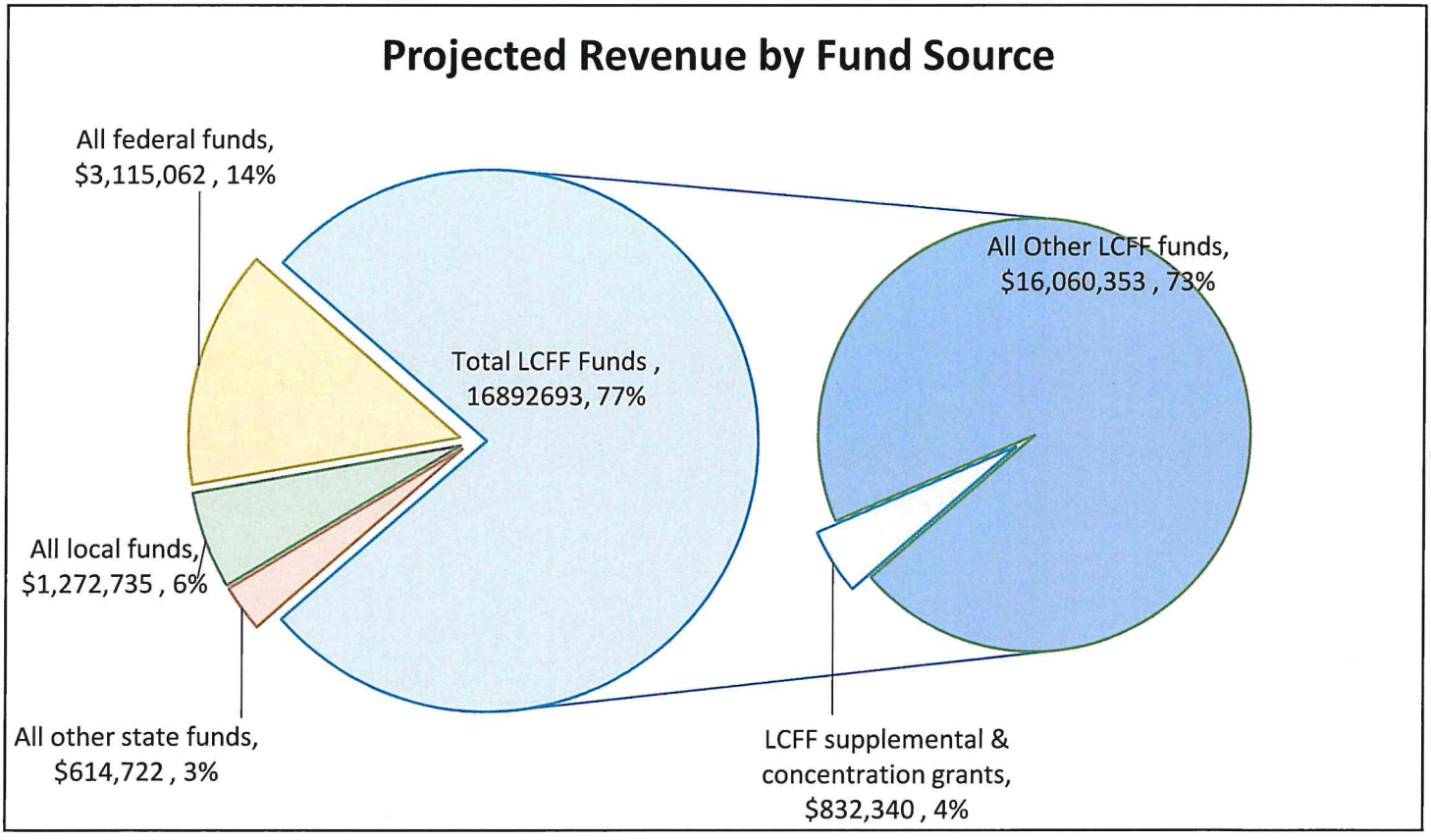
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Muroc Joint Unified School District
CDS Code: 63685000000000
School Year: 2022 – 23
LEA contact information: Trevor Walker

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

Budget Overview for the 2022 – 23 School Year

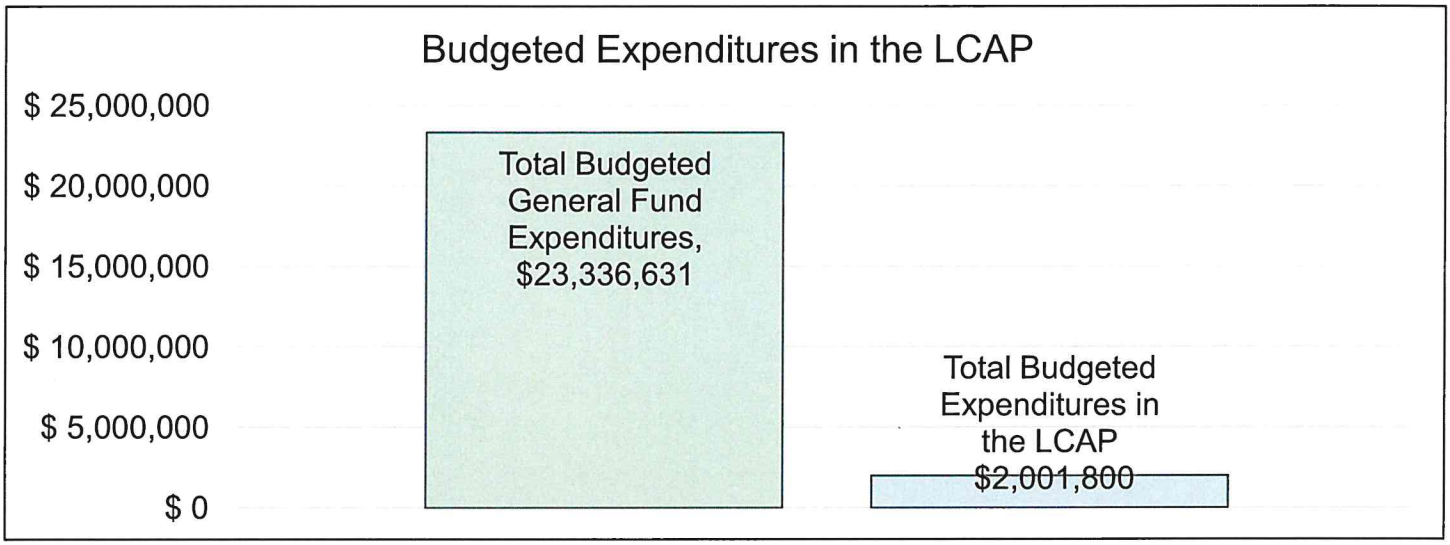


This chart shows the total general purpose revenue Muroc Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Muroc Joint Unified School District is $21,895,212.32, of which $16,892,693.00 is Local Control Funding Formula (LCFF), $614,722.32 is other state funds, $1,272,735.00 is local funds, and $3,115,062.00 is federal funds. Of the $16,892,693.00 in LCFF Funds, $832,340.00 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 Muroc Joint Unified School District plans to spend for 2022 – 23. 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: Muroc Joint Unified School District plans to spend $23,336,631.00 for the 2022 – 23 school year. Of that amount, $2,001,800.00 is tied to actions/services in the LCAP and $21,334,831.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

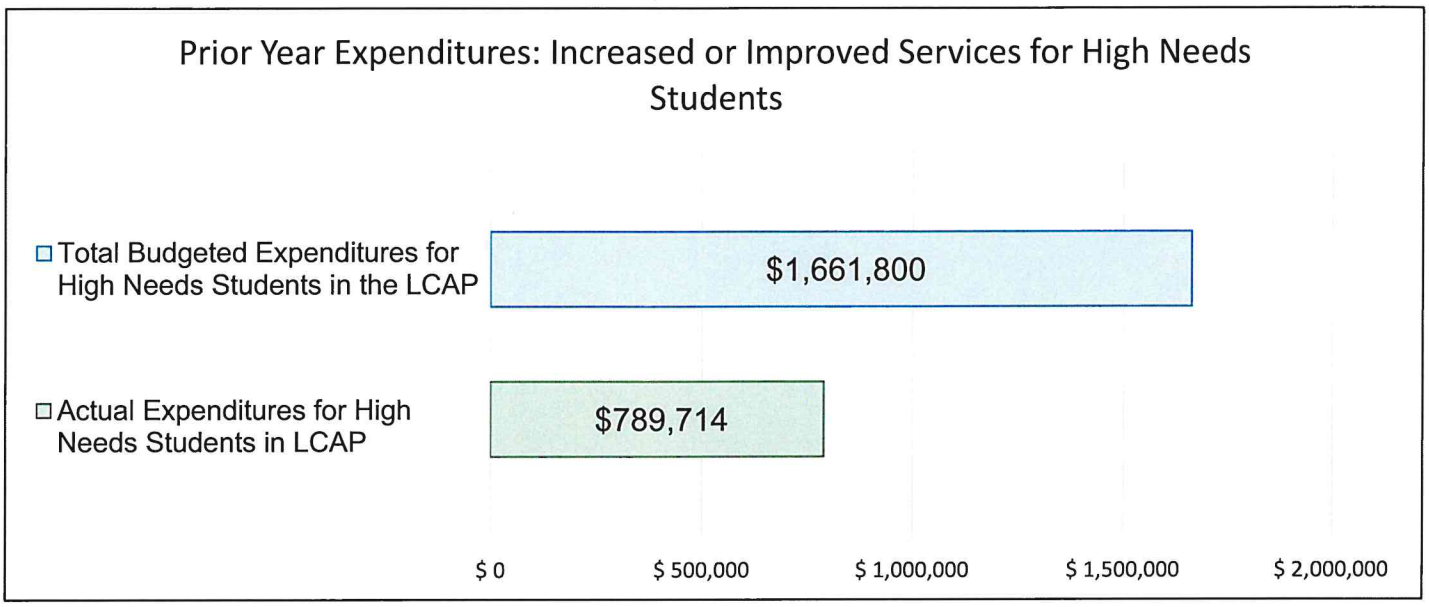
General ongoing operational expenditures focused on normal day-to-day operations

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Muroc Joint Unified School District is projecting it will receive $832,340.00 based on the enrollment of foster youth, English learner, and low-income students. Muroc Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Muroc Joint Unified School District plans to spend $1,778,300.00 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 2021 – 22



This chart compares what Muroc Joint 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 Muroc Joint 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 2021 – 22, Muroc Joint Unified School District's LCAP budgeted $1,661,800.00 for planned actions to increase or improve services for high needs students. Muroc Joint Unified School District actually spent $789,714.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of $872,086.00 had the following impact on Muroc Joint Unified School District's ability to increase or improve services for high needs students:

Impact of covid and lack of staffing caused some shifts in services, delay of actions, and triggered need to review and adjust moving forward.

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,854,800.00	$ 850,314.00

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	Professional Development	Yes	$ 50,000	$ -
1	2	Supplemental Instruction Materials and Supplies	Yes	$ 10,000	$ 74,121
1	3	Personnel for Student Intervention	No	$ 110,000	$ 37,643
1	4	Transportation for Intervention Programs	Yes	$ 25,000	$ 60,600
1	5	Digital Divide	Yes	$ 25,000	$ 2,600
1	6	Supplemental Online Academic Supports Progra	Yes	$ 95,000	$ 131,890
1	7	Distance Learning Teachers	No	$ 160,000	$ 101,419
1	8	Supplemental Materials for English Language L	Yes	$ 95,000	$ 25,945
1	9	English Learner Authorization and Crosscultural	Yes	$ 500	$ -
1	10	English Language Development Coach	Yes	$ 115,000	$ 121,014
1	11	Education Technology Specialists	No	$ 2,500	$ 3,000
1	12	Credit Recovery	Yes	$ 135,500	$ 122,673
1	13	Summer School	Yes	$ 30,000	$ -
1	14	Designated Instruction and Services (DIS) spee	No	$ 5,000	$ 3,440
1	15	Intervention Program	Yes	$ 20,000	$ -
2	1	School Nurse	No	$ 80,000	$ -
2	2	Mental Health Provider	Yes	$ 80,000	$ 102,649
2	3	Professional Development and Implementation	Yes	$ 40,000	$ -
2	4	Parent Education Classes	Yes	$ 5,000	$ -
2	5	Instructional Platform and Program	No	$ 20,000	$ 4,320
2	6	Enhanced Health and Safety	No	$ 75,000	$ 37,000
2	7	Summer School Mental Health Supports	Yes	$ 10,800	$ -
2	8	Engagement Task Forces	Yes	$ 25,000	$ 12,000
2	9	Attendance Secretary	Yes	$ 24,500	$ -
2	10	Engagement Surveys and Videos	No	$ 1,000	$ 10,000

2	11	Music Teacher	Yes	$ 75,000	$ -
3	1	Technology Media Lab	No	$ 75,000	$ -
3	2	Air Frame and Power Plant CTE Course	Yes	$ 100,000	$ -
3	3	Law Enforcement CTE Course	Yes	$ 100,000	$ -
3	4	General Education Preschool	Yes	$ 150,000	$ -
3	5	Special Day Class Program for 7th – 12th	No	$ 115,000	$ -

2021-22 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 4 from 7)	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)
$ 833,437	$ 1,661,800	$ 789,714	$ (43,723)	0.00%	1.00%	This Calculation is Not Required

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	Professional Development	Yes	$ 50,000	$ -	0.00%	0.00%
1	2	Supplemental Instruction Materials and Supplies	Yes	$ 10,000	$ 74,121	0.00%	0.00%
1	3	Personnel for Student Intervention	No	$ 110,000	$ 37,643	0.00%	0.00%
1	4	Transportation for Intervention Programs	Yes	$ 25,000	$ -	0.00%	0.00%
1	5	Digital Divide	Yes	$ 25,000	$ 2,600	0.00%	0.00%
1	6	Supplemental Online Academic Supports Programs	Yes	$ 95,000	$ 131,890	0.00%	0.00%
1	7	Distance Learning Teachers	No	$ 160,000	$ 101,419	0.00%	0.00%
1	8	Supplemental Materials for English Language Learne	Yes	$ 17,000	$ 25,945	0.00%	0.00%
1	9	English Learner Authorization and Crosscultural, Lan	Yes	$ 500	$ -	0.00%	0.00%
1	10	English Language Development Coach	Yes	$ 115,000	$ 121,014	0.00%	0.00%
1	11	Education Technology Specialists	No	$ 2,500	$ 3,000.00	0.00%	0.00%
1	12	Credit Recovery	Yes	$ 135,500	$ 122,673	0.00%	1.00%
1	13	Summer School	Yes	$ 30,000	$ -	0.00%	0.00%
1	14	Designated Instruction and Services (DIS) speech an	No	$ 5,000	$ 3,440.00	0.00%	0.00%
1	15	Intervention Program	Yes	$ 20,000	$ -	0.00%	0.00%
2	1	School Nurse	No	$ 80,000	$ -	0.00%	0.00%
2	2	Mental Health Provider	Yes	$ 80,000	$ 102,649	0.00%	0.00%
2	3	Professional Development and Implementation of a M	Yes	$ 40,000	$ -	0.00%	0.00%
2	4	Parent Education Classes	Yes	$ 5,000	$ -	0.00%	0.00%
2	5	Instructional Platform and Program	No	$ 20,000	$ 4,320	0.00%	0.00%
2	6	Enhanced Health and Safety	No	$ 75,000	$ 37,000	0.00%	0.00%
2	7	Summer School Mental Health Supports	Yes	$ 10,800	$ -	0.00%	0.00%
2	8	Engagement Task Forces	Yes	$ 25,000	$ 12,000	0.00%	0.00%
2	9	Attendance Secretary	Yes	$ 24,500	$ -	0.00%	0.00%
2	10	Engagement Surveys and Videos	No	$ 1,000	$ 10,000	0.00%	0.00%
2	11	Music Teacher	Yes	$ 75,000	$ -	0.00%	0.00%
3	1	Technology Media Lab	No	$ 75,000	$ -	0.00%	0.00%
3	2	Air Frame and Power Plant CTE Course	Yes	$ 100,000	$ -	0.00%	0.00%
3	3	Law Enforcement CTE Course	Yes	$ 100,000	$ -	0.00%	0.00%
3	4	General Education Preschool	Yes	$ 150,000	$ -	0.00%	0.00%
3	5	Special Day Class Program for 7th – 12th	No	$ -	$ -	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	10. Estimated Actual Percentage to Increase or Improve Services for the Current School Year (6 divided by 9)	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)
$ 12,576,440	$ 833,437	6.63%	$ 789,714	1.00%	6.28%	$ 43,723.00

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,001,800	$ 410,000	$ -	$ 235,000	2,646,800	$ 1,963,300	$ 683,500

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Professional Development	All		$ 300,000	$ -	$ -	$ 300,000
1	2	Supplemental Instruction Materials and Sup	All	$ 10,000	$ -	$ -		$ 10,000
1	3	Personnel for Student Intervention	All		$ 110,000			$ 110,000
1	4	Transportation for Intervention Programs	All	$ 25,000			$ -	$ 25,000
1	5	Digital Divide	All	$ 25,000	$ -	$ -		$ 25,000
1	6	Supplemental Online Academic Supports Pr	All	$ 95,000	$ -			$ 95,000
1	7	Distance Learning Teachers	All			$ -	$ 160,000	$ 160,000
1	8	Supplemental Materials for English Languag	All	$ 17,000	$ -	$ -		$ 17,000
1	9	English Learner Authorization and Crosscult	All	$ 500	$ -	$ -	$ -	$ 500
1	10	English Language Development Coach	All	$ 115,000	$ -	$ -	$ -	$ 115,000
1	11	Education Technology Specialists	All	$ 2,500	$ -		$ -	$ 2,500
1	12	Credit Recovery	All	$ 135,500	$ -	$ -	$ -	$ 135,500
1	13	Summer School	All	$ 30,000	$ -	$ -	$ -	$ 30,000
1	14	Designated Instruction and Services (DIS) s	Student with Disabilities	$ 5,000	$ -	$ -	$ -	$ 5,000
1	15	Intervention Program	All	$ 20,000	$ -	$ -	$ -	$ 20,000
1	16	Special Education Collaboration	Student with	$ 75,000	$ -	$ -	$ -	$ 75,000
1	17	Special Education Moderate/Severe Prograr	Student with	$ 150,000	$ -	$ -	$ -	$ 150,000
2	1	School Nurse	All	$ 80,000	$ -	$ -	$ -	$ 80,000
2	2	MTSS Social Emotional Supports	All	$ 275,000	$ -	$ -	$ -	$ 275,000
2	3	Professional Development and Implementat	All	$ 40,000	$ -	$ -	$ -	$ 40,000
2	4	Parent Education Classes	All	$ 5,000	$ -	$ -	$ -	$ 5,000
2	5	Instructional Platform and Program	All	$ 20,000	$ -	$ -	$ -	$ 20,000
2	6	Enhanced Health and Safety	All	$ -	$ -	$ -	$ 75,000	$ 75,000
2	7	Summer School Mental Health Supports	All	$ 10,800	$ -	$ -	$ -	$ 10,800
2	8	Engagement Task Forces	All	$ 25,000	$ -	$ -	$ -	$ 25,000
2	9	Attendance Secretary	All	$ 24,500	$ -	$ -	$ -	$ 24,500
2	10	Engagement Surveys and Videos	All	$ 1,000	$ -	$ -	$ -	$ 1,000
2	11	Music Teacher	All	$ 75,000	$ -	$ -	$ -	$ 75,000
3	1	Technology Media Lab	All	$ 75,000	$ -	$ -	$ -	$ 75,000
3	2	Air Frame and Power Plant CTE Course	All	$ 100,000	$ -	$ -	$ -	$ 100,000
3	3	Law Enforcement CTE Course	All	$ 100,000	$ -	$ -	$ -	$ 100,000
3	4	General Education Preschool	All	$ 150,000	$ -	$ -	$ -	$ 150,000
3	5	Special Day Class Program for 7th – 12th	Students with	$ 115,000	$ -	$ -	$ -	$ 115,000
3	6	Theater Arts CTE Program	All	$ 100,000	$ -	$ -	$ -	$ 100,000
3	7	Rocketry CTE Program	All	$ 100,000	$ -	$ -	$ -	$ 100,000

2022-23 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)	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
$ 16,892,693	$ 832,340	4.93%	$ 1,778,300	0%	10.53%	Total:	$ 1,778,300
						LEA-wide Total:	$ 983,300
						Limited Total:	$ -
						Schoolwide Total:	$ 795,000

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	Professional Development	Yes	LEA-wide	English Learners, Foster Youth, Low Income, Homeless	All Schools	$ 300,000	0.00%
1	2	Supplemental Instruction Materials and Sup	Yes	Schoolwide	English Learners, Foster Youth, Low Income, Homeless	Elementary Schools	$ 10,000	0.00%
1	3	Personnel for Student Intervention	No	Schoolwide		All Schools		
1	4	Transportation for Intervention Programs	Yes	LEA-wide	English Learners, Foster Youth, Low Income, Homeless	All Schools	$ 25,000	0.00%
1	5	Digital Divide	Yes	LEA-wide	English Learners, Foster Youth, Low Income, Homeless	All Schools	$ 25,000	0.00%
1	6	Supplemental Online Academic Supports Pr	Yes	LEA-wide	English Learners, Foster Youth, Low Income, Homeless	All Schools	$ 95,000	0.00%
1	7	Distance Learning Teachers	No	LEA-wide		All Schools		
1	8	Supplemental Materials for English Languag	Yes	LEA-wide	English Learners, Foster Youth, Low Income, Homeless	All Schools	$ 17,000	0.00%
1	9	English Learner Authorization and Crosscult	Yes	LEA-wide	English Learners, Foster Youth, Low Income, Homeless	All Schools	$ 500	0.00%
1	10	English Language Development Coach	Yes	LEA-wide	English Learners, Foster Youth, Low Income, Homeless	All Schools	$ 115,000	0.00%
1	11	Education Technology Specialists	No	LEA-wide		All Schools		
1	12	Credit Recovery	Yes	Schoolwide	English Learners, Foster Youth, Low Income, Homeless	Boron Jr/Sr High School	$ 135,500	0.00%
1	13	Summer School	Yes	LEA-wide	English Learners, Foster Youth,	All Schools	$ 30,000	0.00%
1	14	Designated Instruction and Services (DIS) s	No	LEA-wide		All Schools		
1	15	Intervention Program	Yes	LEA-wide	English Learners, Foster Youth,	All Schools	$ 20,000	0.00%
1	16	Special Education Collaboration	No	LEA-wide		All Schools		
1	17	Special Education Moderate/Severe Prograr	No	LEA-wide		All Schools		
2	1	School Nurse	No	Schoolwide		West Boron Elementary		
2	2	MTSS Social Emotional Supports	Yes	LEA-wide	English Learners, Foster Youth,	All Schools	$ 275,000	0.00%
2	3	Professional Development and Implementat	Yes	LEA-wide	English Learners, Foster Youth,	All Schools	$ 40,000	0.00%
2	4	Parent Education Classes	Yes	LEA-wide	English Learners, Foster Youth,	All Schools	$ 5,000	0.00%
2	5	Instructional Platform and Program	No	LEA-wide		All Schools		
2	6	Enhanced Health and Safety	No	LEA-wide		All Schools		
2	7	Summer School Mental Health Supports	Yes	LEA-wide	English Learners, Foster Youth,	All Schools	$ 10,800	0.00%
2	8	Engagement Task Forces	Yes	LEA-wide	English Learners, Foster Youth,	All Schools	$ 25,000	0.00%
2	9	Attendance Secretary	Yes	Schoolwide	English Learners, Foster Youth,	Boron Jr/Sr High School	$ 24,500	0.00%
2	10	Engagement Surveys and Videos	No	LEA-wide		All Schools		
2	11	Music Teacher	Yes	Schoolwide	English Learners, Foster Youth,	Boron Jr/Sr High School	$ 75,000	0.00%
3	1	Technology Media Lab	No	Schoolwide		Jr/Sr High Schools		
3	2	Air Frame and Power Plant CTE Course	Yes	Schoolwide	English Learners, Foster Youth,	Jr/Sr High Schools	$ 100,000	0.00%
3	3	Law Enforcement CTE Course	Yes	Schoolwide	English Learners, Foster Youth,	Jr/Sr High Schools	$ 100,000	0.00%
3	4	General Education Preschool	Yes	Schoolwide	English Learners, Foster Youth,	Elementary Schools	$ 150,000	0.00%
3	5	Special Day Class Program for 7th – 12th	No	Schoolwide		Jr/Sr High Schools		
3	6	Theater Arts CTE Program	Yes	Schoolwide	English Learners, Foster Youth,	Jr/Sr High Schools	$ 100,000	0.00%

3	7	Rocketry CTE Program	Yes	Schoolwide	English Learners, Foster Youth,	Jr/Sr High Schools	$ 100,000	0.00%

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Muroc Joint Unified School District	Kevin Cordes Superintendent	kcordes@muroc.k12.ca.us

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Funds provided by the Budget Act of 2021 that were not included in the LCAP include the Educator Effectiveness Block Grant and the Expanded Learning Opportunities Grant. Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged educational partners during the 2021-22 school year as follows:

A public meeting prior to adoption was held on 12/8/2021 regarding the Educator Effectiveness Block Grant. Staff input regarding the Educator Effectiveness Block Grant was conducted through surveys and input sessions (12/2/2021).

A public meeting is planned on 3/9/2022 regarding the A-G Completion Grant

A public meeting is planned on 5/11/2022 regarding the Expanded Learning Opportunities Program (ELO-P) and the Pre-K Planning and Implementation Grant.

The Continuous Improvement Process Team elected to assist with the Differentiated Assistance Plan is scheduled to meet on 2/2022 and will provide input on the following plans: Expanded Learning Opportunities Program (ELO-P), Pre-K Planning and implementation Grant, A-G Completion Grant, and the Expanded Learning Opportunities Program Plan.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Muroc Joint Unified School District does not receive concentration grant funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged Educational Partners during the 2021-22 school year as follows:

ESSER III (https://www.muroc.k12.ca.us/district_information)

- District Office COVID-19 Taskforce meeting (Teachers, Principal, Classified Staff, SPED Administrator, Local Bargaining Unit President, Chief Business Officer): 8/3/2021, 10/12/2021, 11/2/2021, 12/2/2021
- SPED meeting (SPED Administrators): 10/7/2021
- Edwards Air Force Base Partnership Meeting (MSG, Security Forces, Emergency Management, Office of Inspector General, Safety, parent group): Monthly
- School Site Council Meetings: 8/10/2021

ESSER I, ESSER II, GEER I, Expanded Learning Opportunities Grant (ELOG)

- District Office COVID-19 Taskforce meeting (Teachers, Principal, Classified Staff, SPED Administrator, Local Bargaining Unit President, Chief Business Officer): 8/3/2021, 10/12/2021, 11/2/2021, 12/2/2021

Expanded Learning Opportunities Program Grant (ELO-P), A-G Completion Grant, Pre-K Planning and Implementation Grant

- The process is in the beginning stages to review potential and eligible expenditures

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of the Muroc Joint Unified School District to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Act of 2021. Muroc Joint Unified School District has implemented many actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. Specifically, we have successfully implemented the following:

- Muroc Joint Unified School District has bolstered the health and wellness team.

- With the support of the California Department of Public Health, Muroc Joint Unified School District has opened two COVID-19 testing clinics (Branch Elementary, West Boron Elementary)
- Provide at-home COVID-19 tests to students.
- Tier 2 Leveled Literacy Intervention at the elementary schools (During the school day).
- After-school Tier 3 Leveled Literacy Intervention at West Boron Elementary
- Providing Physical Therapy services to eligible students on an IEP
- Purchase and the implementation of 2nd Step Social Emotional Learning Curriculum at Bailey Elementary.
- Hiring an additional School Psychologist to support Social Emotional Learning; provide counseling to students in need, and provide consultative services to staff regarding student behaviors.

We have also experienced challenges to implementation. These challenges include the following:

- Difficulties hiring staff
- Delays in planning and implementation due to COVID-19 quarantine/isolation guidelines.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Muroc Joint Unified School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. The inclusive process allowed for the plan to specifically target needs in a comprehensive manner.

The Muroc Joint Unified School District defines the needs through three specific goals. Each goal is then broken into specific actions. Each goal and action is speaking to the needs of the student, staff, and community population.

- Goal 1 of the LCAP is to expedite student learning and academic growth by providing high-quality teachers, alignment of grade level standards, implementation of academic rigor, and targeted academic intervention/remediation. The District is using the following to measure growth: SARC report, CAASPP Assessment, and the California School Dashboard. Towards this goal, the District is focusing on staff development, ELA intervention, technology, academic enrichment, and the expansion of academic intervention services.

- Goal 2 of the LCAP is to develop and install a collaborative culture and expand partnership with stakeholders in an effort to provide a safe and welcoming environment that is conducive to student achievement. The District is using the following to measure growth: FIT reports, California Dashboard, and surveys. Towards this goal, the District is focusing on mental health and developing a comprehensive Multi-Tier Systems of Support (MTSS).

- Goal 3 of the LCAP is to expand course offerings, promote career readiness, and provide instruction and experience that reinforces core curriculum concepts and skills leading to gainful employment. The District is using the following to measure growth: SARC report, and the California Dashboard. Towards this goal, the District is focusing on expanding its course offerings (CTE).

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp)for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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
Muroc Joint Unified School District	Kevin Cordes, Superintendent	kcordes@muroc.k12.ca.us

Plan Summary 2022-2023

General Information

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

Muroc Joint Unified School District is a K-12 unified school system of approximately 1,900 students, located in the Mojave Desert approximately 110 miles northeast of Los Angeles. It was founded as an elementary school in 1911, with one teacher and less than a dozen students. The school house was located at Edwards Air Force Base. Boron students were bused to the air base for their education. As the area became more populated, another school was established in 1929, in Boron. The schools became a unified district in 1953, encompassing 578 square miles in Kern and San Bernardino counties.

The District serves the communities of Boron, North Edwards, and Edwards Air Force Base, and maintains four school sites and an adult learning center. A comprehensive junior-senior high school and TK-6 elementary school are located in Boron and a comprehensive junior-senior high school and TK-6 elementary school are located on Edwards Air Force Base. All of these schools have been awarded "California Distinguished School" status. The district is currently in the process of modernizing all school sites, with some facilities being completely replaced and one school being reopened for TK-3rd grades at Edwards Air Force Base. In order to accomplish this, the district passed a 21-million-dollar school construction bond in November 2016 to support the construction projects of the schools in Boron. Additionally, in the spring of 2017, the district was awarded 80 million dollars by the Office of Economic Adjustment related to the Department of Defense Public Schools on Military Installations Program. This money is being used to improve schools located on the base. The district retained WLC Architectural Services and WLC Construction Services for design and construction services respectively. The district is working with stakeholders from each community to ensure that the upgrades and improvements to the schools will best serve students for the next fifty years. Muroc students have been a continual source of pride. From the early mining and flight test eras to today, they have netted top awards in everything from leadership and scholarship, to sports and fine arts. Over the years, a good number of our students have returned as fully credentialed teachers, support staff, and administrators, to support students with sincere concern in the district and the area where they grew up.

Reflections: Successes

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

After conducting a review of progress based on the California School Dashboard, Muroc Joint Unified School District success are as follows:

Muroc Joint Unified School District transitioned to full distance learning on March 18, 2020 due to the COVID-19 pandemic. The district has increased and improved services to students by moving to a 1:1 ratio of students per Chromebook. Muroc Joint Unified School District purchased an additional 1500 Chromebooks to replace end-of-life Chromebooks. With a new emphasis on technology and accessibility, Muroc Joint Unified School District constructed an agreement with Spectrum to deliver free high-speed internet to all families that qualify for the Free and Reduced Lunch Plan. The District moved to the Google Classroom and Google Suite platform to support engagement for parents, students, and staff. Muroc Joint Unified School District provided teachers with state-of-the-art technology (4k cameras, lapel microphones, and laptops) so that they can offer students an uncompromised educational program through distance learning. We were able to train and hire 5 Educational Technology Specialist to assist with the transition to distance learning. The Director of Technology provided weekly Education Technology workshops to help teachers troubleshoot programs that they might have with their devices. Teachers were provided with supplemental online assessments and instructional tools (System 44/Read 180, IXL, Lexia, STAR Assessment, and Accelerated Reader).

On April 12, 2021, Muroc Joint Unified School District transitioned to offering students the option of in-person instruction. In-person learning applied to all grade levels and allowed students to be on campus 5-days a week, for the entirety of the school day. Students that were unable to participate in-person were offered a distance learning option. Prior to reopening, Muroc Joint Unified School District prioritized stakeholder input to ensure we were meeting the needs of the community. The district created multiple taskforces to provide feedback and guidance on transitioning to in-person instruction in the most effective and safe manner (Instructional Task Force, Special Education Task Force, Student Support Task Force, Academic Support Task Force, EL/Foster Youth/Homeless Student Task Force). To ensure that the district was providing an open line of communication to all stakeholders, the district office disseminated weekly surveys to staff, parents, and students. District decisions made throughout the school year were based on staff, student, and parent responses from the surveys. The district office released weekly videos to address survey questions and concerns posed by the stakeholders.

In our continued efforts to expand our CTE course offerings, Muroc Joint Unified School District was able to add Game Design to its CTE course offerings. In our efforts to provide students with multiple pathways to success, Muroc Joint Unified School District will look to offer multiple CTE pathways in the near future.

There has been an upward trend in ELA results on the CA Dashboard. Results are as follows:

All Students: 2019 data indicates that the Status Distance from Standard is -7.6. This is an increase of 12.1 points compared to the previous year.

EL Students: 2019 data indicates that the Status Distance from Standard is -62.6. This is a significant increase of 23 points compared to the previous year.

Socioeconomically Disadvantaged: 2019 data indicates that the Status Distance from Standard is -46. This is an increase of 12.1 points compared to the previous year.

There has been an upward trend in Math results on the CA Dashboard. Results are as follows:

All Students: 2019 data indicates that the Status Distance from Standard is -39.6. This is an increase of 12 points compared to the previous year.

EL Students: 2019 data indicates that the Status Distance from Standard is -91.5. This is a significant increase of 26 points compared to the previous year.

Socioeconomically Disadvantaged: 2019 data indicates that the Status Distance from Standard is -74. This is an increase of 12.4 points compared to the previous year.

EL Students' Chronic Absenteeism rate has declined by 5.7% from 2018 to 2019.

Reflections: Identified Need

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

After conducting a review of progress based on the California School Dashboard, Muroc Joint Unified School District success are as follows:

In March of 2020, Muroc Joint Unified School District transitioned from in-person instruction to distance learning. The effects of distance learning are undeniable as we have seen learning loss across the board. Muroc Joint Unified School District will prioritize academic intervention and remediation to assist in closing the gap and mitigating learning loss. District benchmark indicates students are not progressing in English Language Arts and Mathematics at the same rate as if they were at school for in-person instruction. Muroc Joint Unified School District will look to provide supplemental support in these specific areas.

Muroc Joint Unified School District has increased CAASPP ELA scores for "All Students" by 3.7 points which indicates a positive trend, however, there is a severe discrepancy in CAASPP ELA scores between Irving L. Branch Elementary and West Boron Elementary, and Desert Junior-Senior High School and Boron Junior-Senior High School. Boron Junior-Senior High School's unduplicated pupil count is 45.7% with Desert Junior-Senior High School unduplicated pupil count being 6.7%. According to the California Dashboard English Language Arts Indicator for 2019, Boron Junior-Senior High School CAASPP average distance from standard for "All Students" is -34. Desert Junior-Senior High School CAASPP average distance from standard for "All Students" is 13.7. West Boron Elementary School's unduplicated pupil count is 56.5% with Irving L. Branch Elementary School unduplicated pupil count being 7.4%. The unduplicated pupil population scores are as follows: English Language Learners average distance from standard is -91.5, socio-economic disadvantages students average distance from standard is -74

Mathematics Indicator for 2019, West Boron Elementary CAASPP average distance from standard for "All Students" is -48.8. Irving L. Branch Elementary CAASPP average distance from standard for "All Students" is 6.8. Muroc Joint Unified School District has increased CAASPP Mathematics scores for "All Students" by 12 points which indicates a positive trend, however, there is a severe discrepancy in CAASPP Mathematics scores between Irving L. Branch Elementary and West Boron Elementary, and Desert Junior-Senior High School and Boron Junior-Senior High School. According to the California Dashboard English Language Arts Indicator for 2019, Boron Junior-Senior High School CAASPP average distance from standard for "All Students" is -68.6. Desert Junior-Senior High School CAASPP average distance from standard for "All Students" is -37.6. According to the California Dashboard English Language Arts Indicator for 2019, West Boron Elementary CAASPP average distance from standard for "All Students" is -68.2. Irving L. Branch Elementary CAASPP average distance from standard for "All Students" is -16. The unduplicated pupil population scores are as follows: English Language Learners average distance from standard is -62.6, socio-economic disadvantages students average distance from standard is -46.

This need drove the District to purchase supplemental programs and benchmarks to assist in closing the gap and getting a better understanding of where the deficiencies lie (System 44/Read 180, IXL, Lexia, STAR Assessment, Accelerated Reader). This also drove the District to look at providing a more robust summer school program, and after school intervention. Muroc Joint Unified School District will focus on curriculum

alignment, and provide designated targeted professional development to teachers. CAASPP and benchmark data drove the district to assess early intervention supports. An assessment of preschool options for parents residing within the district boundaries indicate few options: Edwards Air Force Base Child Development Center and Wind in the Willows. Currently, the Edwards Air Force Base Child Development Center is at capacity and is unable to accept applicants and tuition is based upon a sliding salary scale. Wind in the Willows is a private preschool located in Boron with a capacity of 30 students. Muroc Joint Unified School District will focus on creating a preschool program.

In 2019, Muroc Joint Unified School District rate of suspension for "all students" decreased by -0.7%. After conducting a more in depth analysis on suspension trends, it is important to note that suspension rates for the unduplicated pupil population has increased. Muroc Joint Unified School District has identified a severe discrepancy in suspension rates between Irving L. Branch Elementary and West Boron Elementary, and Desert Junior-Senior High School and Boron Junior-Senior High School. Boron Junior-Senior High School's unduplicated pupil count is 45.7% with Desert Junior-Senior High School unduplicated pupil count being 6.7%. According to the California Dashboard Suspension Rate Indicator for 2019, Boron Junior-Senior High School's suspension rate is 17.4% as compared to Desert Junior-Senior High School's 4.3% suspension rate. West Boron Elementary School's suspension rate for 2019 is 6.6% as compared to Irving L. Branch Elementary School's 1.1% suspension rate. The unduplicated pupil population suspension rates are as follows: English Language Learners is 0%, Foster Youth is 17.6%, and socio-economic disadvantaged students is 9.8%. Even though progress was made in decreasing suspension rates for "all students", Muroc Joint Unified School District has identified suspension rates as being an area of need. In order to address the issue, Muroc Joint Unified School District will prioritize the social-emotional needs of our students by increasing staff training in restorative practices, alternative to suspension ideology, and classroom management. Muroc Joint Unified School District has also identified a need for more direct counseling services to students and families. To ensure students make progress, and to mitigate against regression, Muroc Joint Unified School District will look to extend services into the summer. Muroc Joint Unified School District will continue to collaborate and conduct weekly data analysis at the site level with its primary focus being suspension rates. Muroc Joint Unified School District will look to assemble a Positive Behavior Intervention and Supports site level team to implement proactive approaches to improve school safety and promote positive behavior.

In 2019, Muroc Joint Unified School District's Chronic Absenteeism rate places us in the "orange" with a rate of 15.5%. After conducting an in depth analysis on Chronic Absenteeism trends, subgroup data showed that African American and Socioeconomically Disadvantaged Students' Chronic Absenteeism rate has significantly increased. Muroc Joint Unified School District has identified a severe discrepancy in Chronic Absenteeism rates between Irving L. Branch Elementary and West Boron Elementary, and Desert Junior-Senior High School and Boron Junior-Senior High School. Boron Junior-Senior High School's unduplicated pupil count is 45.7% with Desert Junior-Senior High School unduplicated pupil count being 6.7%. According to the California Dashboard Chronic Absenteeism Rate Indicator for 2019, Boron Junior-Senior High School's Chronic Absenteeism Rate is 30.0% as compared to Desert Junior-Senior High School's 12.1% Absenteeism Rate. West Boron Elementary School's Chronic Absenteeism Rate for 2019 is 36.1% as compared to Irving L. Branch Elementary School's 16.2% Chronic

Absenteeism Rate. The unduplicated pupil population chronic absenteeism rates are as follows: English Language Learners is 14%, Foster Youth is 7.1%, and socio-economic disadvantaged students is 27.6%. In order to address this issue, Muroc Joint Unified School District will look to bolster our social-emotional supports for students by building staff capacity in our mental health department so that we are able to provide individualized mental health counseling, small group targeted intervention, and provide training to increase student attendance.

According to the 2020 College/Career Measures Report on the California Dashboard, Muroc Joint Unified School District percentage for "all students" prepared is 30.8%. However, only 17.6% of Socio-Economic Disadvantaged students met the criteria for preparedness. Muroc Joint Unified School District's percentage for "all students" not prepared is 55.8%. 79.4% of Socio-Economic Disadvantaged students are classified as not prepared. In order to address this issue, Muroc Joint Unified School District will continue to expand CTE course offerings at both high schools. To provide equitable access to students, Muroc Joint Unified School District will look to build a technology media lab at each high school. This will allow students to enroll and take a CTE course remotely.

LCAP Highlights

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

Muroc Joint Unified School LCAP for the 2021-2024 school year is a map that articulates the path we will take to ensure that our students, families, staff, and stakeholders needs are met. The Muroc Joint Unified School District will look to grow in three areas which are articulated in the 3 goals that we have created for the LCAP:

Goal 1: Muroc Joint Unified School District will expedite student learning and academic growth by providing high-quality teachers, alignment of grade levels standards, implementation of academic rigor, and targeted academic intervention/remediation.

Goal 2: Muroc Joint Unified School District will instill a collaborative culture and expand partnership with stakeholders in an effort to provide a safe and welcoming environment that is conducive to student achievement.

Goal 3: Muroc Joint Unified School District will expand course offerings, promote career readiness, and provide instruction and experience that reinforces core curriculum concepts and skills leading to gainful employment.

Muroc Joint Unified School District's response to the COVID-19 pandemic:

In March of 2020, Muroc Joint Unified School District transitioned from in-person instruction to distance learning due to the COVID-19 pandemic. During the school closure, the District strived to provide a rigorous, high quality educational program. The District transitioned to Google Classroom and upgraded all users to have access to Google Suite. Staff were encouraged and compensated to attain their Google Educator Level 1 certification. Muroc Joint Unified School District provided teachers with state-of-the-art technology so that they can offer students an uncompromised educational program through distance learning. We were able to train and hire 5 Educational Technology Specialist to assist with the transition to distance learning. The Director of Technology provided weekly Education Technology workshops to help teachers troubleshoot programs that they might have with their devices.

On 1/2021, Muroc Joint Unified School District transitioned the Special Day Class from a distance learning model to an in-person learning model utilizing the Cohort Guidance. MJUSD was able to implement a traditional instructional model that offered to small cohorts of students in-person instruction 5 days a week. Muroc Joint Unified School District provided distance learning for students that were unable to attend in-person instruction.

On 3/2021, Muroc Joint Unified School District transitioned 2 Resource Specialist Programs from a distance learning model to an in-person learning model utilizing the Cohort Guidance.

On 4/2021, Muroc Joint Unified School District transitioned all grade levels from a distance learning model to an in-person learning model utilizing the COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California. MJUSD was able to implement a traditional instructional model that offered to small cohorts of students in-person instruction 5 days a week with various mitigation measures in place. Muroc Joint Unified School District provided distance learning for students that were unable to attend in-person instruction.

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.

NA. Muroc Joint Unified School District is no longer eligible for comprehensive support and improvement.

Support for Identified Schools

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

NA. Muroc Joint Unified School District is no longer eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

NA. Muroc Joint Unified School District is no longer eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Throughout the LCAP development process, Muroc Joint Unified School District receives input on a variety of district initiatives, programs, and services provided to students. This process consists of two objectives: 1) Inform educational partners of progress towards meeting the district's LCAP goals and, 2) Determine changes or additions needed to meet current goals. The process provides a broad group of educational partners an opportunity to review progress, provide input, and support the implementation of actions through meaningful feedback. Feedback was gathered using the following strategies: surveys, school site meetings, district taskforce, leadership meetings. While the LEA considers all feedback in relation to district goals and identified needs, not all expressed needs can be addressed in the LCAP due to limited LCFF resources. The LEA has engaged Educational Partners during the 2021-2022 school year as follows:

Parents are invited to attend Coffee with the Principal at their child's school of attendance to provide formal and informal input

During the spring semester, the District Taskforce (teachers from all sites, principal, administrators, local bargaining unit presidents, Local bargaining unit members, parents, classified staff) reviewed progress towards LCAP goals, district initiatives, and provided input regarding the needs of the district.

Annual surveys were administered to students in grade 5th-12th, MJUSD staff, and parents.

Monthly Edwards Air Force Base Partnership Meetings (MSG, Security Forces, Emergency Management, Office of Inspector General, Safety, parent group)

Edwards Air Force Base Town Hall Meeting including parents, students, teachers, classified staff, Edwards Air Force Base leadership 4/16/2022

Due to the district having less than 21 English Learners, Muroc Joint Unified School District is not required to form an English Learner Advisory Committee. Muroc Joint Unified School District's English Language Coach engages and communicates with each EL Educational Partner individually. Engagement occurs on a monthly basis.

The district consulted with the Kern County Consortium Special Education Local Plan Area administrator (SELPA) on April 26, 2022 to ensure specific actions for individuals with exceptional needs are included in the LCAP.

The LCAP was presented to the Parent Advisory Committee (PAC) on May 24, 2022. There were no questions submitted by the Parent Advisory Committee that required a response by the Superintendent.

During the spring semester, the LCAP was presented to the school site council. There were no questions submitted by the council that required a response by the Superintendent.

On May 4, 2022, in conjunction with the Kern County Superintendent of Schools, the District Leadership Team, including district administrators and principal conducted a data analysis surrounding all of Muroc Joint Unified School District's State and Local Indicators.

Before the adoption of the LCAP at the June 22, 2022 Board Meeting, a public hearing was held to seek recommendations and comments from members of the public on June 8, 2022. The agenda for this public hearing was posted on June 3, 2022 and included the location where the LCAP could be accessed and an invitation to submit written comments regarding the specific actions and expenditures included in the LCAP. The Board asked questions and provided input regarding action steps and listened to comments from parents and community members regarding specific actions in the LCAP.

A summary of the feedback provided by specific educational partners.

Strengths and areas of need were identified as a result of an analysis of feedback from all educational partners. While not every piece of feedback is included, some trends that emerged from this feedback are listed below.

<u>Learning Loss Mitigation:</u>

-Afterschool intervention targeting ELA and mathematics (students, parents, teachers)

-Robust summer school that targets social emotional learning, ELA, and mathematics (students, parents, teachers)

<u>Additional Staff Trainings:</u>

-Standards based grading (teachers, principals)

-SEL training for teachers and classified staff (teachers, classified staff, principals, administrators)

-Multi-Tiered System of Supports (teacher, principal, administrators)

<u>English Learner Support:</u>

-Access to supplemental curriculum (teachers, EL Educational Partners)

<u>Social Emotional Support:</u>

-Psychologist to support students' social emotional needs (parents, students, teachers, principals, administrators)

-Social Worker to support students' social emotional needs (parents, students, teachers, principals, administrators)

<u>Student Engagement:</u>

-Access to more CTE pathways (teachers, parents, principles, administrators)

-AVID implementation (teachers, administrators, principals)

-Expand continuum of services for special education (parents, administrators)

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

While the LEA considers all feedback in relation to district goals and identified needs, not all expressed needs can be addressed in the LCAP due to limited LCFF resources. Some feedback has been addressed in other improvement plans, including the ESSER III expenditure Plan. In regards to feedback from the Educational Partners, the current goals and actions of the LCAP continue to align with the needs of the community. The following revisions to the LCAP were made in response to input from educational partners:

The district will amend Action 1: Professional Development of Goal 1. The district will look to provide a more comprehensive professional development framework that will allow the district to implement multiple trainings and initiatives (standards based grading, SEL). This particular addition to the LCAP was influenced by the feedback of our teachers and principals. Comparing the SED 2020-2021 CAASPP ELA scores to the 2018-2019, competency has decreased by 7.12%.

The district will add Action 16: Special Education Collaboration to Goal 1. Muroc Joint Unified School District will allocate designated collaboration time for all special education classified employees. This action is intended to provide compensation to SPED classified employees so that they will have the opportunities to collaborate and plan with other special education staff members. (SCIA, Instructional Aides). This particular addition to the LCAP was influenced by the feedback of our teachers and classified staff.

The district will add Action 17: Muroc Joint Unified School District will create a Moderate/Severe Special Education Program for students with comprehensive needs. This action is intended to provide compensation to consultants that will be assisting in creating the specialized program and hire a qualified teacher. This particular addition to the LCAP was influenced by the feedback of our parents and administrators.

The district will amend Action 2: MTSS Social Emotional Supports to Goal 2. Provide additional social emotional MTSS Tier 2 and 3 supports for students. This will provide students with the following: Social skills, Dialectical Behavior Therapy. Cognitive Behavior Therapy, and Check-in/Check-out intervention. This action will support the mental health needs of students specifically who are Low-Income, Foster Youth, Homeless, and Students with Disabilities. Costs: School Psychologist, School Social Worker, and a School Psychologist Intern. Educational Partners have articulated a need for more mental health supports for our students (parents, students, teachers, principals, administrators). Data to support the expansion of this action is as follows: For the 2021-2022 school year, Chronic Absenteeism for SED and Foster Youth was 50%. All students Chronic Absenteeism rate was 36%.

The district will add Action 6: Rocketry CTE Course to Goal 3. This action will provide high school students an additional CTE pathway. This action is intended to provide students with additional options to satisfy "Prepared" requirements for the College/Career Measures Report on the California School Dashboard. We will measure the effectiveness of this action by reviewing data on College/Career Measures Report Indicator on the California School Dashboard. This particular addition to the LCAP was influenced by the feedback of our parents, students, teachers and principals. For the 2021 school year, 8.1% of Socio-economically disadvantaged students completed A-G requirements compared to 28.4% of all students. This will provide additional pathways for students to fulfill the A-G requirements.

The district will add Action 7: Drama Arts CTE Course to Goal 3. This action will provide high school students an additional CTE pathway. This action is intended to provide students with additional options to satisfy "Prepared" requirements for the College/Career Measures Report on the California School Dashboard. We will measure the effectiveness of this action by reviewing data on College/Career Measures Report Indicator on the California School Dashboard. This particular addition to the LCAP was influenced by the feedback of our parents, students, teachers and principals. For the 2021 school year, 8.1% of Socio-economically disadvantaged students completed A-G requirements compared to 28.4% of all students. This will provide additional pathways for students to fulfill the A-G requirements.

Goals and Actions

Goal

Goal #	Description
1	Muroc Joint Unified School District will expedite student learning and academic growth by providing high-quality teachers, alignment of grade levels standards, implementation of academic rigor, and targeted academic intervention/remediation.

An explanation of why the LEA has developed this goal.

Muroc Joint Unified School District developed goal 1 based on stakeholder feedback, State and local metrics, and other collected data.

Muroc Joint Unified School District has increased CAASPP ELA scores for "All Students" by 3.7 points which indicates a positive trend, however, there is a severe discrepancy in CAASPP ELA scores between Irving L. Branch Elementary and West Boron Elementary, and Desert Junior-Senior High School and Boron Junior-Senior High School. Boron Junior-Senior High School's unduplicated pupil count is 45.7% with Desert Junior-Senior High School unduplicated pupil count being 6.7%. According to the California Dashboard English Language Arts Indicator for 2019, Boron Junior-Senior High School CAASPP average distance from standard for "All Students" is -34. Desert Junior-Senior High School CAASPP average distance from standard for "All Students" is 13.7. West Boron Elementary School's unduplicated pupil count is 56.5% with Irving L. Branch Elementary School unduplicated pupil count being 7.4%. The unduplicated pupil population scores are as follows: English Language Learners average distance from standard is -91.5, socio-economic disadvantages students average distance from standard is -74

Mathematics Indicator for 2019, West Boron Elementary CAASPP average distance from standard for "All Students" is -48.8. Irving L. Branch Elementary CAASPP average distance from standard for "All Students" is 6.8. Muroc Joint Unified School District has increased CAASPP Mathematics scores for "All Students" by 12 points which indicates a positive trend, however, there is a severe discrepancy in CAASPP Mathematics scores between Irving L. Branch Elementary and West Boron Elementary, and Desert Junior-Senior High School and Boron Junior-Senior High School. According to the California Dashboard English Language Arts Indicator for 2019, Boron Junior-Senior High School CAASPP average distance from standard for "All Students" is -68.6. Desert Junior-Senior High School CAASPP average distance from standard for "All Students" is -37.6. According to the California Dashboard English Language Arts Indicator for 2019, West Boron Elementary CAASPP average distance from standard for "All Students" is -68.2. Irving L. Branch Elementary CAASPP average distance from standard for "All Students" is -16. The unduplicated pupil population scores are as follows: English Language Learners average distance from standard is -62.6, socio-economic disadvantages students average distance from standard is -46.

Goal 1 is a broad goal focused on improving academic performances through retention of fully credentialed teachers, academic intervention, providing access to standards-aligned instructional materials, and continued professional development in 21st century skills.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A - Monitoring Teachers Fully Credentialed and Appropriately Assigned	Using CalPads (report 4.3) Staff Teaching Assignments and SARC reports, Muroc has 86% of teachers that are fully credentialed and appropriately assigned.	100% of teachers that are fully credentialed and appropriately assigned.	[Insert outcome here]	[Insert outcome here]	Using CalPads (report 4.3) Staff Teaching Assignments and SARC reports, Muroc will have 100% of teachers that are fully credentialed and appropriately assigned.
Priority 1B – Pupil Access to Standards-Aligned Materials	Using local SIS data and SARC reports 100% of students has access to Standards-Aligned Material.	100% of students having access to Standards-Aligned Material.	[Insert outcome here]	[Insert outcome here]	Using local SIS data and SARC reports we will maintain base of 100% of students having access to Standards-Aligned Material.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2A- Implementation of state board adopted academic content and performance standards for all students	Using local SIS data, Classroom walk-throughs, and SARC reports 100% of students have access to Standards-Aligned Material.	100% of students having access to Standards-Aligned Material.	[Insert outcome here]	[Insert outcome here]	Using local SIS data, Classroom walk-throughs, and SARC reports, we will maintain a base of 100% of students having access to Standards-Aligned Material.
Priority 2B – Enable ELs access to CCSS and ELD standards	Using local generated student performance data from Renaissance Learning and classroom observations 100% of English Learners receive integrated ELD support aligned to the ELD Standards.	100% of English Learners receive integrated ELD support aligned to the ELD Standards.			Using local generated student performance data from Renaissance Learning and classroom observations we will maintain baseline of 100% of English Learners receive integrated ELD support aligned to the ELD Standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A- Statewide assessments	Using the CA Dashboard CAASPP Mathematics 2019 Data Distance from Standard All Students (-41.5)(34.91% met or exceeded standards) English Language Learners (-91.5) Hispanic (-48.3) Socio-economically disadvantaged (-74) White (-25)(30.09% met or exceeded standards) Students with Disabilities (-122.9)(3.95% met or exceeded standards)	All Students (21.62% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (8.42% met or exceeded standards) Students with Disabilities (4.17% met or exceeded standards)			Using the CA Dashboard CAASPP Mathematics Data Distance from Standard, decrease by a minimum of 10 points for each student group All Students (-31)(50%) English Language Learners (-81.5) (25%) Hispanic (-38.3)(50%) Socio-economically disadvantaged (-64) White (-15)(20%) Students with Disabilities (-112.9)(10%)

Priority 4A- Statewide assessments	Using the Ca Dashboard CAASPP ELA and Science 2019 Data Distance from Standard ELA: All Students (-7.6) (48.22% met or exceeded standards) English Language Learners (-62.6) Hispanic (-20.1) Socio-economically disadvantaged (-46) (30.09% met or exceeded standards) White (1.9) Students with Disabilities (-92.8)(88% met or exceeded standards) Science: All Students: 30.68% met or exceeded standard	ELA: All Students (39.41% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (22.97% met or exceeded standards) Students with Disabilities (8.16% met or exceeded standards) CAST: All Students: 25.95% met or exceeded standard EL: 0% met or exceeded standard SED: 8.64% met or exceeded standard			Using the Ca Dashboard CAASPP ELA and Science Data Distance from Standard, decrease by a minimum of 5 points for each student group ELA: All Students (-2.6) English Language Learners (-57.6) Hispanic (-15.1) Socio-economically disadvantaged (-41) White (6.9) Students with Disabilities (-87.8) Science: All Students: 55% met or exceeded standard EL: 55% met or exceeded standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL: 30.64% met or exceeded standard SED: 14.69% met or exceeded standard				SED: 35% met or exceeded standard
Priority 4B % of pupils that have successfully completed A-G Requirements	Using local SIS data in 2019-2020, the A-G completion rate for was 52% for Muroc.	Using local SIS data in 2020-2021, the A-G completion rate for was 28% for Muroc.			Using local SIS data, the A-G completion rate for Muroc will increase to 75%
Priority 4C – % of pupils that have successfully completed Career Technical Education Pathways	Using the 2020 Ca School Dashboard and Local SIS system only 10% of students from Muroc completed a CTE course sequence.	Using the 2021 Ca School Dashboard and Local SIS system only 0% of students from Muroc completed a CTE course sequence.			Using the 2020 Ca School Dashboard and Local SIS system will increase to at least 20% of students from Muroc completing a CTE course sequence.
Priority 4D- % of pupils that have successfully completed both B & C	Using the 2020 CA School Dashboard and Local SIS system only 10% of students from Muroc completed a both A-G and CTE requirements.	Using the 2021 CA School Dashboard and Local SIS system only 0% of students from Muroc completed a both A-G and CTE requirements.			Using the 2020 CA School Dashboard and Local SIS system will increase to at least 20% of students from Muroc completing both A-G and CTE requirements.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4E- % of ELs who make progress toward English Proficiency	As measured by 2019/2020 ELPAC, Muroc had the following % of EL's make progress towards English Proficiency. Level 1- 36.8% Level 2- 5.3% Level 3- 0% Level 4- 57.9%	2020/2021 ELPAC, Muroc had the following % of EL's make progress towards English Proficiency. Level 1- 8% Level 2- 42% Level 3- 25% Level 4- 25%			As measured by ELPAC, Muroc will increase a minimum of 5% of EL's making progress towards English Proficiency. Level 4 will be the metric that will be used to measure this progress. Level 4- 72.9%
Priority 4F – English Learner Reclassification Rate	Using local SIS data, Muroc had an English Learner Reclassification Rate of 58% in 2020.	42.31%			Using local SIS data, Muroc will increase the English Learner Reclassification Rate to 75%.
Priority 4G – % of pupils who pass AP exams with a score of 3 or higher	Using local SIS data, Muroc in 2020, 76% of students who took an Advanced Placement exam scored a 3 or higher.	12.6%			Using local SIS data Increase the percentage of students who scored 3 or higher on AP exams to 85%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4H – Pupil Achievement Early Assessment Project (EAP) College Preparedness	Using SIS data, 0 students were enrolled in EAP.	Using SIS data, 11% of students are considered ready for college level coursework			20% of all students will be ready for college level coursework
Priority 8 – Other Student Outcomes AP Exam Participation Rate	Using local SIS data, Muroc in 2020, 70% of students attempted the AP Exam.	Using local SIS data, Muroc in 2020, 64% of students attempted the AP Exam.			Using local SIS data, 90% of students will attempt the AP Exam.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Professional development emphasizing incorporation of 21st century skills into the classroom setting, social emotional learning, and standards based grading. The professional development series will target proficiency in providing students direct instruction that incorporates multiple means of representation, action, and expression. This will build knowledge and comprehension in all learners (EL, Foster, Low Income). This action will prioritize support for the unduplicated pupil population as they are the majority of the population that has the greatest distance from standard when compared to "all students". Costs: paying certificated and classified staff, and presenters.	$300,000.00	Yes
2	Supplemental Instructional Materials and Supplies	Purchase K-3rd grade standards-aligned supplemental ELA curriculum to meet identified needs of our unduplicated pupil population that fall below that of "all students" in language arts.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Personnel for Student Intervention	The needs of the unduplicated pupil population are large and have continued to expand due to school closure. MJUSD will provide 5 instructional aides to assist in providing intervention support and monitoring students for success. This action will prioritize support for the unduplicated pupil population as they are the majority of the population that has the greatest distance from standard when compared to "all students".	$110,000.00	No
4	Transportation for Intervention Programs	Transportation cost incurred to meet the needs of our unduplicated pupil population. Cost: Bus drivers, and maintenance of school buses.	$25,000.00	Yes
5	Digital Divide	Muroc Joint Unified School District will invest in technology that will close the achievement gap and provide equity to our students. Muroc Joint Unified School District will provide 1:1 Chromebooks and internet access that will assist in learning outside of the school hours. This action will prioritize support for the unduplicated pupil population	$25,000.00	Yes
6	Supplemental Online Academic Supports Programs	Supplemental online academic programs to meet the needs of our students that require additional academic support in ELA. All students will have access to the online academic supports, however, this action is principally directed towards the unduplicated pupil population	$95,000.00	Yes
7	Distance Learning Teachers	To support students who continue with distance learning, Muroc Joint Unified School District will hire two additional teachers to support this need.	$160,000.00	No
8	Supplemental Materials for English Language Learners	To support the needs of our English Language Learners, Muroc Joint Unified School District will purchase Rosetta Stone subscriptions for all English Language Learners. This will allow English Language Learners to build a solid foundation in English and assist in closing the achievement gap. The purchase of supplemental materials will increase the language acquisition for English Learners.	$17,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	English Learner Authorization and Crosscultural, Language, and Academic Development (CLAD)	Provides teachers that have out-of-state or out-of-country teaching credentials without CLAD authorization embedded in their certification assistance in attaining a CLAD certification which authorizes teachers to instruct English Language Learners. This action has been proven to be effective based on the increase in percentage of English Learners meeting or exceeding ELA and Mathematics standards on the CAASPP	$500.00	Yes
10	English Language Development Coach	Provides English Language Learners additional intensive support in addition to the 30 minutes of designated daily ELD instruction provided by the classroom teacher. The English Language Development Coach works intensely with students (and their teachers, families, classmates, and administrators) who necessitate a need for extra support and assistance. This focused work is primarily with our newcomers, LTELs, and those who are nearing LTEL status. This action has been proven to be effective based on the increase in percentage of English Learners meeting or exceeding ELA and Mathematics standards on the CAASPP.	$115,000.00	Yes
11	Education Technology Specialists	Muroc Joint Unified School District will provide two Education Technology Specialists to provide support with technology integration	$2,500.00	No
12	Credit Recovery	To support the needs of our unduplicated pupil population, Muroc Joint Unified School District will provide an additional teacher to support students in credit recovery. This action is principally directed toward unduplicated students to increase and enhance our credit recovery program.	$135,500.00	Yes
13	Summer School	Provide learning loss mitigation summer school to include certificated and classified instructional staff, support staff, transportation, and materials principally directed to ensure our unduplicated pupil population have access to supplemental instruction to mitigate learning loss and support achievement of state standards at and above grade level.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
14	Designated Instruction and Services (DIS) speech and language summer school program	To support the needs of our students with disabilities, Muroc Joint Unified School District will provide extended speech and language DIS services to all students on IEPs.	$5,000.00	No
15	Intervention Program	Muroc Joint Unified School District will provide after school academic intervention to support students in ELA and Mathematics. This Action is intended to provide compensation to a certificated staff member to oversee and train classified employees assisting with intervention support for students.	$20,000.00	Yes
16	Special Education Collaboration	Muroc Joint Unified School District will allocate designated collaboration time for all special education classified employees. This action is intended to provide compensation to SPED classified employees so that they will have the opportunities to collaborate and plan with other special education staff members. (SCIA, Instructional Aides)	$75,000.00	No
17	Special Education Moderate/Severe Program	Muroc Joint Unified School District will create a Moderate/Severe Special Education Program for students with comprehensive needs. This action is intended to provide compensation to consultants that will be assisting in creating the specialized program and hire a qualified teacher.	$150,000	No

Goal Analysis for [2021-2022]

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 2021-2022 school year presented many unique challenges due to COVID-19. Consistent learning was a challenge due to quarantine and isolation guidelines set forth by the California Department of Public Health. The transition between short-term independent study and in-person instruction was a constant challenge for students and teachers alike. The district struggled with filling open positions meant to

support the return to in person learning. In regards to feedback from the Educational Partners, the current goal and actions of the LCAP continue to align with the needs of the community.

Two Substantive differences between planned actions and actual implementation existed:

-Action 1, Professional Development: The district implemented the articulated action. However, The district will look to provide a more comprehensive professional development framework for the following year that will allow the district to implement multiple trainings and initiatives (standards based grading, SEL). This particular addition to the LCAP was influenced by the feedback of our teachers and principals. Comparing the SED 2020-2021 CAASPP ELA scores to the 2018-2019, competency has decreased by 7.12%.

-Action 2, Supplemental Instructional Materials and Supplies: The district purchased supplemental ELA curriculum for K-6th for all elementary school sites.

-Action 3, Personnel for Student Intervention: The district struggled with filling this particular position. Muroc Joint Unified School District was able to hire 2 instructional aides.

-Action 9, English Learner Authorization and Crosscultural, Language, and Academic Development (CLAD): All teachers with English Language Learners on their class roster have already attained a CLAD credential.

-Action 15, Intervention Program: The district struggled with filling this particular position.

-Action 16, Special Education Collaboration: This is a new goal. Muroc Joint Unified School District will allocate designated collaboration time for all special education classified employees. This action is intended to provide compensation to SPED classified employees so that they will have the opportunities to collaborate and plan with other special education staff members. (SCIA, Instructional Aides). This particular addition to the LCAP was influenced by the feedback of our teachers and classified staff.

-Action 17, Special Education Moderate/Severe Program: Muroc Joint Unified School District will create a Moderate/Severe Special Education Program for students with comprehensive needs. This action is intended to provide compensation to consultants that will be assisting in creating the specialized program and hire a qualified teacher. This particular addition to the LCAP was influenced by the feedback of our parents and administrators.

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.

-Action 1, Professional Development: The district will increase the budget for this particular action to $300,000.

-Action 2, Supplemental Instruction Materials and Supplies: The district budgeted $10,000 for this particular action. The actual expenditures for this particular action item is $74,120.

-Action 3, Personnel for Student Intervention: The district budgeted $95,000 for this particular action. The actual expenditures for this particular action item is $37,643. The discrepancy was due to challenges finding qualified applicants.

-Action 9, English Learner Authorization and Crosscultural, Language, and Academic Development (CLAD): The district budgeted $500 for this particular action. The actual expenditures for this particular action item is $0. All teachers with English Language Learners on their class roster have already attained a CLAD credential.

-Action 13, Summer School: The district budgeted $30,000 for this particular action. The actual expenditures for this particular action item is $0. District fully implemented a summer school targeted at learning loss. Other state funds were used to fulfill this particular action. Carry over supplemental funds was used to purchase supplemental instructional materials and supplies.

-Action 15, Intervention Program: The district budgeted $20,000 for this particular action. The actual expenditures for this particular action item is $0. The discrepancy was due to challenges finding qualified applicants.

-Action 16, Special Education Collaboration: This is a new goal. The district will budget $75,000 for this particular initiative.

-Action 17, Special Education Moderate/Severe Program: This is a new goal. The district will budget $150,000 for this particular initiative.

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

In regards to all of the actions articulated under Goal 1, Muroc Joint Unified School District has determined that all of the actions set forth are effective when looking at the following metrics. Muroc Joint Unified School District utilizes Lexia to progress monitor Kindergarten to 3rd grade. According to Lexia, students are showing progress towards reading standards.

Muroc Joint Unified School District's 2021-2022 Lexia data for K-3rd are:

<u>Kindergarten - 3rd Grade Reading:</u>

-Start of the 2021-2022 School Year

-63% Below Grade Level of Material

-35% In Grade Level of Material

-2% Above Grade Level of Material

-End of the 2021-2022 School Year

-32% below Grade Level of Material

-46% In Grade Level of Material

-22% Above Grade Level of Material

For the 2021-2022 school year, Muroc Joint Unified School District had a graduation rate of 99%.

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.

No changes to planned metrics and desired outcomes. Additions to specific actions to further support planned goals include 1) Increase budget for Action 1 from $50,000 to $300,000 and change funding source to supplemental. This particular addition to the LCAP was influenced by the feedback of our teachers and principals; 2) The addition of Action 16 which will provide Special Education classified employees additional time to collaborate with other special education staff members. This particular addition to the LCAP was influenced by the feedback of our teachers and classified staff; 3) The addition of Action 17 which will allow Muroc Joint Unified School District to create a Moderate/Severe Special Education Program. This particular addition to the LCAP was influenced by the feedback of our parents and administrators.

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 #	Description
2	Muroc Joint Unified School District will instill a collaborative culture and expand partnership with stakeholders in an effort to provide a safe and welcoming environment that is conducive to student achievement.

An explanation of why the LEA has developed this goal.

Muroc Joint Unified School District developed goal 2 based on stakeholder feedback, State and local metrics, and other collected data.

In 2019, Muroc Joint Unified School District rate of suspension for "all students" decreased by -0.7%. After conducting a more in depth analysis on suspension trends, it is important to note that suspension rates for the unduplicated pupil population has increased. Muroc Joint Unified School District has identified a severe discrepancy in suspension rates between Irving L. Branch Elementary and West Boron Elementary, and Desert Junior-Senior High School and Boron Junior-Senior High School. Boron Junior-Senior High School's unduplicated pupil count is 45.7% with Desert Junior-Senior High School unduplicated pupil count being 6.7%. According to the California Dashboard Suspension Rate Indicator for 2019, Boron Junior-Senior High School's suspension rate is 17.4% as compared to Desert Junior-Senior High School's 4.3% suspension rate. West Boron Elementary School's suspension rate for 2019 is 6.6% as compared to Irving L. Branch Elementary School's 1.1% suspension rate. The unduplicated pupil population suspension rates are as follows: English Language Learners is 0%, Foster Youth is 17.6%, and socio-economic disadvantaged students is 9.8%. Even though progress was made in decreasing suspension rates for "all students", Muroc Joint Unified School District has identified suspension rates as being an area of need. In order to address the issue, Muroc Joint Unified School District will prioritize the social-emotional needs of our students by increasing staff training in restorative practices, alternative to suspension ideology, and classroom management. Muroc Joint Unified School District has also identified a need for more direct counseling services to students and families. To ensure students make progress, and to mitigate against regression, Muroc Joint Unified School District will look to extend services into the summer. Muroc Joint Unified School District will continue to collaborate and conduct weekly data analysis at the site level with its primary focus being suspension rates. Muroc Joint Unified School District will look to assemble a Positive Behavior Intervention and Supports site level team to implement proactive approaches to improve school safety and promote positive behavior.

In 2019, Muroc Joint Unified School District's Chronic Absenteeism rate places us in the "orange" with a rate of 15.5%. After conducting an in depth analysis on Chronic Absenteeism trends, subgroup data showed that African American and Socioeconomically Disadvantaged Students' Chronic Absenteeism rate significantly increased. Muroc Joint Unified School District has identified a severe discrepancy in Chronic Absenteeism rates between Irving L. Branch Elementary and West Boron Elementary, and Desert Junior-Senior High School and Boron Junior-Senior High School. Boron Junior-Senior High School's unduplicated pupil count is 45.7% with Desert Junior-Senior High School unduplicated pupil count being 6.7%. According to the California Dashboard Chronic Absenteeism Rate Indicator for 2019, Boron Junior-Senior

High School's Chronic Absenteeism Rate is 30.0% as compared to Desert Junior-Senior High School's 12.1% Absenteeism Rate. West Boron Elementary School's Chronic Absenteeism Rate for 2019 is 36.1% as compared to Irving L. Branch Elementary School's 16.2% Chronic Absenteeism Rate. The unduplicated pupil population chronic absenteeism rates are as follows: English Language Learners is 14%, Foster Youth is 7.1%, and socio-economic disadvantaged students is 27.6%. In order to address this issue, Muroc Joint Unified School District will look to bolster our social-emotional supports for students by building staff capacity in our mental health department so that we are able to provide individualized mental health counseling, small group targeted intervention, and provide training to increase student attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1C – School Facilities Maintained in Good Repair	Based on our Local Indicator of Facilities being in Good Repair rating from the Facility Inspection Tool (FIT): Branch Elementary: 91.36% Desert Jr/Sr High School: 94.64% West Boron Elementary: 93.37% Boron Jr/Sr High School: 96.56%	Branch Elementary: 98.26% Desert Jr/Sr High School: 93.56% West Boron Elementary: 91.53% Boron Jr/Sr High School: 92.79% Bailey Elementary: 98.91%	[Insert outcome here]	[Insert outcome here]	Based on our Local Indicator of Facilities being in Good Repair rating using the Facility Inspection Tool (FIT): Branch Elementary: 95% Desert Jr/Sr High School: 95% West Boron Elementary: 95% Bailey Elementary: Maintain baseline or higher Boron Jr/Sr High School: Maintain baseline or higher
Priority 3A – Parent and Family Engagement	Using Local Surveys, data showed that 2% of parents participated in responding back to district surveys.	in 2021-2022, 1.2% of parents participated in responding back to district survey			Using Local Surveys, Muroc will increase to 50% parent participation responses to district surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3B – Promotion of Parent and Family Engagement for the Unduplicated Pupil Population	Using local communication tools (emails, flyers, phone tree service) 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.	100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.			Using local communication tools (emails, flyers, phone tree service) Muroc will maintain baseline of 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families
Priority 3C –Promotion of Parent and Family Engagement for Students with Disabilities	Using local communication tools (emails, flyers, phone tree service) 100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families.	100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families.			Using local communication tools (emails, flyers, phone tree service) Muroc will maintain baseline of 100% of all parent engagement opportunities were advertised and delivered to Student with Disabilities and families.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5A – Attendance rates	Using Local data from SIS system, Muroc had a 95% attendance rate.	Muroc has a 89.97%			Using Local data from SIS system, Muroc will increase the attendance rate and maintain above a 96% attendance rate.
Priority 5B – Chronic Absences	Using 2019 CA Dashboard data, 15.5% of all students were chronically absent.	36% of all students were chronically absent			Using CA Dashboard data, Muroc will reduce the Chronically Absent student data by 1.5% every year with the goal reaching 10% or lower.
Priority 5C – Middle School Dropout rate	Using CALPADS End of Year Report 2019-2020 = 0% was reported for Middle School Dropout Rate.	0% for Middle School Dropout Rate.			Using CALPADS End of Year reports, Muroc will maintain baseline of 0% for Middle School Dropout Rate.
Priority 5D – High School Drop Out Rate	Using Local 2020 data from SIS system, Muroc had a High School Drop Out Rate of 1.5%	High School Drop Out Rate to 0%.			Using Local data from SIS system, Muroc will decrease the High School Drop Out Rate to 0%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5E – High School Graduation Rate	Using Local 2020 data from SIS system Muroc had a High School Graduation Rate of 98.5%	99% Graduation Rate			Using Local data from SIS system, Muroc will increase the High School Graduation Rate to 100%.
Priority 6A – School Climate Suspension Rate	Using 2019 CA Dashboard data, Muroc had a Suspension Rate of 5.2%.	Suspension Rate of 3.34%.			Using CA Dashboard data, Muroc will reduce the suspension rate for all students to 2.2%
Priority 6B – School Climate Expulsion Rate	Using Local 2018-2019 data from SIS system, Muroc had 0.17% Expulsions.	Expulsion rate: 0%			Using Local data from SIS system, Muroc will maintain at or below 0.10% for all student expulsions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6C Muroc Climate Survey - Students	Muroc Climate Survey - Students 2021-2022 Elementary School connectedness- 0% Perceived school safety- 0% Meaningful participation- 0% Jr/Sr high School connectedness- 0%	2021-2022 Elementary School connectedness- 90% Perceived school safety- 100% Meaningful participation- 42.89% Jr/Sr high School connectedness- 60%			Data from California Healthy Kids parent engagement survey will show: Elementary School connectedness- 80% Perceived school safety- 80% Meaningful participation- 75% Jr/Sr high School connectedness- 75%

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Nurse	An additional School Nurse assigned to West Boron Elementary and Boron Junior-Senior High School. School nurse will support COVID-19 enhanced health and safety policies (contact tracing, rapid COVID-19 testing).	$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	MTSS Social Emotional Supports	Provide additional social emotional MTSS Tier 2 and 3 supports for students. This will provide students with the following: Social skills, Dialectical Behavior Therapy. Cognitive Behavior Therapy, and Check-in/Check-out intervention. This action will support the mental health needs of students specifically who are Low-Income, Foster Youth, Homeless, and Students with Disabilities. Costs: School Psychologist, School Social Worker, and a School Psychologist Intern.	$275,000.00	Yes
3	Professional Development and Implementation of a Multi-Tier Systems of Supports	The following trainings will be constructed to provide a foundation for Multi-Tiered Systems of supports and Differentiated instruction targeted to the Unduplicated Pupil Population (Trauma informed care training, alternative to suspension, Positive Behavior Intervention and Supports). Cost: materials, substitutes, transportation, and overtime.	$40,000.00	Yes
4	Parent Education Classes	Muroc Joint Unified School District will provide a 3-session parent education class to be offered two times during the school year. Classes are designed to train parents to create supportive and positive learning environments for their children that will stimulate their physical, intellectual, social and emotional growth. The parent education classes are targeted specifically for Low-Income, Foster Youth, Homeless, and Students with Disabilities.	$5,000.00	No
5	Instructional Platform and Program	Continue implementation of Google Suite. Preparation and use of these platforms supports students to be College and Career ready through exposure and use.	$20,000.00	No
6	Enhanced Health and Safety	Muroc Joint Unified School District will continue to prioritize and support enhanced health and safety measures to help prevent the spread of COVID-19. Muroc Joint Unified School District will continue to provide staff and students with the appropriate personal protective equipment. PPE: Masks, face shields, cleaning supplies, HEPA filters, and Plexi-glass	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	Summer School Mental Health Supports	Two School Psychologists and a Marriage Family Therapist will provide summer supports to students in the following areas: Social skills, Dialectical Behavior Therapy. Cognitive Behavior Therapy, and Check-in/Check-out intervention. This program will support the mental health needs of students specifically who are Low-Income, Foster Youth, Homeless, and Students with Disabilities.	$10,800.00	Yes
8	Engagement Task Forces	Provides opportunities for Boron Junior-Senior High School Engagement Task Forces to continue planning and implementation of Action 3. Cost: overtime and substitutes. We will measure the effectiveness of this action by reviewing data on the Suspension and Chronic Absenteeism Indicator on the California School Dashboard.	$25,000.00	Yes
9	Attendance Secretary	Provides a dedicated attendance secretary at Boron Junior-Senior High School to help mitigate chronic absenteeism and truancy. This action has been proven to be effective based on the decline in Chronic Absenteeism in Low-Income Students in 2019.	$24,500.00	Yes
10	Engagement Surveys and Videos	Muroc Joint Unified School District will continue its efforts in distributing weekly surveys and recording weekly videos Materials: video editing software subscription	$1000.00	No
11	Music Teacher	Addition of a music teacher to increase availability of music program beyond district baseline at the Boron Schools.	$75,000.00	Yes

Goal Analysis for [2021-2022]

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 2021-2022 school year presented many unique challenges due to COVID-19. Consistent learning was a challenge due to quarantine and isolation guidelines set forth by the California Department of Public Health. Certain initiatives set forth prior to COVID-19 were delayed due to health and safety protocol. For the 2021-2022 school year, Muroc Joint Unified School District prioritized consistent learning, and the

safety and wellbeing of its students and staff. In regards to feedback from the Educational Partners, the current goal and actions of the LCAP continue to align with the needs of the community with the following changes:

Two Substantive differences between planned actions and actual implementation existed:

-Action 1, School Nurse: The district secured external funding support. The following action was implemented. Muroc Joint Unified School District did not expend the allocated funds.

-Action 2, MTSS Social Emotional Supports: This action has been amended. The action will provide additional social emotional MTSS Tier 2 and 3 supports for students. This will provide students with the following: Social skills, Dialectical Behavior Therapy. Cognitive Behavior Therapy, and Check-in/Check-out intervention. This action will support the mental health needs of students specifically who are Low-Income, Foster Youth, Homeless, and Students with Disabilities. Costs: School Psychologist, School Social Worker, and a School Psychologist Intern. Educational Partners have articulated a need for more mental health supports for our students (parents, students, teachers, principals, administrators). Data to support the expansion of this action is as follows: For the 2021-2022 school year, Chronic Absenteeism for SED and Foster Youth was 50%. All students Chronic Absenteeism rate was 36%.

-Action 3, Professional Development and Implementation of a Multi-Tier Systems of Support: The following action was delayed due to other priorities of the district that pertained to COVID-19.

-Action 4, Parent Education Classes: The following action did not occur due to COVID-19 health and safety protocol.

-Action 6, Enhanced Health and Safety: The district secured external funding support. The following action was implemented. Muroc Joint Unified School District did not expend the allocated funds.

-Action 7, Summer School Mental Health Supports: The district secured external funding support. The following action was implemented. Muroc Joint Unified School District did not expend the allocated funds.

-Action 9, Attendance Secretary: The district secured external funding support. The following action was implemented. Muroc Joint Unified School District did not expend the allocated funds.

-Action 11, Music Teacher: The district secured external funding support. The following action was implemented. Muroc Joint Unified School District did not expend the allocated funds.

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.

-Action 1, School Nurse: The district secured external funding support. The following action was implemented. Muroc Joint Unified School District did not expend the allocated funds. The district budgeted $80,000 for this particular action. The actual expenditures for this particular action item is $0.

-Action 2, MTSS Social Emotional Supports: This action has been amended. The action will provide additional social emotional MTSS Tier 2 and 3 supports for students. This will provide students with the following: Social skills, Dialectical Behavior Therapy. Cognitive Behavior Therapy, and Check-in/Check-out intervention. This action will support the mental health needs of students specifically who are Low-Income, Foster Youth, Homeless, and Students with Disabilities. Costs: School Psychologist, School Social Worker, and a School Psychologist Intern. Educational Partners have articulated a need for more mental health supports for our students (parents, students, teachers, principals, administrators). Data to support the expansion of this action is as follows: For the 2021-2022 school year, Chronic Absenteeism for SED and Foster Youth was 50%. All students Chronic Absenteeism rate was 36%. The district will budget $275,000.

-Action 3, Professional Development and Implementation of a Multi-Tier Systems of Support: The following action was delayed due to other priorities of the district that pertained to COVID-19. The district budgeted $40,000 for this particular action. The actual expenditures for this particular action item is $0.

-Action 4, Parent Education Classes: The following action did not occur due to COVID-19 health and safety protocol. The district budgeted $5,000 for this particular action. The actual expenditures for this particular action item is $0.

-Action 6, Enhanced Health and Safety: The district secured external funding support. The following action was implemented. Muroc Joint Unified School District did not expend the allocated funds. The district budgeted $75,000 for this particular action. The actual expenditures for this particular action item is $0.

-Action 7, Summer School Mental Health Supports: The district secured external funding support. The following action was implemented. Muroc Joint Unified School District did not expend the allocated funds. The district budgeted $10,800 for this particular action. The actual expenditures for this particular action item is $0.

-Action 9, Attendance Secretary: The district secured external funding support. The following action was implemented. Muroc Joint Unified School District did not expend the allocated funds. The district budgeted $24,500 for this particular action. The actual expenditures for this particular action item is $0.

-Action 11, Music Teacher: The district secured external funding support. The following action was implemented. Muroc Joint Unified School District did not expend the allocated funds. The district budgeted $75,000 for this particular action. The actual expenditures for this particular action item is $0.

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

The 2021-2022 school year provided many COVID-19 related challenges. Consistent learning was a challenge due to quarantine and isolation guidelines set forth by the California Department of Public Health. Muroc Joint Unified School District invested resources to increase our medical staff, and provide enhanced health and safety equipment. Muroc Joint Unified School District has also invested in engagement with families through our weekly videos. In regards to all of the actions articulated under Goal 2, Muroc Joint Unified School District has determined that all of the actions set forth are effective when looking at the following metrics.

For the 2021-2022 school year, Muroc Joint Unified School District has sustained an 89.97% attendance rate.

For the 2021-2022 school year, Muroc Joint Unified School District has seen a suspension rate reduction of 1.92% when compared to the last full in-person school year (2018-2019).

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.

No changes to planned goals, or desired outcomes. However, Muroc has amended Action 2. Action 2, MTSS Social Emotional Supports: This action has been amended. The action will provide additional social emotional MTSS Tier 2 and 3 supports for students. This will provide students with the following: Social skills, Dialectical Behavior Therapy. Cognitive Behavior Therapy, and Check-in/Check-out intervention. This action will support the mental health needs of students specifically who are Low-Income, Foster Youth, Homeless, and Students with Disabilities. Costs: School Psychologist, School Social Worker, and a School Psychologist Intern. Educational Partners have articulated a need for more mental health supports for our students (parents, students, teachers, principals, administrators). Data to support the expansion of this action is as follows: For the 2021-2022 school year, Chronic Absenteeism for SED and Foster Youth was 50%. All students Chronic Absenteeism rate was 36%. The district will budget $275,000.

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	Muroc Joint Unified School District will expand course offerings, promote career readiness, and provide instruction and experience that reinforces core curriculum concepts and skills leading to gainful employment.

An explanation of why the LEA has developed this goal.

Muroc Joint Unified School District develop goal 3 based on stakeholder feedback, State and local metrics, and other collected data.

According to the 2020 College/Career Measures Report on the California Dashboard, Muroc Joint Unified School District percentage for "all students" prepared is 30.8%. However, only 17.6% of Socio-Economic Disadvantaged students met the criteria for prepared. Muroc Joint Unified School District's percentage for "all students" not prepared is 55.8%. 79.4% of Socio-Economic Disadvantaged students are classified as not prepared. In order to address this issue, Muroc Joint Unified School District will to continue in expand CTE course offerings at both high schools. To provide equitable access to students, Muroc Joint Unified School District will look to build a technology media lab at each high school. This will allow students to enroll and take a CTE course remotely.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7A - Course Access The extent to which students have access to and are enrolled in a broad course of study	Using local SIS data and SARC reports 100% of students, including unduplicated students, have access to all required areas of broad coursework.	100% of students, including unduplicated students, have access to all required areas of broad coursework.			Using local SIS data and SARC reports, Muroc will maintain baseline of 100% of students, including unduplicated students, will have access to all required areas of broad coursework.

Priority 7B – Course Access Unduplicated Pupils	Using local SIS data and SARC reports, 100% of unduplicated students had access to general education programs and services.	100% of unduplicated students had access to general education programs and services.			Using local SIS data and SARC reports, Muroc will maintain baseline of 100% of unduplicated students will have access to general education programs and services.

	English Learners: 100% of The EL students were instructed in at least 30 minutes of daily designated ELD instruction through small group, partner, and one-on-one direct instruction while the rest of their classmates were doing asynchronous learning. Integrated ELD instruction continued to be embedded within all aspects of each grade level curriculum, taught all day, every day as measured by observation and consultation with teachers.				English Learners: Will Maintain Baseline of 100% of EL students being instructed in at least 30 minutes of daily designated ELD instruction through small group, partner, and one-on-one direct instruction while the rest of their classmates were doing asynchronous learning. Integrated ELD instruction continued to be embedded within all aspects of each grade level curriculum, taught all day, every day as measured by observation and consultation with teachers.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Maintain baseline of 100% of enrolled foster youth and their families will be aware of programs and services and have access to desired programs and services as measured by individual interviews.
Priority 7C – Course Pupils with Exceptional Needs	Using IEP Audits established by the District, 100% of Students with Disabilities had access to and received special education programs and services in the least restrictive environment.	100% of Students with Disabilities had access to and received special education programs and services in the least restrictive environment.			Using IEP Audits established by the District, we will maintain baseline of 100% of Students with Disabilities having access to and receiving special education programs and services in the least restrictive environment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4C – % of pupils that have successfully completed Career Technical Education Pathways	Using the 2020 Ca School Dashboard and Local SIS system only 10% of students from Muroc completed a CTE course sequence.	Using the 2021 Ca School Dashboard and Local SIS system only 0% of students from Muroc completed a CTE course sequence.			Using the 2020 Ca School Dashboard and Local SIS system will increase to at least 20% of students from Muroc completing a CTE course sequence.
Priority 4H – Pupil Achievement Early Assessment Project (EAP) College Preparedness	Using SIS data, 0 students were enrolled in EAP.	Using SIS data, 11% of students are considered ready for college level coursework			Using SIS data, at least 5 or more students will be

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology Media Lab	Muroc Joint Unified School District will construct a technology media lab in each of the high schools in efforts to expand course offerings at each site. A teacher will be able to provide in-person instruction and distance learning concurrently.	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Air Frame and Power Plant CTE Course	Provides high school students an additional CTE pathways (Air Frame and Power Plant). This action is intended to provide students with additional options to satisfy "Prepared" requirements for the College/Career Measures Report on the California School Dashboard. We will measure the effectiveness of this action by reviewing data on College/Career Measures Report Indicator on the California School Dashboard. While this action is a districtwide initiative and all students will benefit from this, we believe that this provides the unduplicated pupil population with additional pathways that could potentially lead to a higher percentage of success after high school.	$100,000.00	Yes
3	Law Enforcement CTE Course	Provides high school students an additional CTE pathways (Law Enforcement). This action is intended to provide students with additional options to satisfy "Prepared" requirements for the College/Career Measures Report on the California School Dashboard. We will measure the effectiveness of this action by reviewing data on College/Career Measures Report Indicator on the California School Dashboard. While this action is a districtwide initiative and all students will benefit from this, we believe that this provides the unduplicated pupil population with additional pathways that could potentially lead to a higher percentage of success after high school.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	General Education Preschool	An assessment of preschool options for parents residing within the district boundaries indicate few options: Edwards Air Force Base Child Development Center and Wind in the Willows. Currently, the Edwards Air Force Base Child Development Center is at capacity and is unable to accept applicants and tuition is based upon a sliding salary scale. Wind in the Willows is a private preschool located in Boron with a capacity of 30 students. Historically English Learners, Low Income, and Foster Youth have started school far behind their peers in the area of English and Math. Muroc will measure the effectiveness of this action by utilizing local benchmarks or assessments to determine if there is an increase in ELA/Math readiness. Muroc Joint Unified School District will focus on creating a tuition free general education preschool program with prioritized enrollment for the unduplicated pupil population. A preschool program will facilitate early development of children's social, emotional, and academic skills which will better prepares them for the rigors of Kindergarten. Cost: facilities, teacher, support staff, and materials.	$150,000.00	Yes
5	Special Day Class Program for 7^{th} – 12^{th}	The creation of a Special Day Class for 7^{th}-12^{th} grade is due to a growing need in our Students with Disabilities population. The Special Day Class program will provide comprehensive pre-employment skills training, employment placement and follow-up for high school students in special education who are making the transition from school to work, independent living, and postsecondary education or training.	$115,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	Theater Arts CTE Program	Provides high school students an additional CTE pathways (Theater Arts). This action is intended to provide students with additional options to satisfy "Prepared" requirements for the College/Career Measures Report on the California School Dashboard. We will measure the effectiveness of this action by reviewing data on College/Career Measures Report Indicator on the California School Dashboard. While this action is a districtwide initiative and all students will benefit from this, we believe that this provides the unduplicated pupil population with additional pathways that could potentially lead to a higher percentage of success after high school.	$100,000.00	Yes
7	Rocketry CTE Program	Provides high school students an additional CTE pathways (Rocketry). This action is intended to provide students with additional options to satisfy "Prepared" requirements for the College/Career Measures Report on the California School Dashboard. We will measure the effectiveness of this action by reviewing data on College/Career Measures Report Indicator on the California School Dashboard. While this action is a districtwide initiative and all students will benefit from this, we believe that this provides the unduplicated pupil population with additional pathways that could potentially lead to a higher percentage of success after high school.	$100,000.00	Yes

Goal Analysis for [2021-2022]

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.

Two Substantive differences between planned actions and actual implementation existed:

-Action 1, Technology Media Lab: The district secured external funding support. The following action was implemented. Muroc Joint Unified School District did not expend the allocated funds.

-Action 2, Air Frame and Power Plant CTE Course: The district secured external funding support. The following action was implemented. Muroc Joint Unified School District did not expend the allocated funds.

-Action 3, Law Enforcement CTE Course: The district struggled with filling this particular position.

-Action 4, General Education Preschool: The district struggled with filling this particular position.

-Action 6, Theater Arts CTE Course to Goal 3. This action will provide high school students an additional CTE pathway. This action is intended to provide students with additional options to satisfy "Prepared" requirements for the College/Career Measures Report on the California School Dashboard. We will measure the effectiveness of this action by reviewing data on College/Career Measures Report Indicator on the California School Dashboard. This particular addition to the LCAP was influenced by the feedback of our parents, students, teachers and principals. For the 2021 school year, 8.1% of Socio-economically disadvantaged students completed A-G requirements compared to 28.4% of all students. This will provide additional pathways for students to fulfill the A-G requirements.

-Action 7, Rocketry CTE Course to Goal 3. This action will provide high school students an additional CTE pathway. This action is intended to provide students with additional options to satisfy "Prepared" requirements for the College/Career Measures Report on the California School Dashboard. We will measure the effectiveness of this action by reviewing data on College/Career Measures Report Indicator on the California School Dashboard. This particular addition to the LCAP was influenced by the feedback of our parents, students, teachers and principals. For the 2021 school year, 8.1% of Socio-economically disadvantaged students completed A-G requirements compared to 28.4% of all students. This will provide additional pathways for students to fulfill the A-G requirements.

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.

-Action 1, Technology Media Lab: The district secured external funding support. The following action was implemented. Muroc Joint Unified School District did not expend the allocated funds. The district budgeted $75,000 for this particular action. The actual expenditures for this particular action item is $0.

-Action 2, Air Frame and Power Plant CTE Course: The district secured external funding support. The following action was implemented. Muroc Joint Unified School District did not expend the allocated funds. The district budgeted $100,000 for this particular action. The actual expenditures for this particular action item is $0.

-Action 3, Law Enforcement CTE Course: The district struggled with filling this particular position. The district budgeted $100,000 for this particular action. The actual expenditures for this particular action item is $0.

-Action 4, General Education Preschool: The district struggled with filling this particular position. The district budgeted $100,000 for this particular action. The actual expenditures for this particular action item is $0.

-Action 6, Theater Arts CTE Course to Goal 3. This action will provide high school students an additional CTE pathway. This action is intended to provide students with additional options to satisfy "Prepared" requirements for the College/Career Measures Report on the California School Dashboard. We will measure the effectiveness of this action by reviewing data on College/Career Measures Report Indicator on the California School Dashboard. This particular addition to the LCAP was influenced by the feedback of our parents, students, teachers and principals. For the 2021 school year, 8.1% of Socio-economically disadvantaged students completed A-G requirements compared to 28.4% of all students. This will provide additional pathways for students to fulfill the A-G requirements. The district will budget $100,000 for this particular action.

-Action 7, Rocketry CTE Course to Goal 3. This action will provide high school students an additional CTE pathway. This action is intended to provide students with additional options to satisfy "Prepared" requirements for the College/Career Measures Report on the California School Dashboard. We will measure the effectiveness of this action by reviewing data on College/Career Measures Report Indicator on the California School Dashboard. This particular addition to the LCAP was influenced by the feedback of our parents, students, teachers and principals. For the 2021 school year, 8.1% of Socio-economically disadvantaged students completed A-G requirements compared to 28.4% of all students. This will provide additional pathways for students to fulfill the A-G requirements. The district will budget $100,000 for this particular action.

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

In regards to all of the actions articulated under Goal 3, Muroc Joint Unified School District has determined that all of the actions set forth are effective when looking at the following metrics. For the 2021-2022 school year, Muroc Joint Unified School District offered the Air Frame and Power Plant CTE course to our Jr/Sr high school students. Currently, Muroc Joint Unified School District has 61 students enrolled.

For the 2021-2022 school year, Muroc Joint Unified School District had a graduation rate of 99%.

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.

No changes to planned metrics, desired outcomes, or actions. Additions to specific actions to further support planned goals include:

-Action 6, Theater Arts CTE Course to Goal 3. This action will provide high school students an additional CTE pathway. This action is intended to provide students with additional options to satisfy "Prepared" requirements for the College/Career Measures Report on the California School Dashboard. We will measure the effectiveness of this action by reviewing data on College/Career Measures Report Indicator on the California School Dashboard. This particular addition to the LCAP was influenced by the feedback of our parents, students, teachers and principals. For the 2021 school year, 8.1% of Socio-economically disadvantaged students completed A-G requirements compared to 28.4% of all students. This will provide additional pathways for students to fulfill the A-G requirements. The district will budget $100,000 for this particular action.

-Action 7, Rocketry CTE Course to Goal 3. This action will provide high school students an additional CTE pathway. This action is intended to provide students with additional options to satisfy "Prepared" requirements for the College/Career Measures Report on the California School Dashboard. We will measure the effectiveness of this action by reviewing data on College/Career Measures Report Indicator on the California School Dashboard. This particular addition to the LCAP was influenced by the feedback of our parents, students, teachers and principals. For the 2021 school year, 8.1% of Socio-economically disadvantaged students completed A-G requirements compared to 28.4% of all students. This will provide additional pathways for students to fulfill the A-G requirements. The district will budget $100,000 for this particular action.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2022-2023]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$832,340	$0

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
5.35%	5.3%	$43,723	6.63%

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

Required Descriptions

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

Goal 1: Muroc Joint Unified School District will expedite student learning and academic growth by providing high-quality teachers, alignment of grade levels standards, implementation of academic rigor, and targeted academic intervention/remediation.

The following needs, conditions, and circumstances were assessed for Foster Youth, English Learners, and Low-Income students in developing Actions for the 2021-2024 LCAP

Academic Achievement Gaps

Muroc Joint Unified School District has increased CAASPP ELA scores for "All Students" by 3.7 points which indicates a positive trend, however, there is a severe discrepancy in CAASPP ELA scores between Irving L. Branch Elementary and West Boron Elementary, and Desert Junior-Senior High School and Boron Junior-Senior High School. Boron Junior-Senior High School's unduplicated pupil count is 45.7% with Desert Junior-Senior High School unduplicated pupil count being 6.7%. According to the California Dashboard English Language Arts Indicator for 2019, Boron Junior-Senior High School CAASPP average distance from standard for "All Students" is -34. Desert Junior-Senior High School CAASPP average distance from standard for "All Students" is 13.7. West Boron Elementary School's unduplicated pupil count is 56.5% with Irving L. Branch Elementary School unduplicated pupil count being 7.4%. The unduplicated pupil population scores are as follows: English Language Learners average distance from standard is -91.5, socio-economic disadvantages students average distance from standard is -74.

Mathematics Indicator for 2019, West Boron Elementary CAASPP average distance from standard for "All Students" is -48.8. Irving L. Branch Elementary CAASPP average distance from standard for "All Students" is 6.8. Muroc Joint Unified School District has increased CAASPP Mathematics scores for "All Students" by 12 points which indicates a positive trend, however, there is a severe discrepancy in CAASPP Mathematics scores between Irving L. Branch Elementary and West Boron Elementary, and Desert Junior-Senior High School and Boron Junior-Senior High School. According to the California Dashboard English Language Arts Indicator for 2019, Boron Junior-Senior High School CAASPP average distance from standard for "All Students" is -68.6. Desert Junior-Senior High School CAASPP average distance from standard for "All Students" is -37.6. According to the California Dashboard English Language Arts Indicator for 2019, West Boron Elementary CAASPP average distance from standard for "All Students" is -68.2. Irving L. Branch Elementary CAASPP average distance from standard for "All Students" is -16. The unduplicated pupil population scores are as follows: English Language Learners average distance from standard is -62.6, socio-economic disadvantages students average distance from standard is -46.

Additional Conditions and Circumstances

Muroc Joint Unified School District is a rural area located in the Mojave Desert approximately 110 miles northeast of Los Angeles. The district serves the communities of Boron, North Edwards, and the Edwards Air Force Base. Muroc Joint Unified School District has always prioritized accessibility for all students, academic rigor, socio-emotional learning, safety, and providing professional development and resources to staff that will assist in preparing all of our students for the 21st century. While our goals are aligned to meet this need, we must not ignore additional conditions and circumstances our students encounter. These include:

-Access to technology

-Food, shelter, or resource instability

-Lack of resources for extra academic or social emotional supports

-Sustained trauma due to COVID-19

The following actions were created within Goal 1 with the needs, conditions, and circumstances in mind as well as input from our stakeholders. It is the district's belief that these actions will increase and or improve services for Foster Youth, English Learners, and Low-Income Students.

Academic Intervention

Goal 1: Action 1, The district will look to provide a more comprehensive professional development framework that will allow the district to implement multiple trainings and initiatives (standards based grading, SEL). This particular addition to the LCAP was influenced by the feedback of our teachers and principals. Comparing the SED 2020-2021 CAASPP ELA scores to the 2018-2019, competency has decreased by 7.12%.

Goal 1: Action 2, is intended to provides our K-3rd grade unduplicated pupil population access to standards-aligned supplemental ELA curriculum intervention. This action will incorporate districtwide benchmarks to be used to measure student's progress.

Goal 1: Action 15, is intended to provide compensation to a certificated staff member to oversee and train classified employees assisting with intervention support for students. Effectiveness of intervention will be measured utilizing local benchmarks.

Goal 1: Action 4, is intended to provide students with accessibility to Goal 1, Action 2's initiative. This action will go towards the cost of transportation: bus driver, and maintenance of vehicle.

By providing this action, it will effectively meet our goal of expediting student learning and academic growth. While this action is a school-wide action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income students by increasing the rate of growth as outlined in our state indicator metrics.

Supplemental Online Academic Supports Programs

Goal 1: Action 6, is intended to provide our unduplicated pupil population access to supplemental online academic programs that may be accessed from any electronic device. This allows students to access intervention tools any time during the day. While this action is a districtwide initiative, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income students by increasing the rate of growth as outlined in our state indicator metrics.

English Learner Authorization and Cross-cultural, Language, and Academic Development (CLAD)

Goal 1: Action 9, which provides teachers that have out-of-state or out-of-country teaching credentials without CLAD authorization embedded in their certification assistance in attaining a CLAD certification which authorizes teachers to instructed English Language Learners. This action has been proven to be effective based on the increase in percentage of English Learners meeting or exceeding ELA and Mathematics standards on the CAASPP. This action is being continued due to the effectiveness it has shown. According to the 2019 California Dashboard, Muroc Joint Unified School District increased English Language Arts scores in Reclassified English Learners by 25.8 points. Muroc Joint Unified School District increased Mathematics scores in Reclassified English Learners by 28.3 points. We will measure the effectiveness of this action by English Learner reclassification rate.

Credit Recovery

Goal 1: Action 12, which provides an additional credit recovery teacher at Boron Junior-Senior High School to support the unduplicated pupil population with credit recovery. This initiative will reduce the credit recovery class size and allow the teacher to provide more individualized support. The district will measure the effectiveness of this action by utilizing local data and the College/Career Indicator on the California School Dashboard.

Summer School

Goal 1: Action 13, is intended to provide targeted intervention/remediation in ELA and Mathematics to address the learning gaps in our unduplicated pupil population. Funds will be used for the following: certificated staff, classified staff, and materials. While this action is a districtwide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low Income Students by increasing the rate of growth as outlined in our state indicator metrics.

Digital Divide

Goal 1: Action 5, is intended to close the achievement gap and provide equity to our students. Funds will be used to move to a 1:1 Chromebook ratio. This will allow all students to have access to online academic supports. This action will be measured by surveys showing students have access to technology support

Supplemental Materials for English Language Learners

Goal 1: Action 8, is intended to provide a subscription to Rosetta Stone for all English Language Learners. This initiative will allow English Language Learners to build a solid foundation in English and assist in closing the achievement gap. This action is being continued due to the effectiveness it has shown. According to the 2019 California Dashboard, Muroc Joint Unified School District increased English Language Arts scores in Reclassified English Learners by 25.8 points. Muroc Joint Unified School District increased Mathematics scores in Reclassified English Learners by 28.3 points. We will measure the effectiveness of this action by English Learner reclassification rate.

English Language Development Coach

Goal 1: Action 10, is intended to provide English Language Learners additional intensive support in addition to the 30 minutes of designated daily ELD instruction provided by the classroom teacher. The ELD Coach works intensely with students (and their teachers, families, classmates, and administrators) who necessitate a need for extra support and assistance. This focused work is primarily with our newcomers, LTELs, and those who are nearing LTEL status. This action is being continued due to the effectiveness it has shown. According to the 2019 California Dashboard, Muroc Joint Unified School District increased English Language Arts scores in Reclassified English Learners by 25.8 points. Muroc Joint Unified School District increased Mathematics scores in Reclassified English Learners by 28.3 points. We will measure the effectiveness of this action by English Learner reclassification rate.

Goal 2: Muroc Joint Unified School District will instill a collaborative culture and expand partnership with stakeholders in an effort to provide a safe and welcoming environment that is conducive to student achievement.

Pupil Engagement and School Climate

In 2019, Muroc Joint Unified School District rate of suspension for "all students" decreased by -0.7%. After conducting a more in depth analysis on suspension trends, it is important to note that suspension rates for the unduplicated pupil population has increased. Muroc Joint Unified School District has identified a severe discrepancy in suspension rates between Irving L. Branch Elementary and West Boron Elementary, and Desert Junior-Senior High School and Boron Junior-Senior High School. Boron Junior-Senior High School's unduplicated pupil count is 45.7% with Desert Junior-Senior High School unduplicated pupil count being 6.7%. According to the California Dashboard Suspension Rate Indicator

for 2019, Boron Junior-Senior High School's suspension rate is 17.4% as compared to Desert Junior-Senior High School's 4.3% suspension rate. West Boron Elementary School's suspension rate for 2019 is 6.6% as compared to Irving L. Branch Elementary School's 1.1% suspension rate. The unduplicated pupil population suspension rates are as follows: English Language Learners is 0%, Foster Youth is 17.6%, and socio-economic disadvantages students is 9.8%.

In 2019, Muroc Joint Unified School District's Chronic Absenteeism rate places us in the "orange" with a rate of 15.5%. After conducting an in depth analysis on Chronic Absenteeism trends, subgroup data showed that Socioeconomically Disadvantaged Students' Chronic Absenteeism rate significantly increased. Muroc Joint Unified School District has identified a severe discrepancy in Chronic Absenteeism rates between Irving L. Branch Elementary and West Boron Elementary, and Desert Junior-Senior High School and Boron Junior-Senior High School. Boron Junior-Senior High School's unduplicated pupil count is 45.7% with Desert Junior-Senior High School unduplicated pupil count being 6.7%. According to the California Dashboard Chronic Absenteeism Rate Indicator for 2019, Boron Junior-Senior High School's Chronic Absenteeism Rate is 30.0% as compared to Desert Junior-Senior High School's 12.1% Absenteeism Rate. West Boron Elementary School's Chronic Absenteeism Rate for 2019 is 36.1% as compared to Irving L. Branch Elementary School's 16.2% Chronic Absenteeism Rate. The unduplicated pupil population chronic absenteeism rates are as follows: English Language Learners is 14%, Foster Youth is 7.1%, and socio-economic disadvantages students is 27.6%.

Additional Conditions and Circumstances

Muroc Joint Unified School District is a rural area located in the Mojave Desert approximately 110 miles northeast of Los Angeles. The district serves the communities of Boron, North Edwards, and the Edwards Air Force Base. Muroc Joint Unified School District has always prioritized accessibility for all students, academic rigor, socio-emotional learning, safety, and providing professional development and resources to staff that will assist in preparing all of our students for the 21st century. While our goals are aligned to meet this need, we must not ignore additional conditions and circumstances our students encounter. These include:

-Access to technology

-Food, shelter, or resource instability

-Lack of resources for extra academic or social emotional support

-Sustained trauma due to COVID-19

Mental Health Provider

Goal 2: Action 2, MTSS Social Emotional Supports. Provide additional social emotional MTSS Tier 2 and 3 supports for students. This will provide students with the following: Social skills, Dialectical Behavior Therapy. Cognitive Behavior Therapy, and Check-in/Check-out intervention. This action will support the mental health needs of students specifically who are Low-Income, Foster Youth, Homeless, and Students with Disabilities. Costs: School Psychologist, School Social Worker, and a School Psychologist Intern. Educational Partners have articulated a need for more mental health supports for our students (parents, students, teachers, principals, administrators). Data to support the expansion of this action is as follows: For the 2021-2022 school year, Chronic Absenteeism for SED and Foster Youth was 50%. All students Chronic Absenteeism rate was 36%.

Professional Development and implementation of a Multi-Tiered System of Supports

Goal 2: Action 3, is intended to provides professional development to support the implementation of a Multi-Tiered System of Supports. This action is intended to provide training on the following: Restorative Practice, and Positive Behavior Intervention and Supports. This action aligns with our goal which is to provide a safe and welcoming environment that is conducive to student achievement. We will measure the effectiveness of this action by reviewing data on the Suspension and Chronic Absenteeism Indicator on the California School Dashboard. While this action is a districtwide initiative and all students will benefit from this, we believe that this will mitigate and fill a need due to the lack of resources pertaining to extra academics and social emotional support in the community.

Parent Education Classes

Goal 2: Action 4, is intended to provide parents and guardians a 3-session parent education class that will be offered two times during the school year. Classes are designed to train parents to create supportive and positive learning environments for their children that will stimulate their physical, intellectual, social, and emotional growth. We will measure the effectiveness of this action by reviewing data on the Suspension and Chronic Absenteeism Indicator on the California School Dashboard. While this action is a districtwide initiative and all students will benefit from this, we believe that this will mitigate and fill a need due to the lack of resources pertaining to extra academics and social emotional support in the community.

Summer School Mental Health Supports

Goal 2: Action 7, is intended to provide and extend all services into the summer that is articulated in Action 2. Funding will provide stipends to the district's mental health providers to continue services into the summer. We will measure the effectiveness of this action by reviewing data on the Suspension and Chronic Absenteeism Indicator on the California School Dashboard. While this action is a districtwide initiative and all students will benefit from this, we believe that this will mitigate and fill a need due to the lack of resources pertaining to extra academics and social emotional support in the community.

Engagement Task Forces

Goal 2: Action 8, which provides opportunities for Boron Junior-Senior High School Engagement Task Forces to continue planning and implementation of Action 3. Cost: overtime and substitutes. We will measure the effectiveness of this action by reviewing data on the Suspension and Chronic Absenteeism Indicator on the California School Dashboard. This is a continued action from the 2019-2020 LCAP that is deemed effective. According to the 2018 and 2019 California Dashboard, all student program groups showed student growth in ELA and Math.

Attendance Secretary

Goal 2: Action 9, which provides a dedicated attendance secretary at Boron Junior-Senior High School to help mitigate chronic absenteeism and truancy. According to the 2019 California Dashboard Chronic Absenteeism Indicator, Chronic Absenteeism decreased by 8.6% for Socioeconomically Disadvantaged students. We will continue to measure the effectiveness of this action by reviewing data on the Suspension and the Chronic Absenteeism Indicator on the California School Dashboard.

Music Teacher

Goal 2: Action 11, which provides a dedicated music teacher to West Boron Elementary and Boron Junior-Senior High School. This increases and enhances the music program in the following ways: elementary music program, choir, and Band. This action has been proven to be effective based on the enrollment numbers in the music classes. We will continue to measure the effectiveness of this action by reviewing data on Suspension and the Chronic Absenteeism Indicator on the California School Dashboard.

Goal 3: Muroc Joint Unified School District will expand course offerings, promote career readiness, and provide instruction and experience that reinforces core curriculum concepts and skills leading to gainful employment.

College/Career Readiness

According to the 2020 College/Career Measures Report on the California Dashboard, Muroc Joint Unified School District percentage for "all students" prepared is 30.8%. However, only 17.6% of Socio-Economic Disadvantaged students met the criteria for prepared. Muroc Joint Unified School District's percentage for "all students" not prepared is 55.8%. 79.4% of Socio-Economic Disadvantaged students are classified as not prepared. In order to address this issue, Muroc Joint Unified School District will to continue in expand CTE course offerings at both high schools. To provide equitable access to students, Muroc Joint Unified School District will look to build a technology media lab at each high school. This will allow students to enroll and take a CTE course remotely.

Additional Conditions and Circumstances

Muroc Joint Unified School District is a rural area located in the Mojave Desert approximately 110 miles northeast of Los Angeles. The district serves the communities of Boron, North Edwards, and the Edwards Air Force Base. Muroc Joint Unified School District has always prioritized accessibility for all students, academic rigor, socio-emotional learning, safety, and providing professional development and resources to staff that will assist in preparing all of our students for the 21st century. While our goals are aligned to meet this need, we must not ignore additional conditions and circumstances our students encounter. These include:

-Access to technology

-Food, shelter, or resource instability

-Lack of resources for extra academic or social emotional support

-Sustained trauma due to COVID-19

CTE Courses

Goal 3: Action 2 & 3, which provides high school students two additional CTE pathways (Air Frame and Power Plant, Law Enforcement). This action is intended to provide students with additional options to satisfy "Prepared" requirements for the College/Career Measures Report on the California School Dashboard. We will measure the effectiveness of this action by reviewing data on College/Career Measures Report Indicator on the California School Dashboard. While this action is a districtwide initiative and all students will benefit from this, we believe that this provides the unduplicated pupil population with additional pathways that could potentially lead to a higher percentage of success after high school.

Goal 3, Action 6: Rocketry CTE Course. This action will provide high school students an additional CTE pathway. This action is intended to provide students with additional options to satisfy "Prepared" requirements for the College/Career Measures Report on the California School Dashboard. We will measure the effectiveness of this action by reviewing data on College/Career Measures Report Indicator on the California School Dashboard. This particular addition to the LCAP was influenced by the feedback of our parents, students, teachers and principals. For the 2021 school year, 8.1% of Socio-economically disadvantaged students completed A-G requirements compared to 28.4% of all students. This will provide additional pathways for students to fulfill the A-G requirements.

Goal 3, Action 7: Drama Arts CTE Course to Goal 3. This action will provide high school students an additional CTE pathway. This action is intended to provide students with additional options to satisfy "Prepared" requirements for the College/Career Measures Report on the California School Dashboard. We will measure the effectiveness of this action by reviewing data on College/Career Measures Report Indicator on the California School Dashboard. This particular addition to the LCAP was influenced by the feedback of our parents, students, teachers

and principals. For the 2021 school year, 8.1% of Socio-economically disadvantaged students completed A-G requirements compared to 28.4% of all students. This will provide additional pathways for students to fulfill the A-G requirements.

General Education Preschool

Goal 3: Action 4, An assessment of preschool options for parents residing within the district boundaries indicate few options: Edwards Air Force Base Child Development Center and Wind in the Willows. Currently, the Edwards Air Force Base Child Development Center is at capacity and is unable to accept applicants and tuition is based upon a sliding salary scale. Wind in the Willows is a private preschool located in Boron with a capacity of 30 students. Muroc Joint Unified School District will focus on creating a tuition free general education preschool program with prioritized enrollment for the unduplicated pupil population. A preschool program will facilitate early development of children's social, emotional, and academic skills which will better prepares them for the rigors of Kindergarten. Cost: facilities, teacher, support staff, and materials. To measure the effectiveness of this particular initiative, we will compare the Fall DRDP assessment to the Spring DRDP assessment.

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

To reiterate, 19.8% of the Muroc Joint Unified School District pupils qualify for the Free and Reduced Meal Plan, 0.8% are English Learners, and 0.8 are Foster Youth. After reviewing State and local data, and feedback provided by stakeholders, The Muroc Joint Unified School District has determined the most effective use of our Supplemental Grant Funds is to enhance and increase services at all of our school sites. The amount of supplemental grant funds and percentage to increase or improve services are using the Local Control Funding Formula calculator following the May revision. The allocation of our supplemental grant funds has been articulated and accounted for in this 3-year plan. In addition to the services being provided LEA-wide or School wide, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

Supplemental Materials for English Language Learners

Goal 1: Action 8, which provides English Learners with access to Rosetta Stone. This action has been proven to be effective based on the increase in percentage of English Learners meeting or exceeding ELA and Mathematics standards on the CAASPP. Rosetta Stone allows English Learners to access a program that is personalized and based on an adaptive blended learning model that incorporates scaffolded instruction and speech recognition engine technology.

English Language Development Coach

Goal 1: Action 10, which provides English Language Learners additional intensive support in addition to the 30 minutes of designated daily ELD instruction provided by the classroom teacher. The English Language Development Coach works intensely with students (and their teachers, families, classmates, and administrators) who necessitate a need for extra support and assistance. This focused work is primarily with our newcomers, LTELs, and those who are nearing LTEL status. This action has been proven to be effective based on the increase in percentage of English Learners meeting or exceeding ELA and Mathematics standards on the CAASPP.

This Muroc Joint Unified School District will look to expend its supplemental grant funds in three fundamental areas, learning loss mitigation/expediting student learning, providing a collaborative and safe environment, and increasing our program offerings to promote student success. The LCAP's actions will be reviewed, expanded, and modified each year as feedback and data indicates.

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.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:47	NA
Staff-to-student ratio of certificated staff providing direct services to students	1:19	NA

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 (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 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]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with 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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal

to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The

superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
>
> d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
>
> e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to 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 should 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 should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP

based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides 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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs

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:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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.

- **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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual 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 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 4 from 7)
    - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)
- 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

- 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 2021

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Muroc Joint Unified School District	Kevin Cordes Superintendent	kcordes@muroc.k12.ca.us 760-769-4821

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

NA

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3		
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Muroc Joint Unified School District engages parents with weekly surveys. The data from the surveys were compiled and used to complete the self-reflection tool. Weekly engagement will allow the district to identify areas of concerns and prioritize initiatives based off of stakeholders feedback. In addition to weekly surveys, Muroc Joint Unified School District will provide weekly update videos driven by the surveys. This will ensure the district is engaging in 2-way communication between families and educators. Muroc Joint Unified School District will continue to build upon this initiative and push for diverse stakeholder feedback.

In regards to areas of focus, Muroc Joint Unified School District would like to close the learning gap created by COVID-19, enhance social-emotional supports, and create additional pathways for students. These initiatives will be articulated in the LCAP.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Muroc Joint Unified School District has provided comprehensive professional development on Visible Learning by John Hattie. Muroc Joint Unified School District will look to provide a more comprehensive and targeted professional development series for the 2022-2023 school year. The district has created additional professional development days in the master calendar to implement these changes.

An area of focus would be to continue with planning and implementation of a Multi-Tiered Systems of Support, Positive Behavioral Interventions and Supports, and standards based grading.

To improve the engagement of underrepresented families, Muroc Joint Unified School District will look to provide more outreach in the form of workshops for parents. Certain outreach opportunities had to be postponed due to COVID-19 health and safety regulations This initiative will be articulated in the LCAP.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Muroc Joint Unified School District engages parents with weekly surveys. The data from the surveys were compiled and used to complete the self-reflection tool. Weekly engagement will allow the district to identify areas of concerns and prioritize initiatives based off of stakeholders feedback. In addition to weekly surveys, Muroc Joint Unified School District will provide weekly update videos driven by the surveys. This will ensure the district is engaging in 2-way communication between families and educators. Muroc Joint Unified School District will continue to build upon this initiative and push for diverse stakeholder feedback. Muroc Joint Unified School District created multiple task forces that included the following stakeholders: teachers, Collective Bargaining Units, administrators, principals, classified staff, and parents. These meetings were used to engage with a diverse group and make decisions as a team.

A focus area would be to increase participation with students.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Muroc Joint Unified School District administered a local climate survey to all parents. The results are as follows:

Branch Elementary

Q19. My child is safe at school.

Answer Choices	Response Pe	Responses
Strongly Agree	37.5%	3
Agree	62.5%	5
Disagree	0.0%	0
Strongly Disagree	0.0%	0
	Answered	8
	Skipped	13

West Boron Elementary

Q26. My child is safe at school

Answer Choices	Response Pe	Responses
Strongly Agree	20.0%	1
Agree	80.0%	4
Disagree	0.0%	0
Strongly Disagree	0.0%	0
	Answered	5
	Skipped	16

Boron High School

Q34. My child is safe at school

Answer Choices	Response Pe	Responses
Strongly Agree	0.0%	0
Agree	75.0%	3
Disagree	0.0%	0
Strongly Disagree	25.0%	1
	Answered	4
	Skipped	17

Desert High School

Q41. My child is safe at school

Answer Choices	Response Percent	Responses
Strongly Agree	0.0%	0
Agree	60.0%	6
Disagree	40.0%	4
Strongly Disagree	0.0%	0
	Answered	10
	Skipped	11

For the 2021-2022 school year, Muroc Joint Unified School District has seen a suspension rate reduction of 1.92% when compared to the last full in-person school year (2018-2019). The unduplicated pupil population suspension rates are as follows: English Language Learners is 0%, Foster Youth is 25%, and socio-economic disadvantages students is 6.53%. Muroc Joint Unified School District will prioritize the social-emotional needs of our students by hiring an additional School Psychologist Intern and a School Social Worker. Muroc Joint Unified School District has also identified a need to provide more direct counseling services to students and families. Muroc Joint Unified School District currently has a School Psychologist with an MFT credential. To ensure students make progress, and to mitigate against regression, Muroc Joint Unified School District will look to extend services into the summer. Muroc Joint Unified School District will continue to collaborate and conduct weekly data analysis at the site level with its primary focus being suspension rates. Muroc Joint Unified School District will look to continue its initiative in creating a robust Multi-Tier System of Support.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. Muroc Joint Unified School District will use local student information system data (AERIES) and the School Accountability Report Card to track the extent to which all students have access to, and are enrolled in, a broad course of study.

2. Using local student information system data (AERIES) and the School Accountability Report Card, 100% of students, including unduplicated students, have access to all required areas of broad coursework.

3. 100% of students, including unduplicated students, have access to all required areas of broad coursework. Muroc Joint Unified School District will continue to work with stakeholder groups to identify potential barriers.

4. Muroc Joint Unified School District will to continue in expand CTE course offerings at both high schools. To provide equitable access to students, Muroc Joint Unified School District will look to build a technology media lab at each high school. This will allow students to enroll and take a CTE course remotely.