CA School Dashboard, low-income students scored -56.3 distance from standard (DFS) in ELA, while foster youth students scored -57.2 DFS, both significantly lower than the -43.4 DFS for all students. This disparity highlights the urgent need for specialized interventions and support to address the unique needs of these vulnerable student populations. Educational partner feedback from the LCAP survey further supports the importance of this action. Staff identified students' literacy (45.8%) and academic achievement (48.3%) as top areas of focus, while parents cited academic achievement (37.6%) as a priority. Notably, parents of foster youth emphasized the need to improve students' literacy (41.7%) and academic achievement (66.7%), and parents of low-income students also prioritized academic achievement (33.9%) as an area for improvement, all within the top five areas identified by these educational partners. The unique needs of low-income and foster youth students that warrant this action include limited access to educational resources,	By having a dedicated literacy coach, MUSD can offer targeted interventions and evidence-based ELA instructional programs to address the specific needs of low-income and foster youth students. The literacy coach will collaborate closely with teachers and students while modeling effective reading instruction techniques and offering individualized support to address skill gaps and promote literacy development among these student populations. This action is provided on a school-wide basis, with the literacy coach focusing specifically on supporting elementary students' reading and ELA skills. The reason for targeting literacy support at the elementary level is that these foundational years are critical for establishing strong reading and comprehension abilities, which serve as the foundation for future academic success across all subject areas. By intervening early and providing specialized literacy instruction and support during the elementary years, MUSD aims to equip low-income and foster youth students with the essential skills they need to become proficient readers and avoid the compounding effects of literacy deficits as they progress through their academic journey. The literacy coach will utilize Beanstack and SORA, which will be incorporated into their instruction to students while targeting their needs. By providing this action on a school-wide basis and focusing on early literacy intervention,	This action will be measured by the metrics identified in the action description.

	unstable home environments, and potential gaps in foundational literacy skills. Many of these students may have experienced disruptions in their education or lack consistent support at home, leading to difficulties in developing strong reading and comprehension abilities, which are essential for success across all academic subjects.	MUSD demonstrates its commitment to addressing the unique needs of its most vulnerable student populations, ensuring that low-income and foster youth students receive the targeted support they need to develop strong literacy skills and achieve academic success.	

1.6: Equitable Access to Technology	Low-income students, foster youth, and English learners often face unique challenges that can hinder their academic success, particularly in ELA and Math. The 2023 CA School Dashboard data reveals substantial achievement gaps, with English learners scoring -79.3 distance from standard (DFS) in ELA and -126.3 DFS in Math, low-income students scoring -56.3 DFS in ELA and -93.6 DFS in Math, and foster youth scoring -57.2 DFS in ELA and -106.3 DFS in Math—significantly lower than the scores for all students (-43.4 DFS in ELA and -83.1 DFS in Math). Increasing and maintaining access to technology, including providing 1:1 devices, access to curriculum, and tech support, is crucial in addressing these student groups' needs. According to the LCAP survey, a high percentage of students (84.9%) agree/strongly agree that they use technology regularly in class, highlighting its prevalence. Additionally, the majority of parents (86.6%), parents of low-income students (85.3%), and parents of foster youth (83.3%) agree/strongly agree that students have access to instructional materials, including technology, to support learning. Moreover, a substantial proportion of parents recognize the importance of technological and 21st-century skills, with 91.3% of all parents, 89.5% of parents of low-income students, and 91.7% of parents of foster youth affirming their significance in education. Notably, 82.2% of staff agree/strongly agree that students use technology in class to assist them in mastering academic standards.	The action to increase and maintain access to technology directly addresses the unique needs of low-income, foster youth, and English learner students, with the goal of closing the significant achievement gaps these student groups face in ELA and Math, as evidenced by the 2023 CA School Dashboard data. This comprehensive approach includes providing 1:1 devices, access to curriculum through program licenses, and tech support via IT technicians. By providing 1:1 devices, including device replacement when needed, MUSD ensures equitable access to instructional opportunities for low-income students, allowing them to fully engage with digital learning platforms and online tools that support the development of reading and math skills, thereby addressing the achievement gaps in these areas. English learners can greatly benefit from curriculum access through program licenses such as adaptive language-learning software, multimedia tools, and online resources like Zoom, Typing.com, Canvas, and Kami. These resources directly support English language acquisition, content comprehension, and provide tailored linguistic support, enabling these students to overcome language barriers and improve their proficiency in ELA and Math. Foster youth students, who may face unstable living situations, can benefit from having access to laptops/Chromebooks and online curriculum resources, ensuring consistent educational support and continuity in their learning journey. This continuous access to tailored resources	This action will be measured by the metrics identified in the action description.

	These student groups often face unique barriers, such as limited access to technology and digital resources at home, potential language barriers, and the need for adaptive learning tools and personalized support. Many lack the necessary technological resources or face socioeconomic challenges hindering their ability to fully engage with digital learning materials.	and instructional materials can help mitigate disruptions and support their progress in closing the ELA and Math achievement gaps. By providing access to curriculum through program licenses, MUSD can offer a wide range of digital learning materials and platforms tailored to the diverse needs of these student groups, addressing their specific academic challenges and supporting their growth in ELA and Math proficiency. This comprehensive action is provided on an LEA-wide basis to ensure equitable access and consistent implementation across the district. By scaling these technology initiatives district-wide, MUSD can leverage resources more effectively and establish a cohesive system of support that benefits all students, particularly unduplicated students who face significant achievement gaps. While all students can benefit from classroom technology integration, the targeted provision of 1:1 devices, curriculum access through program licenses, and tech support directly addresses the unique challenges faced by low-income, foster youth, and English learner students. By providing these tailored resources and support, MUSD aims to create an inclusive and supportive learning environment, fostering equitable opportunities for all students to close the achievement gaps in ELA and Math, regardless of their socioeconomic status, home circumstances, or language proficiency levels.	

1.9: Professional Development	Low-income (LI) students, foster youth (FY), and English learners (ELs) face unique challenges that can significantly impact their academic performance and overall educational success. These student groups often require targeted support and interventions to address their specific needs and close the achievement gaps. The 2023 CA School Dashboard data highlights the substantial disparities in academic performance for these student groups. English learners scored -79.3 distance from standard (DFS) in ELA and -126.3 DFS in Math, while low-income students scored -56.3 DFS in ELA and -93.6 DFS in Math. Foster youth also performed significantly lower than the overall student population, with scores of -57.2 DFS in ELA and -106.3 DFS in Math. These scores are markedly lower than the scores for all students, which stand at -43.4 DFS in ELA and -83.1 DFS in Math. The i-Ready diagnostic assessments further emphasize the academic challenges faced by these student groups. In reading, only 37% of low-income students, 16% of ELs, and 27% of FY met the grade-level standards, compared to 41% of all students. Similarly, in math, only 31% of LI students, 16% of ELs, and 6.9% of FY met the grade-level standards, compared to 34% of all students. Moreover, the graduation rates for these student groups are also a concern. While the overall graduation rate for all students is 76.5%, it drops to 69.2% for ELs and 75.5% for LI	The professional development action taken by MUSD is a multi-faceted approach designed to address the specific needs of low-income students, foster youth, and English learners. The district will invest in various professional development opportunities, including the district's Summer Institute, induction programs for teachers, training on applying data to education, using technology in the classroom, and utilizing assessments to inform teaching practices. These targeted PD initiatives will be led by the district's Professional Development Teacher on Special Assignment (TOSA) and the Director of Professional Growth. MUSD will provide a comprehensive Summer Institute for teachers and staff, focusing on strategies to support low-income students, foster youth, and English learners. Participants will receive pay for attending the institute, which will cover topics such as differentiated instruction, technology integration into instruction, and language development support. By equipping educators with these skills and knowledge, the district aims to improve academic outcomes and close achievement gaps for these student groups. The district will also offer induction programs for new and early-career teachers, providing them with the necessary support and guidance to effectively serve low-income students, foster youth, and English learners. These programs will focus on best practices for creating inclusive and supportive learning environments, as well as strategies for addressing the unique challenges faced by these student groups.	This action will be measured by the metrics identified in the action description.

	students. The graduation rate for FY is unknown, but it is likely to be lower than the overall student population. Educational partner feedback from the LCAP survey underscores the importance of providing ongoing professional development to teachers and staff. 90.5% of parents and 91.7% of staff agree or strongly agree that teachers and staff should receive continuous professional development to better support the unique needs of the above-mentioned student groups.	Moreover, MUSD will provide professional development on how to effectively use data to inform instructional decisions and interventions. Teachers and staff will learn how to analyze i-Ready and CAASPP results, as well as other relevant data, to identify areas of need and develop targeted support plans for low-income students, foster youth, and English learners. By using data to drive instruction, educators can ensure that these student groups receive the appropriate interventions and support to improve their academic performance. The district will also offer professional development on integrating technology into the classroom to enhance learning experiences for low-income students, foster youth, and English learners. Teachers will learn how to use educational technology tools and platforms to differentiate instruction, provide additional support, and engage students in interactive learning activities. By leveraging technology, educators can create a more dynamic and inclusive learning environment that promotes academic growth and success for these student groups. The effectiveness of these professional development initiatives will be monitored by the growth or decline in our i-Ready and CAASPP ELA and math scores, as well as our overall graduation rate for the district, as this is an LEA-wide initiative. Professional development will be district-wide to improve all unduplicated students' academic achievement. This action is an LEA-wide initiative due to the professional	

		development which will offered to staff throughout the district, regardless of their grade level, who will utilize it in their classrooms with different student groups.	

1.10: Expanded Learning Opportunities	Low-income and foster youth students in kindergarten face unique challenges that can significantly impact their academic performance and overall educational experience. These students often lack access to the same resources and support systems as their more affluent peers, which can hinder their ability to succeed in school from the very beginning of their educational journey. MUSD's i-Ready Reading and Math scores for kindergarten students reveal disparities between the performance of all students and that of low-income and foster youth students. In reading, 75% of all kindergarten students meet or exceed the i-Ready benchmark, while 72% of low-income kindergarten students and 66% of foster youth in kindergarten achieve the same level of success. The gap is more pronounced in i-Ready Math scores, with 67% of all kindergarten students meeting or exceeding the benchmark, compared to 60.4% of low-income kindergarten students and 33.3% of foster youth in kindergarten. These figures show the need for targeted interventions and support to address the specific needs of these students from the start of their formal education. These students may face a range of challenges, including limited access to educational resources at home, lack of stable housing, and increased exposure to trauma and stress. These factors can contribute to lower academic performance and a higher risk of falling behind their peers as they progress through school.	This action aims to provide additional academic enrichment and real-world learning opportunities, principally directed toward these student groups, who often face challenges that can hinder their academic success from the very beginning of their educational journey. Full-day kindergarten provides students with extended instructional time, allowing for more in-depth learning experiences and opportunities to engage in hands-on, real-world learning activities. This additional time and support from their teachers can be particularly beneficial for low-income and foster youth students, who may not have access to the same educational resources and experiences outside of school as their peers. By providing full-day kindergarten, MUSD can offer these students additional instructional time and targeted support to help close the i-Ready achievement gaps. Teachers can use this extra time to provide differentiated instruction, small group interventions, and individualized attention to students who may be struggling. This targeted approach can help low-income and foster youth students build a stronger foundation in reading and math skills, setting them up for success in later grades. This action is a school-wide initiative. This is because the benefits of full-day kindergarten extend only to the kindergarten grade level. By having kindergarten students attend school for the full day, they are able to achieve more of a head start by the time they get to first grade in reading, math, and other subjects.	This action will be measured by the metrics identified in the action description.

	During parent meetings, primary grade parents expressed the benefits of having full-day kindergarten for their children. They noted that the extended instructional time allows for more in-depth learning experiences and provides opportunities for students to engage in hands-on, real-world learning activities.		

2.1: Mental and Emotional Health Programs and Services	Low-income, foster youth, and English learner students often face unique challenges that can impact their social-emotional well-being and academic success. These students may experience poverty, trauma, language barriers, and instability in their home lives, which can lead to increased stress, anxiety, and difficulty forming positive relationships with peers and adults at school. The LCAP survey results highlight the pressing need for improved social-emotional support and services for these student groups. Only 57.2% of staff members believe that students treat their peers with respect, indicating a need for fostering a more inclusive and supportive school environment. When asked about areas for improvement, a significant portion of parents (37.8%), including those of low-income students (41.7%), English learners (40%), and foster youth (25%), emphasized the need for better services addressing social-emotional needs. Furthermore, 30.4% of parents expressed that MUSD should focus on improving student participation and connectedness to their school. This feedback suggests that low-income, foster youth, and English learner students may struggle with feeling engaged and included in their school communities, which can negatively impact their overall well-being and academic performance. Staff members also recognize the importance of addressing students' social-emotional needs, with 33.8% identifying counseling services as a top area of focus. This indicates that educators	The implementation of Panorama Education and Daybreak Health, in collaboration with MTSS and PBIS, is a comprehensive approach taken by MUSD to address the unique social-emotional and mental health needs of low-income students, English learners, and foster youth students. By providing targeted support and interventions, this action aims to create a more inclusive, supportive, and trauma-informed learning environment that promotes student well-being, participation, and academic success. MUSD will implement Panorama, which includes a survey to gather data and curriculum targeting social-emotional needs, principally for our unduplicated students. This tool will help the district better understand the specific challenges faced by these student groups and tailor interventions accordingly. Panorama will align with MTSS and PBIS programs, ensuring a cohesive and systematic approach to supporting students' social-emotional development. In addition, staff will receive support in mindfulness, trauma, and other social-emotional and mental health skills, enabling them to better recognize and respond to the needs of low-income, English learner, and foster youth students. This support will help create a more trauma-informed and empathetic school environment where students feel understood, valued, and supported. MUSD will also implement Daybreak Health, which provides personalized mental health	This action will be measured by the metrics identified in the action description.

	understand the critical role that mental health support plays in helping students cope with the challenges they face and developing the skills necessary for success in school and beyond. Additionally, the suspension rate from the 2023 CA School Dashboard shows the rate being significantly higher for our unduplicated students in comparison to all students. All students have a 9% rate, while low-income are at 10.3%, English learners at 8.7%, and foster youth at 18.9%. This disparity shows that the behavior issues occurring throughout our school sites need additional attention and prevention practices.	support to students. This platform will offer targeted interventions and resources to help students cope with the unique challenges they face, such as poverty, language barriers, and instability in their home lives. By addressing these underlying issues, Daybreak Health aims to improve student well-being and increase their engagement and success in school. To further support the social-emotional needs of ELs, LTELs, LI, and FY students, MUSD will maintain the position of a board-certified behavior analyst (BCBA). The BCBA will visit school sites to provide mental and emotional health supports, ensuring that these student groups receive the individualized attention and care they need to thrive. By implementing these comprehensive supports, MUSD aims to reduce suspension rates, improve PBIS results, and maintain a low expulsion rate. The targeted interventions provided through Panorama, Daybreak Health, and the BCBA will help students develop essential social-emotional skills, such as self-regulation, conflict resolution, and resilience. These skills will enable students to better navigate challenges and engage in positive behaviors, reducing the need for disciplinary actions. Moreover, this action will reinforce a safe and positive culture and climate amongst MUSD school sites. By prioritizing the social-emotional well-being of low-income students, English learners, and foster youth students, the district will create a more inclusive and supportive	

		environment where all students feel valued and connected to their school community. This sense of belonging and safety will be reflected in improved LCAP survey perceptions of safety and connectedness. Although this action is principally directed toward low-income students, English learners, and foster youth students, it is being implemented LEA-wide because the benefits of a supportive and trauma-informed learning environment extend to all students. By creating a school culture that prioritizes social-emotional well-being and mental health, MUSD will foster a more positive and inclusive atmosphere that promotes success for all students, regardless of their background.	

2.2: Collaborative Leadership and Practices Targeting Social-Emotional Needs	Low-income students face unique challenges that can significantly impact their social-emotional well-being and overall success in school. These students often experience a range of stressors, such as financial instability, housing insecurity, and limited access to resources, which can contribute to heightened levels of anxiety, stress, and emotional distress. Consequently, it is crucial for school districts to prioritize the social-emotional needs of low-income students and provide targeted support to ensure their overall well-being and academic success. The LCAP survey data clearly indicates that educational partners, particularly parents of low-income students, recognize the importance of addressing the social-emotional needs of these students. A significant portion of parents (37.8%) believe that the district needs to improve its social-emotional strategies and resources when teaching low-income students. This percentage is even higher among parents of low-income students specifically, with 41.7% expressing the need for improvement in this area. These findings demonstrate the urgent need for targeted interventions and support to address the unique social-emotional challenges faced by low-income students. Notably, an overwhelming majority of staff (91.7%) and parents (90.5%) agree or strongly agree that staff needs professional development and ongoing training to ensure student success. This consensus underscores the critical role that well-trained and equipped educators play in supporting the social-	MUSD recognizes the critical importance of addressing the social-emotional needs of all students, particularly those from low-income backgrounds who may face unique challenges that can hinder their academic success and overall well-being. To support these students effectively, the district is implementing a comprehensive action plan that focuses on providing professional development to both certificated and classified staff. This action aims to create a collaborative and positive working environment that prioritizes leadership, practices, and tools specifically designed to enhance the teacher-student relationship. By investing in research-based, data-driven professional development opportunities, MUSD equips its staff with the knowledge and skills necessary to effectively support the social-emotional needs of low-income students in the classroom and throughout school sites. Through this targeted approach, staff will be better prepared to identify and address the social-emotional barriers that may hinder the engagement and academic success of low-income students. By creating a nurturing and supportive learning environment that prioritizes the well-being of these students, MUSD aims to improve their overall educational experience and outcomes. Implementing Panorama Education tools will enable MUSD to collect and analyze comprehensive data on students' social-emotional learning and school climate, allowing	This action will be measured by the metrics identified in the action description.

	emotional needs of low-income students. By investing in professional development focused on mental and emotional health, the district can empower staff to better understand and respond to the unique challenges faced by these students. The district's suspension rate further emphasizes the need for targeted support for low-income students. While the overall suspension rate for all students is 9%, it is even higher for low-income students at 10.3%. This disproportionate impact on low-income students suggests that they may be more likely to experience disciplinary actions, which can be detrimental to their social-emotional well-being and academic progress. Addressing the root causes of these disciplinary issues, such as unmet social-emotional needs, is crucial in creating a more equitable and supportive learning environment. To address these identified needs, MUSD is implementing a comprehensive action plan that includes professional development for all classified and certificated staff on mental and emotional health. This training will encompass programs such as Panorama Education, and DayBreak Health, which are specifically designed to support the social-emotional and connectedness needs of students. By equipping staff with the knowledge, skills, and tools to identify and respond to the unique social-emotional needs of low-income students, the district aims to create a more nurturing and inclusive learning environment that promotes the well-being and success of all students.	for more targeted interventions and improved support strategies for low-income students. And lastly, by utilizing DayBreak Health resources, MUSD staff will be better equipped to recognize early signs of mental health concerns and provide timely, appropriate support to students, particularly those from low-income families who may have limited access to mental health services outside of school. One of the key areas where this action is expected to have a positive impact is in reducing the suspension rate, particularly among low-income students. By providing staff with the tools and strategies to support students' social-emotional needs proactively, the district aims to create a more inclusive and equitable learning environment that reduces the need for disciplinary actions. This is especially important for low-income students, who may be more likely to face disciplinary measures due to unmet social-emotional needs or challenges in their personal lives. Moreover, this action is designed to enhance students' sense of safety and school connectedness, which are essential factors in promoting their overall well-being and academic success. When staff are well-equipped to support students' social-emotional needs, they can create a more welcoming and inclusive school climate that fosters a sense of belonging and engagement among all students, including those from low-income backgrounds. By prioritizing the social-emotional health of students and providing staff with the necessary	

		training and resources, MUSD aims to create a learning environment where all students feel valued, supported, and connected to their school community. This sense of connectedness can have a profound impact on students' motivation, engagement, and overall academic performance. Although this action is principally directed toward supporting the needs of low-income students, it is being implemented LEA-wide because the benefits of a supportive and emotionally healthy learning environment extend to all students. By creating a district-wide culture that prioritizes social-emotional well-being and equips staff with the tools to support students effectively, MUSD ensures that every student, regardless of their background, has access to the resources and support they need to thrive. Furthermore, by providing consistent and high-quality professional development to all staff members, MUSD promotes a cohesive and collaborative approach to supporting students' social-emotional needs across all schools and grade levels. This consistency ensures that low-income students receive the same level of support and attention, regardless of which school they attend within the district.	

3.1: Family and Community Engagement	Low-income students in MUSD face unique challenges that can significantly impact their ability to attend school regularly. The chronic absenteeism rate for low-income students in the district is high at 35.6%, compared to the overall chronic absenteeism rate of 32.1% for all students. This disparity highlights the pressing need to address the specific barriers and hardships that low-income students encounter. Many low-income students struggle to have their basic needs met, which can directly affect their attendance and overall well-being. These needs may include access to adequate nutrition, stable housing, healthcare, and other essential resources. When students lack these fundamental necessities, it becomes increasingly difficult for them to focus on their education and maintain consistent attendance. The importance of this action is demonstrated also by the fact that attendance is a critical factor in academic success. With an average attendance rate of 90.1% for all students, it is clear that regular attendance is essential for students to fully engage in their learning and make meaningful progress. By improving the attendance rates of low-income students, the district can help close the achievement gap and ensure that these students have equal opportunities to succeed academically. The outreach personnel initiative also benefits from the encouraging level of parent and community engagement in MUSD. With 1,129 participants in the LCAP survey and 683	MUSD is taking a proactive approach to address the unique needs of low-income students by implementing outreach personnel, including a district liaison and an inclusion services communication liaison. This targeted action aims to reduce the high chronic absenteeism rate among low-income students. The district liaison will play a crucial role in establishing relationships with families and working closely with them to identify and address any barriers to attendance. By conducting regular home visits and updating needs assessments, the liaison will gain a comprehensive understanding of the specific challenges faced by low-income students and their families. This personalized approach allows for the development of tailored support plans that address each student's unique circumstances. For example, if a low-income student is struggling with food insecurity, the liaison can connect the family with local food banks, meal programs, or other resources to ensure that the student has access to regular, nutritious meals. Similarly, if a student is experiencing housing instability or homelessness, the liaison can collaborate with community organizations and social services to secure stable housing or temporary assistance. By addressing these basic needs, the district aims to create a more stable and supportive environment that enables low-income students to focus on their education and attend school regularly.	This action will be measured by the metrics identified in the action description.

	community members attending district activities or events, it is evident that there is a strong desire for collaboration and involvement in supporting student well-being. By leveraging this community support and working closely with families, the outreach personnel can more effectively identify and address the unique needs of low-income students.	The inclusion services communication liaison will complement the efforts of the district liaison by communicating with families and the community at large about the district's initiatives to support attendance and well-being. The inclusion services communication liaison will help raise awareness about the impact of chronic absenteeism on student success and the available resources and supports within the community and district. By disseminating information through public channels and social media, the inclusion services communication liaison will emphasize the importance of attendance and the drawbacks of chronic absenteeism. Moreover, the inclusion services communication liaison will be instrumental in building partnerships with community partners to amplify the message of resources, supports, and services available to families and students. These partnerships will help to create a network of support that extends beyond the school district, ensuring that low-income students and their families have access to a wide range of resources and assistance. To further support unduplicated student groups, the inclusion services communication liaison will facilitate positive and clear communication regarding District operations, focusing on initiatives targeting low-income, English learner, and foster youth students. As the District's primary contact and information resource, the inclusion services communication liaison will prepare various communications that highlight programs and services for unduplicated	

		students. This includes coordinating staff communications, showcasing success stories, and hosting media programs featuring topics relevant to these student groups and their families. The inclusion services communication liaison will work closely with the District's foundation to secure additional resources and partnerships benefiting all students, including unduplicated students. They will draft speeches and articles for the Superintendent that align with the district's vision for supporting these students, ensuring wide dissemination to reach appropriate educational partner groups. Through ongoing press relations, the inclusion services communication liaison will highlight the district's efforts to support students, coordinating efforts toward the realization of the District's strategic plans with emphasis on advocacy, partnership, and resource development. Through these multifaceted efforts, the inclusion services communication liaison will play a crucial role in communicating the district's commitment to supporting students and fostering community engagement to enhance the overall support network for these students and their families. Although this action is principally directed toward low-income students, it is being implemented LEA-wide because the benefits of improved attendance and increased family engagement extend to all students. By creating a school culture that prioritizes attendance and fosters strong partnerships between schools, families, and the community, MUSD will create	

		a supportive environment that promotes success for all students, regardless of their socioeconomic background. The effectiveness of this action will be measured by metrics M3.1, 3.2, 3.3, 3.4, 3.5, and 3.6, which will track the progress and outcomes for low-income students. These metrics will focus on key indicators such as chronic absenteeism rates, overall attendance rates, and parent participation in school events and activities. By regularly monitoring these metrics, MUSD can assess the impact of the liaison and inclusion services communication liaison in reducing chronic absenteeism, improving attendance, and increasing family engagement. It is expected that the efforts of the liaison and inclusion services communication liaison will lead to a decrease in the chronic absenteeism rate among low-income students, bringing it closer to the overall rate for all students. By addressing the basic needs of these students and their families, the district aims to create a more stable and supportive environment that encourages regular attendance. Additionally, the increased communication and outreach efforts by the inclusion services communication liaison are expected to result in higher levels of parent participation in school events and activities, fostering stronger partnerships between schools and families.	

3.2: Transportation Support	Low-income and foster youth students face unique challenges that can significantly impact their ability to attend school consistently. These student groups often encounter barriers related to transportation, which can contribute to high rates of chronic absenteeism and hinder their educational progress. During a Parent Advisory Committee (PAC) meeting, parents specifically mentioned the positive impact that transportation services have on attendance and engagement for these disadvantaged student groups. Parents expressed their appreciation for the district's efforts to address the barriers faced and stressed the importance of continued support in this area. Also, during LCAP Task Force meetings, members continuously advocated for continued transportation support as it is imperative to a student's education. The 2023 CA School Dashboard data highlights the urgent need for intervention, with an overall chronic absenteeism rate of 32.1% in MUSD. This rate is even higher among low-income students at 35.6% and foster youth at 29.1%. These figures indicate that a substantial number of students from these disadvantaged groups are regularly missing school, putting them at risk of falling behind academically and experiencing long-term consequences. Low-income students often face financial constraints that can make it difficult for their families to secure reliable transportation to and from school. They may live in areas with limited public transportation options or have parents who work long hours, making it challenging to arrange consistent rides. As a result, these	MUSD recognizes the unique challenges faced by low-income and foster youth students, particularly in terms of transportation and its impact on school attendance. To address these needs and foster strong partnerships between schools, families, and the community, the district is continuing to implement a comprehensive transportation support program that targets these student groups while benefiting all students across the district. Providing reliable and accessible transportation is a crucial step in addressing the barriers that contribute to chronic absenteeism among low-income and foster youth students. These student groups often face financial constraints, unstable living arrangements, and limited access to reliable transportation, making it difficult for them to attend school consistently. By offering transportation support, MUSD aims to alleviate these challenges and ensure that all students have equal opportunities to succeed academically. The transportation support program will be tailored to meet the specific needs of low-income and foster youth students. This will include offering free transportation to alleviate the financial burden on families. Additionally, the district may explore partnerships with local transportation providers or community organizations to expand the range of options available to students, such as through the offering of city bus passes or vouchers. By collaborating with community partners, MUSD can create a network of support that extends beyond the school district, ensuring that	This action will be measured by the metrics identified in the action description.

	students are more likely to miss school due to transportation issues, leading to chronic absenteeism and reduced instructional time. Similarly, foster youth may experience frequent changes in living arrangements, which can disrupt their access to reliable transportation. As they move between foster homes or placements, they may struggle to maintain consistent attendance due to the lack of stable transportation options. This instability can further exacerbate the challenges they already face in their personal lives, making it even more difficult for them to engage fully in their education. To address these unique needs and respond to the feedback from educational partners, MUSD is implementing a comprehensive action to increase and maintain access to transportation for low-income and foster youth students. By providing reliable transportation services, the district aims to remove a significant barrier to attendance and ensure that these students have the means to get to school consistently. It is expected that the increased access to transportation will lead to a decrease in chronic absenteeism rates among low-income and foster youth students, bringing them closer to the overall rate for all students. By removing transportation barriers, the district aims to create a more accessible learning environment that promotes consistent attendance and academic success.	students and their families have access to reliable transportation. The transportation support program is expected to have a positive impact on several key metrics, including chronic absenteeism rates, attendance rates, and dropout rates. By providing reliable transportation, MUSD aims to reduce the chronic absenteeism rate. With consistent access to transportation, these student groups will be more likely to attend school regularly, thus reducing chronic absenteeism and increasing overall attendance rates. Furthermore, the transportation support program can play a crucial role in reducing dropout rates. By ensuring that students have reliable means to get to school, MUSD can keep them engaged in their education and on track for graduation. This is particularly important for low-income and foster youth students, who may face additional challenges that put them at risk of dropping out. Although the transportation support program is principally directed towards low-income and foster youth students, it is being implemented LEA-wide because the benefits of improved attendance and reduced chronic absenteeism extend to all students. By creating a school culture that prioritizes attendance and supports families in overcoming transportation barriers, MUSD will create a more equitable and inclusive learning environment that promotes success for all students, regardless of their socioeconomic background.	

	Furthermore, addressing transportation needs can have a positive impact on dropout rates, which currently stand at 0.05% for middle school students and 1.2% for high school students according to CALPADS data. By improving attendance and engagement, students are more likely to remain in school and progress towards graduation. The transportation support program can play a crucial role in keeping low-income and foster youth students connected to their education and on track for long-term success.	Moreover, by providing transportation support, MUSD is actively fostering strong partnerships between schools, families, and the community. This collaborative approach recognizes that student success is a shared responsibility and that addressing the unique needs of low-income and foster youth students requires the involvement and support of all educational partners. By working together to ensure that students have access to reliable transportation, MUSD is building trust and strengthening the connections between schools and the communities they serve.	

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

1.7: Targeted Interventions and Supports for English Learners	English learners (ELs) face unique challenges that can impede their academic success and language acquisition, necessitating targeted support, intervention, and English language services. The need for such interventions is evident from the concerning achievement gaps revealed by the CAASPP data. In English Language Arts (ELA), English learners scored a distance from standard (DFS) of -79.3, nearly 36 points below the overall DFS of -43.4 for all students. Similarly, in mathematics, the DFS for English learners was a staggering -126.3, over 43 points lower than the -83.1 DFS for all students. I-Ready showed similar results, with 41% of all students meeting or exceeding standards, while ELs were at 16%. Math results were 34% of all students meeting or exceeding standards, while ELs were at 16%. These substantial achievement gaps in ELA and math highlight the urgency for tailored literacy support, interventions, and strategies that address the specific linguistic and academic challenges faced by English learners. Furthermore, the English Learner Progress Indicator (ELPI) score of 51% and the English Learner reclassification rate of 14.9% suggest that a significant portion of English learners in MUSD are not making adequate progress toward English language proficiency and reclassification. Educational partner feedback from the LCAP survey and the District English Learner Advisory Committee (DELAC) underscores the importance of this action. Parents of English learners rated the English language support as	The action to provide support, intervention, and English language services, including English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) programs, directly addresses the unique needs of English learner (EL) students. This comprehensive approach will be implemented through research-based instructional strategies tailored to the specific needs of ELs at different proficiency levels. To further support ELs, MUSD will implement targeted small-group interventions and individualized support for those struggling in English language arts, mathematics, or both. Bilingual instructional assistants and ELD coordinators will play a crucial role in this process, utilizing and assisting with the core curriculum, as well as leveraging the Ellevation platform. Ellevation is a comprehensive data and instructional support system that provides valuable insights into EL students' language proficiency levels, academic progress, and specific needs. This platform enables teachers and support staff to access essential student data, monitor progress, and implement targeted instructional strategies and interventions tailored to each EL student's unique language development journey. Through this comprehensive action, MUSD aims to improve the academic achievement of EL students, as measured by increased scores on the CAASPP assessments in English Language Arts and Mathematics, as well as improved	This action will be measured by the metrics identified in the action description.

	"very sufficient" (47.6%) or "sufficient" (33.3%), indicating a recognition of the need for targeted English language development (ELD) programs and support services. The unique needs of English learners that warrant this action include limited English proficiency, potential gaps in academic vocabulary and content knowledge, and the need for explicit language instruction and support. Many English learners may struggle with understanding academic content presented in English, hindering their ability to demonstrate their true knowledge and skills. Additionally, they may require targeted strategies and scaffolding to develop their English language skills while simultaneously acquiring content knowledge across various subject areas.	performance on the i-Ready diagnostic assessments. Additionally, this action will contribute to improving the English Learner Progress Indicator (ELPI), Summative ELPAC results, and the EL reclassification rate, ensuring that EL students make meaningful progress toward English language proficiency and ultimately achieve reclassification.	

1.8: Targeted Interventions and Supports for Long-Term English Learners	Long-Term English Learners (LTELs) in MUSD require targeted support and intervention services through the proposed action to address their unique challenges and needs in acquiring English language proficiency. The data from the Summative ELPAC and ELPI scores highlight the pressing need for this action. LTELs face distinct difficulties compared to other English Learners (ELs). Despite being in the school system for an extended period, only 20.59% of LTELs in MUSD met the proficiency level on the Summative ELPAC, which is only slightly higher than the 15.81% of overall ELs. This low proficiency rate indicates that LTELs have not received sufficient support to develop their English language skills, despite their prolonged exposure to the language in an educational setting. Moreover, the ELPI score of 21% for LTELs, compared to 51% for all ELs, further emphasizes the need for targeted intervention. This disparity suggests that a significant portion of LTELs are not making adequate progress toward English language proficiency, which can hinder their academic success and overall educational experience. The District English Learner Advisory Committee (DELAC) has also recognized the unique needs of LTELs and the importance of providing them with specialized support. LTELs often struggle with academic language, which can impact their performance across various subjects. They may also face challenges in developing strong literacy skills, as they have not had the	The action is designed to address the unique needs of Long-Term English Learners (LTELs) in MUSD. By implementing targeted strategies and resources, such as English Language Development (ELD), Specially Designed Instruction in English (SDAIE), and English 3D, MUSD aims to improve English language proficiency for LTELs. To effectively implement this action, MUSD will employ a director of multilingual services who will oversee the development and execution of specialized instructional programs and interventions tailored to the needs of LTELs. The director will collaborate with school administrators, teachers, and support staff to ensure that the necessary resources are provided to support LTELs effectively. One key component of this action is the implementation of the English 3D curriculum. English 3D is a comprehensive English language development program designed specifically for LTELs in secondary schools. It focuses on developing academic language, literacy skills, and content knowledge through engaging, relevant, and rigorous instruction. By utilizing English 3D, MUSD will provide LTELs with a structured and systematic approach to language acquisition, helping them build the necessary skills to succeed in academic settings. The ultimate goal of this action is to improve English language proficiency for LTELs, as measured by the Summative ELPAC and ELPI. By providing intensive ELD, SDAIE, and utilizing	This action will be measured by the metrics identified in the action description.

	opportunity to build a solid foundation in their primary language or English. Furthermore, LTELs may experience social and emotional challenges, such as feelings of isolation or frustration, due to their limited English proficiency. These factors can contribute to a lack of engagement and motivation in the classroom, further impeding their language acquisition and academic progress.	the English 3D curriculum, LTELs will receive targeted language instruction that addresses their specific needs and challenges. This focused approach will help LTELs develop the academic language skills, literacy, and content knowledge necessary to demonstrate proficiency on the Summative ELPAC. Moreover, the comprehensive support provided through this action will contribute to increased ELPI scores for LTELs. As LTELs receive consistent, high-quality instruction and support, they will be better equipped to make adequate progress toward English language proficiency. The use of effective curricula like English 3D will create a supportive learning environment that promotes language acquisition and academic achievement for LTELs.	

1.12 English Learner and Long-Term English Learner Professional Development	English Learners (ELs) and Long-Term English Learners (LTELs) in MUSD require targeted support through professional development for staff to improve their English Language Proficiency. The data from the Summative ELPAC and ELPI scores highlight the pressing need for this action. The low proficiency rates for both ELs and LTELs on the Summative ELPAC are particularly concerning. Only 15.81% of overall ELs and 20.59% of LTELs met the proficiency level, indicating that these students are not receiving adequate support to develop English language proficiency. This is especially troubling for LTELs, who have been in the school system for an extended period without achieving proficiency. The District English Learner Advisory Committee (DELAC) has recognized the unique needs of both ELs and LTELs, emphasizing the importance of providing specialized support. DELAC has noted that these students often struggle with academic language, which affects their performance in both ELA and math. They may also face challenges in developing strong literacy skills, which are crucial for success across all academic areas and for meeting graduation requirements. ELs and LTELs have unique needs that warrant this action. These students require support in developing academic English proficiency while simultaneously learning content in various subjects. Due to language challenges, ELs and LTELs may have gaps in their content	MUSD's action to provide professional development to all staff aims to improve ELA and math skills and increase graduation rates for English Learners (ELs) and Long-Term English Learners (LTELs). This comprehensive approach directly addresses the unique needs of these students by focusing on the accurate implementation of the EL Framework and Roadmap. The district will implement this action by providing targeted professional development sessions that emphasize dual immersion programs and the Sheltered Instruction Observation Protocol (SIOP). These strategies, aligned with the EL Framework and Roadmap, will ensure that educators are equipped with research-based practices to support ELs and LTELs effectively. Dual immersion programs will allow students to develop English proficiency while maintaining their native language skills, promoting biliteracy and cognitive development. The SIOP model will provide a structured approach to integrating language development with content instruction across all subject areas. MUSD's focus on ensuring accurate implementation of the EL Framework and Roadmap is crucial in addressing the specific needs of ELs and LTELs. This approach emphasizes the importance of asset-based education, recognizing students' linguistic and cultural backgrounds as valuable resources. It also promotes a systemic approach to supporting ELs and LTELs, ensuring that language development is integrated into all aspects of their educational experience.	This action will be measured by the metrics identified in the action description.

	knowledge that need to be addressed through targeted instruction. Many struggle with reading comprehension and writing skills, which are crucial for success in both ELA and math. Staff need to be equipped with strategies to leverage students' diverse cultural and linguistic backgrounds as assets in the learning process. Additionally, ELs and LTELs may experience frustration, isolation, or low self-esteem due to language barriers, requiring staff to be trained in providing appropriate social-emotional support. Especially for LTELs, there's a need for consistent, long-term tracking of language development and academic progress to prevent students from stagnating in their English proficiency. These students may also need additional guidance and support to navigate graduation requirements and post-secondary options. By providing professional development to all staff, MUSD aims to equip educators with the necessary skills and strategies to address these unique needs. This action will help improve English language proficiency ultimately supporting their academic achievement and increasing their chances of meeting graduation requirements. The focus on both ELA and math skills is crucial, as proficiency in these core subjects is essential for overall academic success and meeting graduation criteria.	Implementing this action through professional development in dual immersion, SIOP strategies, and accurate implementation of the EL Framework and Roadmap will significantly impact English language proficiency as measured by the Summative ELPAC and ELPI. The comprehensive approach will provide ELs and LTELs with increased opportunities to develop academic English skills in meaningful contexts across all subject areas. This aligns closely with the ELPAC's focus on assessing academic English proficiency in listening, speaking, reading, and writing domains. Furthermore, the consistent application of these strategies and frameworks will support ELs and LTELs in making continuous progress in their English language development, which is reflected in the ELPI. As students receive targeted support in developing academic language skills alongside content knowledge, they are more likely to demonstrate year-over-year growth in their English proficiency levels.	

Insert or delete rows, as necessary.

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

To improve services provided to English Language Learners (ELLs) by 3%, our district is implementing a targeted approach focusing on enhanced English Language Development (ELD) instruction. This improvement involves coordinated efforts from our English Language Instructional Aides (EL IAs), MTSS coordinators, and intervention teachers.

The 3% improvement in services is achieved through an increase in dedicated ELD instruction and support time across these roles. Our EL IAs, who typically work 18 hours per week, will now dedicate an additional 32 minutes per week specifically to ELD instruction and support. This represents a 3% increase in their service delivery (32 minutes out of 1080 minutes per week).

Complementing this, our full-time MTSS coordinators and intervention teachers, who work 40 hours per week, will allocate an extra 72 minutes per week to ELL-focused activities. This also equates to a 3% increase in their ELL-specific service time (72 minutes out of 2400 minutes per week).

During these additional minutes, staff will provide more intensive, small-group instruction, focusing on language acquisition strategies and academic vocabulary development. The MTSS coordinators will use this time to refine and implement targeted interventions for ELLs, while intervention teachers will offer more individualized support aligned with ELD standards.

This coordinated 3% increase in service time across different roles ensures a comprehensive approach to supporting our ELLs, demonstrating our commitment to enhancing the quality and quantity of ELD instruction and support services.

Additional Concentration Grant Funding

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

MUSD will be receiving the concentration grant add-on to provide direct services to students who are considered unduplicated at all school sites. These funds will be used to increase the hours of custodians (Goal 2, Action 3) and intervention teachers (Goal 1, Action 1) to ensure that the schools are clean and following the MTSS and PBIS measures to increase academic achievement. The literacy coaches and TOSA will also provide intervention services to the students (Goal 1, Actions 5 & 9). And lastly, other support personnel will be hired and maintained to implement mental and emotional health supports, like our BCBA with behavior intervention (Goal 2, Action 1).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	No comparison schools	1:10
Staff-to-student ratio of certificated staff providing direct services to students	No comparison schools	1:12

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 76,000,794	$ 20,165,925	26.534%	0.000%	26.534%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 22,342,241	$ 1,274,711	$ -	$ -	$ 23,616,952.00	$ 14,759,766	$ 8,857,186

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Equitable Access to Instructional Supports	English Learners, Foster Youth, Low-Income	Yes	LEA-wide	All	All schools	Ongoing	$ 1,500,368	$ 636,778	$ 2,137,146	$ -	$ -	$ -	$ 2,137,146	0.000%
1	1.2	Additional College and Career Support and Opportunities	English Learners, Foster Youth, Low-Income	Yes	Schoolwide	All	Specific Schools; All High Schools	Ongoing	$ 1,941,119	$ 56,500	$ 1,997,619	$ -	$ -	$ -	$ 1,997,619	0.000%
1	1.3	Alternative Interventions and Supports	Low-Income	Yes	LEA-wide	Low-Income	All schools	Ongoing	$ 184,479	$ 62,700	$ 247,179	$ -	$ -	$ -	$ 247,179	0.000%
1	1.4	Alternative Education Opportunities	Low-Income & Foster Youth	Yes	Schoolwide	Foster Youth and Low-Income	Specific Schools; BRHS & ACCE	Ongoing	$ 4,785,032	$ 750	$ 4,785,782	$ -	$ -	$ -	$ 4,785,782	0.000%
1	1.5	Targeted Supports in English Language Arts (ELA)	Low-Income & Foster Youth	Yes	Schoolwide	Foster Youth and Low-Income	Specific Grade Spans; Grades TK through 6th	Ongoing	$ 191,697	$ 31,389	$ 223,086	$ -	$ -	$ -	$ 223,086	0.000%
1	1.6	Equitable Access to Technology	English Learners, Foster Youth, Low-Income	Yes	LEA-wide	All	All schools	Ongoing	$ 1,342,438	$ 1,884,916	$ 3,227,354	$ -	$ -	$ -	$ 3,227,354	0.000%
1	1.7	Targeted interventions and Supports for English Learners	English Learners	Yes	Limited	English Learners	Specific Grade Spans; Grades TK through 6th	Ongoing		$ -		$ -	$ -	$ -	$ -	3.000%
1	1.8	Targeted Interventions and Supports for Long-Term English Learners	LTELs	Yes	Limited	English Learners	Specific Grade Spans; Grades 7th through 12th	Ongoing	$ 97,247	$ 14,933	$ 112,180	$ -	$ -	$ -	$ 112,180	0.000%
1	1.9	Professional Development	Low-Income, Foster Youth, & English Learners	Yes	LEA-wide	All	All schools	Ongoing	$ 259,099	$ 28,556	$ 287,655	$ -	$ -	$ -	$ 287,655	0.000%
1	1.10.	Expanded Learning Opportunities	Low-Income & Foster Youth	Yes	Schoolwide	Foster Youth and Low-Income	Specific Grade Spans; Kindergarten	Ongoing	$ 1,447,918	$ -	$ 1,447,918	$ -	$ -	$ -	$ 1,447,918	0.000%
1	1.11	Funding for Innovative Academic Programs and Materials	All	No				Ongoing	$ 78,622	$ -	$ 78,622	$ -	$ -	$ -	$ 78,622	0.000%
1	1.12	English Learner and Long-Term English Learner Professional Developmen	English Learners & LTELs	Yes	Limited	English Learners	All schools	Ongoing	$ 18,880	$ 6,120	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
1	1.13	Students with Disabilities Professional Development	Students with Disabilities	No				Ongoing		$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
2	2.1	Mental and Emotional Health Programs and Services	Low-Income, Foster Youth, & English Learners	Yes	LEA-wide	All	All schools	Ongoing	176371	$ 110,000	$ 286,371		$ -	$ -	$ 286,371	0.000%
2	2.2	Collaborative Leadership and Practices Targeting Social-Emotional Needs	Low-Income	Yes	LEA-wide	Low-Income	All schools	Ongoing	80223	$ 18,600	$ 98,823		$ -	$ -	$ 98,823	0.000%
2	2.3	Physical Safety Personne	All	No				Ongoing	$ 1,220,221	$ 248,647	$ 1,468,868		$ -	$ -	$ 1,468,868	0.000%
3	3.1	Family and Community Engagemen	Low-Income	Yes	LEA-wide	Low-Income	All schools	Ongoing	$ 296,100	$ 8,786	$ 304,886		$ -	$ -	$ 304,886	0.000%
3	3.2	Transportation Support	Low-Income & Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All schools	Ongoing	$ 149,273	$ 5,459,479	$ 5,608,752		$ -	$ -	$ 5,608,752	0.000%
4	4.1	Academic Intervention and Support (OES)	Low-Income, Students with Disabilities, African American & White	No				3 Years	$ 335,446	$ -	$ -	$ 335,446	$ -	$ -	$ 335,446	0.000%
4	4.2	Behavioral Intervention and Support (OES	All	No				3 Years	$ 277,173	$ -	$ -	$ 277,173	$ -	$ -	$ 277,173	0.000%
4	4.3	Behavioral Interventions (PVES	All	No				3 Years	$ 365,718	$ -	$ -	$ 365,718	$ -	$ -	$ 365,718	0.000%
4	4.4	Additional Curriculum and Instructional Resources (PVES)	All	No				3 Years	$ -	$ 18,276	$ -	$ 18,276	$ -	$ -	$ 18,276	0.000%
4	4.5	Academic Professional Development (PVES	Students with Disabilities	No				3 Years	$ -	$ 28,000	$ -	$ 28,000	$ -	$ -	$ 28,000	0.000%
4	4.6	Student Engagement Professional Development (PVES)	All	No				3 Years	$ -	$ 37,000	$ -	$ 37,000	$ -	$ -	$ 37,000	0.000%
4	4.7	Engaging Learning Opportunities (PVES	All	No				3 Years	$ -	$ 24,681	$ -	$ 24,681	$ -	$ -	$ 24,681	0.000%
5	5.1	Career Exploration Modules	All	No				3 Years	$ -	$ 176,075	$ -	$ 176,075	$ -	$ -	$ 176,075	0.000%
5	5.2	Additional Instructior	All	No				3 Years	$ 12,342	$ -	$ -	$ 12,342	$ -	$ -	$ 12,342	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 76,000,794	$ 20,165,925	26.534%	0.000%	26.534%	$ 20,789,751	3.000%	30.355%	**Total:**	$ 20,789,751
								LEA-wide Total:	$ 12,198,166
								Limited Total:	$ 137,180
								Schoolwide Total:	$ 8,454,405

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Equitable Access to Instructional Supports	Yes	LEA-wide	All	All schools	$ 2,137,146	0.000%
1	1.2	Additional College and Career Support and Opportunities	Yes	Schoolwide	All	Specific Schools; All High Schools	$ 1,997,619	0.000%
1	1.3	Alternative Interventions and Supports	Yes	LEA-wide	Low-Income	All schools	$ 247,179	0.000%
1	1.4	Alternative Education Opportunities	Yes	Schoolwide	Foster Youth and Low-Income	Specific Schools; BRHS & ACCE	$ 4,785,782	0.000%
1	1.5	Targeted Supports in English Language Arts (ELA)	Yes	Schoolwide	Foster Youth and Low-Income	Specific Grade Spans; Grades TK through 6th	$ 223,086	0.000%
1	1.6	Equitable Access to Technology	Yes	LEA-wide	All	All schools	$ 3,227,354	0.000%
1	1.7	Targeted interventions and Supports for English Learners	Yes	Limited	English Learners	Specific Grade Spans; Grades TK through 6th	$ -	3.000%
1	1.8	Targeted Interventions and Supports for Long-Term English Learners	Yes	Limited	English Learners	Specific Grade Spans; Grades 7th through 12th	$ 112,180	0.000%
1	1.9	Professional Development	Yes	LEA-wide	All	All schools	$ 287,655	0.000%
1	1.10.	Expanded Learning Opportunities	Yes	Schoolwide	Foster Youth and Low-Income	Specific Grade Spans; Kindergarten	$ 1,447,918	0.000%
1	1.12	English Learner and Long-Term English Learner Professional Development	Yes	Limited	English Learners	All schools	$ 25,000	0.000%
2	2.1	Mental and Emotional Health Programs and Services	Yes	LEA-wide	All	All schools	$ 286,371	0.000%
2	2.2	Collaborative Leadership and Practices Targeting Social-Emotional Needs	Yes	LEA-wide	Low-Income	All schools	$ 98,823	0.000%
3	3.1	Family and Community Engagement	Yes	LEA-wide	Low-Income	All schools	$ 304,886	0.000%
3	3.2	Transportation Support	Yes	LEA-wide	Foster Youth and Low-Income	All schools	$ 5,608,752	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 22,943,184.00	$ 20,808,263.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional supports and intervention	Yes	$ 4,348,945	$ 4,840,371
1	1.2	After School Tutoring	No	$ 30,000	$ -
1	1.3	Identified CSI School	No	$ 495,271	$ 495,271
1	1.4	Alternative Education	Yes	$ 5,547,954	$ 5,747,306
1	1.5	College and Career	Yes	$ 68,825	$ 69,215
1	1.6	Transportation	Yes	$ 6,455,765	$ 4,636,165
1	1.7	Saturday School	Yes	$ 162,857	$ 132,649
1	1.8	Targeted Support for Unduplicated Students	Yes	$ 461,377	$ 267,668
1	1.9	Targeted Instructional Support for English Language Learners	Yes	$ 47,855	$ 14,113
1	1.10	Professional Development for Effective Instruction Practices for English Language Learners	Yes	$ 38,671	$ -
2	2.1	PBIS and Social-Emotional Supports	Yes	$ 1,462,761	$ 348,339
2	2.2	Attendance and Academic Outreach	Yes	$ 692,079	$ 1,313,543
2	2.3	Safe and Secure Campuses	No	$ 429,656	$ 269,942
2	2.4	Community Outreach	Yes	$ 267,713	$ 217,297
2	2.5	Professional Development (SEL)	Yes	$ 15,000	$ -
3	3.1	Professional Development	Yes	$ 462,216	$ 209,227
3	3.2	Highly Qualified Personnel	Yes	$ 123,580	$ 286,039
3	3.3	Program Support for Unduplicated Students	Yes	$ 1,437,294	$ 1,565,753
4	4.1	Multi-tiered System of Support	No	$ 3,000	$ 3,000
4	4.2	Professional Development	No	$ 121,711	$ 121,711
4	4.3	Parent Education and Involvement	No	$ 126,432	$ 126,432
4	4.4	Professional Development Coach	No	$ 144,222	$ 144,222

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 21,047,966	$ 21,592,892	$ 19,672,243	$ 1,920,649	0.000%	4.700%	4.70%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional supports and intervention	Yes	$ 4,348,945	$ 4,840,371.00	0.000%	0.000%
1	1.4	Alternative Education	Yes	$ 5,547,954	$ 5,747,306.00	0.000%	0.000%
1	1.5	College and Career	Yes	$ 68,825	$ 69,215.00	0.000%	0.000%
1	1.6	Transportation	Yes	$ 6,455,765	$ 4,636,165.00	0.000%	0.000%
1	1.7	Saturday School	Yes	$ 162,857	$ 132,649.00	0.000%	0.000%
1	1.8	Targeted Support for Unduplicated Students	Yes	$ 461,377	$ 267,668.00	0.000%	0.000%
1	1.9	Targeted Instructional Support for English Language Learners	Yes	$ 47,855	$ -	0.000%	4.700%
1	1.10	Professional Development for Effective Instruction Practices for English Language Learners	Yes	$ 38,671	$ 38,671.00	0.000%	0.000%
2	2.1	PBIS and Social-Emotional Supports	Yes	$ 1,462,761	$ 348,339.00	0.000%	0.000%
2	2.2	Attendance and Academic Outreach	Yes	$ 692,079	$ 1,313,543.00	0.000%	0.000%
2	2.4	Community Outreach	Yes	$ 267,713	$ 217,297.00	0.000%	0.000%
2	2.5	Professional Development (SEL)	Yes	$ 15,000	$ -	0.000%	
3	3.1	Professional Development	Yes	$ 462,216	$ 209,227.00	0.000%	0.000%
3	3.2	Highly Qualified Personnel	Yes	$ 123,580	$ 286,039.00	0.000%	0.000%
3	3.3	Program Support for Unduplicated Students	Yes	$ 1,437,294	$ 1,565,753.00	0.000%	0.000%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 79,904,593	$ 21,047,966	0.000%	26.341%	$ 19,672,243	4.700%	29.320%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be

increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023