

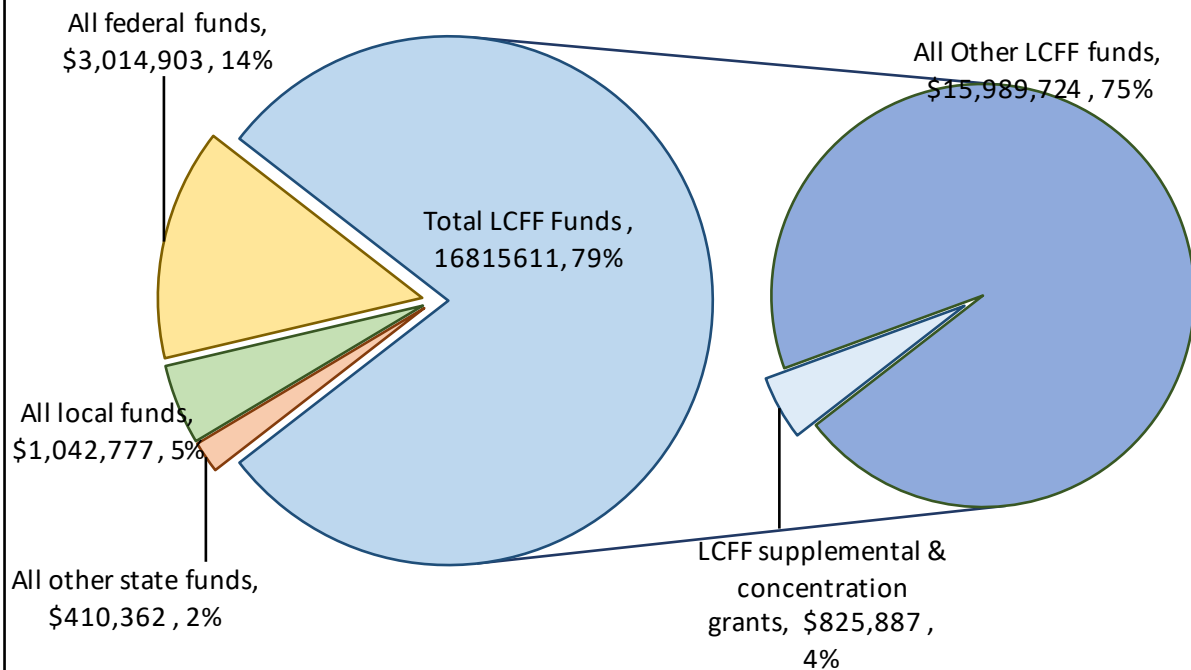
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Muroc JUSD
CDS Code: 15-63685-0000000
School Year: 2021 – 22
LEA contact information: Trevor Walker 760-769-4821

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

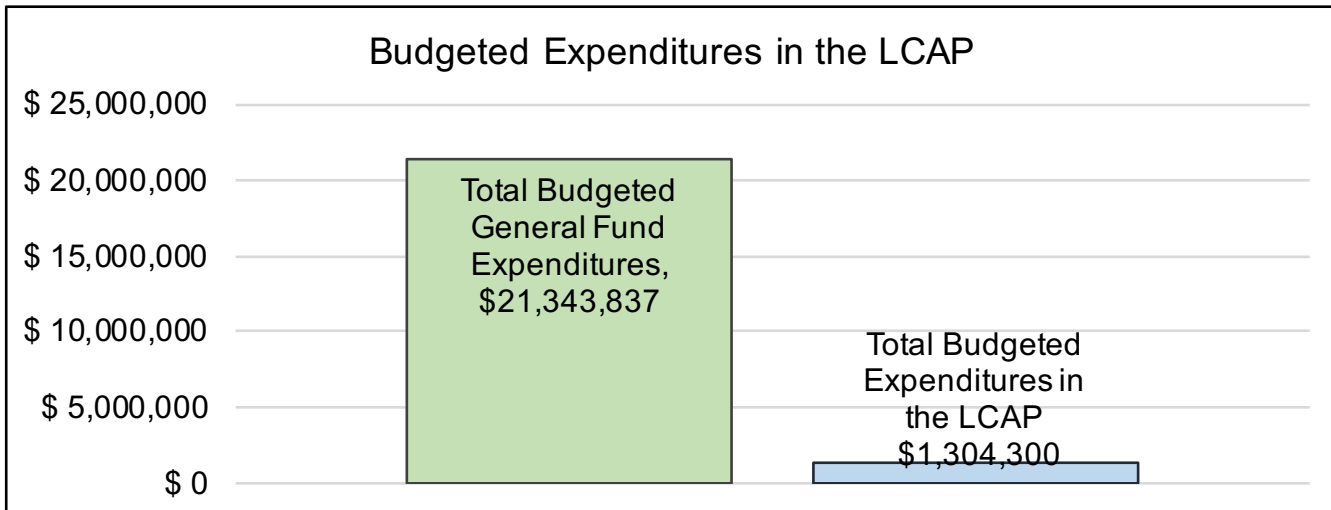


This chart shows the total general purpose revenue Muroc JUSD expects to receive in the coming year from various sources.

The total revenue projected for Muroc JUSD is \$21,283,653.00, of which \$16,815,611.00 is Local Control Funding Formula (LCFF), \$410,362.00 is other state funds, \$1,042,777.00 is local funds, and \$3,014,903.00 is federal funds. Of the \$16,815,611.00 in LCFF Funds, \$825,887.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Muroc JUSD plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Muroc JUSD plans to spend \$21,343,837.00 for the 2021 – 22 school year. Of that amount, \$1,304,300.00 is tied to actions/services in the LCAP and \$20,039,537.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

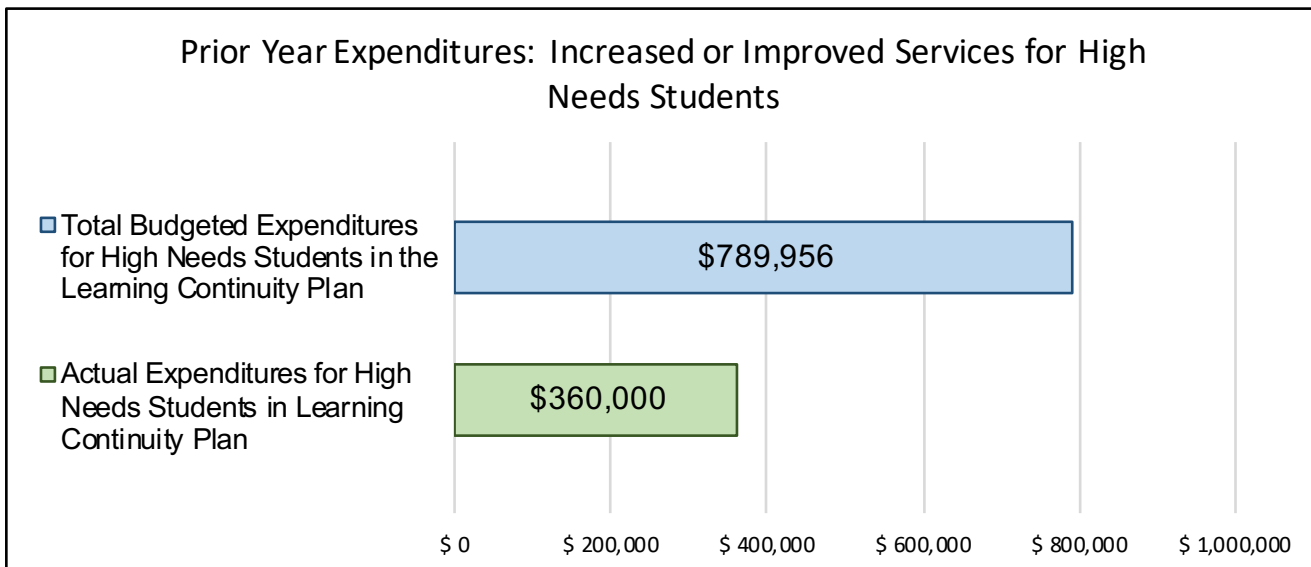
Standard operational expenditures

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

In 2021 – 22, Muroc JUSD is projecting it will receive \$825,887.00 based on the enrollment of foster youth, English learner, and low-income students. Muroc JUSD must describe how it intends to increase or improve services for high needs students in the LCAP. Muroc JUSD plans to spend \$1,083,300.00 towards meeting the requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020 – 21, Muroc JUSD's Learning Continuity Plan budgeted \$789,956.00 for planned actions to increase improve services for high needs students. Muroc JUSD actually spent \$360,000.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$429,956.00 had the following impact on Muroc JUSD's ability to increase or improve service for high needs students:

No significant impact, just difference between estimated costs and actuals.

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

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

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 760-769-4821

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

Goal 1

All classrooms will implement state standard instruction with a focus on rigor and the application of knowledge through higher-order thinking skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2. Implementation of State Standards

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
Priority 2 (a) Implementation of state standards All classrooms instruction will be aligned to CCSS math.	2019-2020 Assignment Monitoring of Certificated Staff report indicates that 86% of teachers are appropriately credentialed for the students they are assign to teach.
Priority 2 (a) Implementation of state standards All classrooms instruction will be aligned to CCSS ELA/ELD	2019-2020 Assignment Monitoring of Certificated Staff report indicates that 86% of teachers are appropriately credentialed for the students they are assign to teach.
Priority 2 (a) Implementation of state standards All classrooms instruction will be aligned to CCSS NGSS.	2019-2020 Assignment Monitoring of Certificated Staff report indicates that 86% of teachers are appropriately credentialed for the students they are assign to teach.
Priority 2 (b) Implementation of state standards EL students are given 30 minutes of designated instruction and integrated ELD every day	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.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1: Provide three Learning Directors district wide to assist teachers with instructional practices and coordinate educational support services. We believe this action will be effective in meeting this goal with a focus on rigor and the application of knowledge through higher-order thinking skills.	<p>\$309,000 Supplemental 1000-1999: Certificated Personnel Salaries Employee Cost for Learning Directors</p> <p>\$114,000 Supplemental 3000-3999: Employee Benefits</p>	<p>\$84,280 Supplemental 1000-1999: Certificated Personnel Salaries Employee Cost for Learning Directors</p> <p>\$31,000 Supplemental 3000-3999: Employee Benefits</p>

<p>Action 2: Provide support and training for ELA adopted materials to principally support unduplicated students. We believe this action will be effective in meeting this goal with a focus on rigor and the application of knowledge through higher-order thinking skills.</p>	<p>\$5,000 Supplemental 1000-1999: Certificated Personnel Salaries Teacher Release and consultants/trainers</p> <p>\$4,000 Supplemental 3000-3999: Employee Benefits</p>	<p>\$0 Supplemental 1000-1999: Certificated Personnel Salaries Teacher Release and consultants/trainers</p> <p>No Cost Supplemental 3000-3999: Employee Benefits</p>
<p>Action 3: Supplemental training in best practices for English Language Learners for teachers.</p>	<p>\$1,500 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits</p>	<p>\$0 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits</p>
<p>Action 4: Muroc will provide a district wide one-day training conducted by an outside agency regarding best practices for socioeconomically disadvantaged students</p>	<p>\$1500 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits</p>	<p>\$0 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits</p>

Action 5: Continue to provide teachers of students with special needs to attend classes for added authorizations according to student enrollment	\$1,500 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	\$0 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits
Action 6: Purchase any additional math books per enrollment and ELA materials from the most recent ELA adoption.	\$33,000 Base 4000-4999: Books And Supplies Cost of books/materials	\$0 Base 4000-4999: Books And Supplies Cost of books/materials
Action 7: Additional training on math/ELA adopted materials as needed for newly hired staff members principally directed toward instruction to meet the needs of unduplicated students.	\$1,500 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	\$1,500 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits
Action 8: EL Coach will continue to work with teachers on ELD program.	\$80,946 Supplemental 1000-1999: Certificated Personnel Salaries \$27,867 Supplemental 3000-3999: Employee Benefits	\$84,881 Supplemental 1000-1999: Certificated Personnel Salaries \$31,000 Supplemental 3000-3999: Employee Benefits

Action 9: Continue benchmarks and create common core aligned report cards	\$17,200 Base 5000-5999: Services and other operating expenditures cost of data management system	\$16,438 Base 5000-5999: Services and other operating expenditures cost of data management system
Action 10: Continue google apps training, carts as needed.	\$45,000 Title VI 4000-4999: Books and Supplies Purchase 4 Chromebook carts	\$0 Title VI 4000-4999: Books and Supplies Purchase 4 Chromebook carts
Action 11: Continuing with 30 minutes of designated ELD Instruction	\$0 Other	\$0 Other
Action 12: The implementation of Common Core standards will be measured through the usage of a C3 tool. Site Principals with assistance from Learning directors will collect this data quarterly. Students will benefit from a consistent cadre of teachers who can be retained sufficiently to train in the Common Core standards and receive uniformed professional development opportunities. The district feels that adjusting the salary schedule in this way will incentivize teaching candidates to accept and keep teaching positions, providing much needed consistency for all students throughout the district.	\$1,500 Base 5000-5999: Services and other operating expenditures cost of data management system	\$0 Base 5000-5999: Services and other operating expenditures cost of data management system

Action 13: Studies have shown that effective schools that support unduplicated students have accomplished teachers that have extra training around explicit phonics instruction, the skillset to use high level questioning in discussions around texts, facilitate small group instruction and implement effective classroom management (Carolyn Webster-Stratton). The district struggles to recruit and maintain an accomplished teaching staff for the benefit of our unduplicated students due to a less than favorable salary schedule when compared surrounding school districts. Starting with the 2015/2016- school year the district has had openings in approximately 25% of teaching positions each year which it expects to continue. Due to the military installation in the district, teachers move into the area with a variety teaching experience. In the 2016/2017 school year, the district began to offer full service credit on the salary schedule for new hires in an attempt to recruit and retain experienced teachers who either lived, or moved into the area. Housing is not readily available near the district's schools which also hinders recruitment and retaining efforts. Targeted students are spread throughout the district's schools. In an effort to recruit and retain the best teachers for students, the district will remove the first step of the salary schedule and adjust all cells by one step. This increase will be approximately \$140,000 per year and will allow the district to better incentivize teachers to come to, and stay with, students in the district.

\$112,000
Supplemental 1000-
1999: Certificated
Personnel Salaries
Cost of teacher
salaries

\$28,000 Supplemental
3000-3999: Employee
Benefits

\$112,000 Supplemental
1000-1999: Certificated
Personnel Salaries Cost
of teacher salaries

\$28,000 Supplemental
3000-3999: Employee
Benefits

Goal Analysis

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

On March 18, 2020, Muroc Joint Unified School District transitioned from in-person instruction to distance learning due to the COVID-19 pandemic. With the school closure, professional development and trainings could not move forward as previously anticipated. Funds budgeted for Actions/Services that were not implemented were utilized to mitigate the immediate needs that COVID-19 has created including supporting English Language Learners, Low-Income Students, Foster Youth, purchase of Personal Protective Equipment, technology, accessibility for students, development of MTSS, staffing for MTSS, and other safety equipment.

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

Muroc Joint Unified School District experienced success with the implementation of benchmark assessments. This allowed the sites to assess each student and identify individuals that are at-risk of falling behind academically.

Muroc Joint Unified School District has employed a full-time English Language Coach to provide support for our English Language Learners. A full-time English Language Coach allows the EL Coach to provide additional, intensive support for students and work with teachers, families, classmates, and administrators. This focused work is primarily with newcomers, LTELs and those who are nearing LTEL status. For the 2019-2020 school year, EL reclassification rate was 58%.

Muroc Joint Unified School District anticipated providing training to staff in Google Apps. However, due to the transition to distance learning, Muroc Joint Unified School District had to pivot and start training teachers how to provide instruction through Google Classroom. This posed a challenge due to the comprehensiveness of Google Classroom.

Muroc Joint Unified School District continues to struggle with teacher retention. Even with our best efforts to be competitive with salary, teacher retention is still a challenge for the district due to the school district being in a remote location.

Goal 2

All students will progress towards meeting the minimum proficiency requirements and decrease achievement gaps as indicated on district benchmark assessments, CAASPP Interim assessments, and CAASPP Summative assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 Pupil Achievement

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
Priority 4 (a) Pupil Achievement State Assessments	Due to school closure attributed to COVID-19, CAASPP testing was suspended for the 2019-2020 school year.
Priority 4 (b) Pupil Achievement API	API—NA
Priority 4 (c) Pupil Achievement Percent of students completing UC/CSU required Courses	Percentage of students completing UC/CSU required courses- 59% District-wide (Student Information System AERIES)
Priority 4 (d) Pupil Achievement The Percentage of English Learner pupils who made progress toward proficiency	Percent of students completing a CTE Course Sequence- 53% CTE completion rate (Student Information System AERIES)
Priority 4 (e) Pupil Achievement EL reclassification rate	58% (Student Information System AERIES)
Priority 4 (f) Pupil Achievement Percent of students who passed AP exams with a score of 3 or higher	76% (Student Information System AERIES)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1: Analysis of data from previous year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.	\$0 No cost Other	\$0 No cost Other
Action 2: Maintain and monitor effectiveness of Rosetta Stone with the English Learner students as supplemental material	\$17,000 Supplemental 5000-5999: Services and Other Operating Expenditures Maintain Rosetta Stone Licenses	\$6,750 Supplemental 5000-5999: Services and Other Operating Expenditures Maintain Rosetta Stone Licenses
Action 3: Monitor effectiveness of EL curriculum and the success of proficiency level groups. Provide continued professional development for new staff on the EL curriculum.	\$1,500 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	\$0 Supplemental 1000- 1999: Certificated Personnel Salaries Teacher release subs, includes benefits
Action 4: The District will attend McKinney Vento trainings annually.	No cost NA	No cost NA
Action 5: Provided release time for a single staff member to meet with agency partners to provide uniform services to foster students.	\$500 Base 1000-1999: Certificated Personnel Salaries Travel and release time	\$500 Base 1000-1999: Certificated Personnel Salaries Travel and release time
Action 6: Monitor participation in grant opportunities to assistance with AP exam fees.	No cost NA	No cost NA
Action 7: Expand concurrent enrollment opportunities for students at each Jr/Sr High School.	No cost	No cost
Action 8: Evaluate interventions and adjust as necessary.	\$2,000 Supplemental 4000-4999: Books and Supplies Materials and instructional materials	\$4,000 Supplemental 4000-4999: Books and Supplies Materials and instructional materials

Action 9: Monitor use of parent portal by staff members and ensure new staff are trained at implementing within their classrooms at all grade levels.	No cost	No cost
Action 10: Social awards based on PBIS will be developed by individual schools to support 'buy-in' and incentives and distributed to each school site based on percentage of unduplicated students.	\$2,000 Supplemental 4000-4999: Books and Supplies Awards and Incentives	\$2,000 Supplemental 4000-4999: Books and Supplies Awards and Incentives
Action 11: NA	NA	NA
Action 12: Maintain a counselor focused on truancy/attendance, home-life, and supporting unduplicated and at-risk students.	\$68,000 Supplemental 1000-1999: Certificated Personnel Salaries	\$67,700 Supplemental 1000-1999: Certificated Personnel Salaries
	\$27,500 Supplemental 3000-3999: Employee Benefits	\$27,500 Supplemental 3000-3999: Employee Benefits
Action 13: Maintaining added music teacher to increase availability of music program beyond district baseline at the Boron Schools which was only a couple periods a day to a full time teacher to service High School and Elementary Students. Unduplicated students have less access to the arts at home and in the community so this action is principally directed to support our unduplicated count.	\$53,000 Supplemental 1000-1999: Certificated Personnel Salaries	\$58,474 Supplemental 3000-3999: Employee Benefits
	\$22,000 Supplemental 3000-3999: Employee Benefits	\$25,600 Supplemental 3000-3999: Employee Benefits

Action 14: Expansion of computer lab time in lab and library to provide opportunities for parent computer access, college and career presentations, and other activities targeting at-risk students.	\$16,000 Supplemental 2000-2999: Classified Personnel Salaries Computer lab additional time	\$16,377 Supplemental 2000-2999: Classified Personnel Salaries Computer lab additional time
	\$4,000 Supplemental 3000-3999: Employee Benefits	\$10,744 Supplemental 3000-3999: Employee Benefits
	\$12,700 Supplemental 2000-2999: Classified Personnel Library Additional Time	\$12, 700 Supplemental 2000-2999: Classified Personnel Library Additional Time
	\$3,200 Supplemental 3000-3999: Employee Benefits	\$3,200 Supplemental 3000-3999: Employee Benefits
Action 15: Addition of psychologist intern focused on providing additional support to special education students, English Learners, foster youth, and low income students.	\$50,000 Supplemental 1000-1999: Certificated Personnel Salaries	\$87,182 Supplemental 1000-1999: Certificated Personnel Salaries
	\$10,000 Supplemental 3000-3999: Employee Benefits	\$10,000 Supplemental 3000-3999: Employee Benefits
Action 16: Two teaching positions at West Boron Elementary that were going to be cut. This action re-instates these two teaching positions to reduce class sizes and avoid combination classes. Smaller class sizes	\$110,000 Supplemental 1000- 1999: Certificated Personnel Salaries	\$110,000 Supplemental 1000- 1999: Certificated Personnel Salaries
	\$48,000 Supplemental 3000-3999: Employee Benefits	\$48,000 Supplemental 3000-3999: Employee Benefits

Maintain attendance secretary position at Boron High School that would have been eliminated due to decline in enrollment. Position is maintained to help track habitually truant students and provide intervention, follow-up, and referrals to district staff.	\$27,000 Supplemental 1000-1999: Classified Personnel Salaries	\$28,250 Supplemental 1000-1999: Classified Personnel Salaries
	\$18,000 Supplemental 3000-3999: Employee Benefits	\$13,700 Supplemental 3000-3999: Employee Benefits

Goal Analysis

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

On March 18, 2020, Muroc Joint Unified School District transitioned from in-person instruction to distance learning due to the COVID-19 pandemic. Funds budgeted for Actions/Services that were not implemented were utilized to mitigate the immediate needs that COVID-19 has created including supporting English Language Learners, Low-Income Students, Foster Youth, purchase of Personal Protective Equipment, technology, accessibility for students, development of MTSS, staffing for MTSS, and other safety equipment.

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

These funds were distributed as planned. The District remained diligent in ensuring that the necessary actions were reviewed.

Muroc Joint Unified School District found success in the implementation of providing Rosetta Stone to all English Learners. For the 2019-2020 school year, English Learners were reclassified at a rate of 58%.

Muroc Joint Unified School District found success in the implementation of retaining the two teaching positions at West Boron Elementary to reduce class sizes. According to the CAASPP ELA Indicator, West Boron Elementary demonstrated a 4-point increase.

With the transition from in-person instruction to distance learning due to COVID-19, the district experienced challenges in the implementation of PBIS.

Goal 3

The District will complete 100% of the projects identified for the 2015-2016 seven year facility plan and academic integrity.

State and/or Local Priorities addressed by this goal:

State Priorities: 1: Basic Services

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
Priority 1 (a) Basic Services Number/rate of teachers not fully credentialed	1(a). Number/rate of teachers not fully credentialed: 10 (2020 Assignment Monitoring of Certificated Staff Report)
Priority 1 (a) Basic Services Number/rate of teachers teaching outside of subjects area competence	1(a). Number/rate of teachers teaching outside of subject area competence: 5 (2020 Assignment Monitoring of Certificated Staff Report)
Priority 1 (a) Basic Services Number/rate of teachers teaching ELs without authorization	1(a). Number/rate of teachers teaching ELs without authorization: 2 (2020 Assignment Monitoring of Certificated Staff Report)
Priority 1 (a) Basic Services Number/rate of core classes taught by HQT	1(a). Number/rate of core classes taught by HQTs: NA
Priority 1 (b) Basic Services Number/rate of students lacking their own textbook	1(b). Number/rate of students lacking their own textbook: 0 (2020 Williams Report)
Priority 1 (c) Basic Services Overall facility rating from Facility Inspection Tool (FIT)	1(c). Overall Facility rating from 2020 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%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1: Director of FOPT will have a bi-annual FIT walk in January and June with site principal and district administrator. Revise 7 facility plan based on January FIT.	No cost	No cost
Action 2: Director of FOPT will have 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.	No cost	No cost
Action 3: District will allocate \$25,000 to 17-18 facilities projects.	\$25,000 Base 6000-6999: Capital Outlay Repair district facilities	\$0 Base 6000-6999: Capital Outlay Repair district facilities
Action 4: Construct a dedicated building for STEM/CTE pathways.	\$100,000 (estimate) Grant 6000-6999: Capital Outlay	\$0 Grant 6000-6999: Capital Outlay

Goal Analysis

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

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

Muroc Joint Unified School District was able to secure a \$63.5 million dollar grant from the Department of Defense. This allowed the district to pivot from upgrading facilities to building brand new campuses. Funding budgeted for the STEM/CTE building and upgrades were reallocated to the new construction project. Due to COVID-19, prices of steels has dramatically increased. Components of the project had to be descoped.

Goal 4

By the end of the 2018 school year, the District will decrease habitual student truancy by 45% compared to the baseline data established during the 2014-15 academic year.

State and/or Local Priorities addressed by this goal:

State Priorities: 5 Pupil Engagement and 6 School Climate

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
Priority 5 (a) Pupil Engagement Attendance Rate: 95% for 2019-20	Attendance Rate: 92% (Student Information System, AERIES)
Priority 5(b). Pupil Engagement Chronic Absenteeism Rate (District SIS)	2019 Chronic Absenteeism Rate: 15.5% (last full year) (Student Information System, AERIES)
Priority 5(c). Pupil Engagement Middle School Dropout Rate (District SIS)	Middle School Dropout Rate: 0% (Student Information System, AERIES)
Priority 5(d). Pupil Engagement High School Dropout Rate (District SIS)	Dropout Rate: 1.5% (Student Information System, AERIES)
Priority 5(e). Pupil Engagement High School Graduation Rate (District SIS)	High School Graduation Rate: 98.5% (Student Information System, AERIES)
Priority 6 (a) School Climate Pupil Suspension Rate: Goal – 5.0%	6(a). Suspension Rate (Data Quest): 1.6% (Student Information System, AERIES)
Priority 6 (b) School Climate Expulsion Rate: 0.0%	6(b). Expulsion Rate (Data Quest): 0.05% (Student Information System, AERIES)

Expected	Actual
<p>6(c). The percentage of students, staff, and parents who feel safe will increase by 10% from the 2017-18 survey results.</p> <p>6(c). Parents: District Wide Average-</p> <ul style="list-style-type: none"> • Strongly Agree- 17.48% • Agree- 63.48% • Disagree- 16.51% • Strongly Disagree- 2.53% <p>Students: District Wide-</p> <ul style="list-style-type: none"> • Agree- 70% (322) • Disagree- 30% (138) <p>Staff: District Wide-</p> <ul style="list-style-type: none"> • Strongly Agree- 20.99% • Agree- 53.09% • Disagree- 16.05% • Strongly Disagree- 9.88% 	<p>6(c). Parents: District Wide Average-</p> <ul style="list-style-type: none"> • Strongly Agree- 27.27% • Agree- 61.04% • Disagree- 11.69% • Strongly Disagree- 0% <p>Students: District Wide-</p> <ul style="list-style-type: none"> • Strongly Agree – 27.59% • Agree – 48.28% • Disagree – 13.79% • Strongly Disagree – 10.34% <p>Staff: District Wide-</p> <ul style="list-style-type: none"> • Strongly Agree- 29.09% • Agree- 30.91% • Disagree- 30.91% • Strongly Disagree- 21.82% <ul style="list-style-type: none"> • *Note that this data dates to the 2018-19 Climate Survey, as the time frame to complete the survey was interrupted due to COVID-19 for the 2019-20 school year.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1: The district is using an internal plan to create a plan for addressing chronic absenteeism.	\$1,000 Supplemental 5000-5999: Services And Other Operating Expenditures Cost of services	\$0 Supplemental 5000-5999: Services And Other Operating Expenditures Cost of services
Action 2: Review effectiveness of PBIS and implement SWIS data system using stipends for a teacher leadership team to principally support the emotional needs of our unduplicated students.	\$4,000 Supplemental 1000-1999: Certificated Personnel Salaries Incentives and release time including benefits	\$1,215 Supplemental 1000-1999: Certificated Personnel Salaries Incentives and release time including benefits

Goal Analysis

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

On March 18, 2020, Muroc Joint Unified School District transitioned from in-person instruction to distance learning due to the COVID-19 pandemic. Funds budgeted for Actions/Services that were not implemented were utilized to mitigate the immediate needs that COVID-19 has created including supporting English Language Learners, Low-Income Students, Foster Youth, purchase of Personal Protective Equipment, technology, accessibility for students, development of MTSS, staffing for MTSS, and other safety equipment.

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

Muroc Joint Unified School District initiative to create an internal plan to address chronic absenteeism posed a challenge due to COVID-19. In March of 2020, the district transitioned to distance learning. Efforts in regards to creating an internal plan to address chronic absenteeism transformed into administrators and principals conducting house visits to students that were chronically absent. The internal plan did not account for the challenges of COVID-19 and distance learning.

Muroc Joint Unified School District initiative to implement PBIS was halted in March due to the COVID-19 pandemic. District reallocated resources to addressing disengaged students.

Goal 5

The District will expand the course offerings and establish career pathways for career readiness as determined by research done in 2014-15.

State and/or Local Priorities addressed by this goal:

State Priorities: 7: Course Access 8: Pupil Outcomes

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
Priority 7 (a) Course Access Rate of students enrolled in CTE courses (grades 7-12) Goal-29% enrollment rate for Jr and Sr. 43% overall.	24% enrollment rate (Student Information System, AERIES)
Priority 7 (a) Course Access Rate of students enrolled in UC/CSU required courses (grades 9-12) 71%	52% of seniors completed their A-G requirements (Student Information System, AERIES)
Priority 7 (a) Course Access Number/rate of AP courses offered (grades 9-12) Goal-11 AP courses	11 AP courses (Student Information System, AERIES)
Priority 7(a) Course Access Rate of students in grades 11th and 12th enrolled in AP course – 65%	35.8% enrolled in an AP course (Student Information System, AERIES)
Priority 7 (b) Course Access Rate of remedial course enrollment – Goal-5%	7% (Student Information System, AERIES)
Priority 7 (b) Actual-100% Course Access Unduplicated pupils have access to full course of study – Goal-Maintain 100%	Access percentage for unduplicated pupils: 100% (Student Information System, AERIES)
Priority 7 (c) Course Access Number/rate of course offerings for students with exceptional needs SDC classes-4 classes total. (2 elementary, 2 middle/high school) / Goal-SDC classes-4 classes total. (2 elementary, 2 middle/high school) / 75% course rate	11 classes total (6 elementary, 6 middle/high school) (Student Information System, AERIES)

Expected	Actual
Priority 8 Pupil Outcomes AP Exam Participation Rate (rate of students who took AP classes and tested or rate of students in school eligible for and took AP classes) – Goal-80%	70% (Student Information System, AERIES)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continue to offer increased course offerings created with the CTEIG grant as funding transitions to the district. Expand CTE in Transportation sector and Performing Arts industry sector	<p>\$100,000 Base 1000-1999: Certificated Personnel Salaries Cost of teacher salaries</p> <p>\$46,000 Base 3000-3999: Employee Benefits</p>	<p>\$128,000 Base 1000-1999: Certificated Personnel Salaries Cost of teacher salaries</p> <p>\$53,500 Base 3000-3999: Employee Benefits</p>
Explore at least one internship with local business partners for each high school.	No Cost	No Cost
Maintain course offerings, offer additional course offerings, and continue with one additional CTE instructor at each high school through CTEIG grant.	<p>\$1500 Base 4000-4999: Books and Supplies materials to support classes</p> <p>NA Grant 1000-1999: Certificated Personnel Salaries CTE Instructors</p> <p>\$25,500 Base 3000-3999: Employee Benefits</p>	<p>\$1500 Base 4000-4999: Books and Supplies materials to support classes</p> <p>\$0 Grant 1000-1999: Certificated Personnel Salaries CTE Instructors</p> <p>\$0 Base 3000-3999: Employee Benefits</p>
Due to CTE classes being available throughout the district, transportation will be available to support unduplicated student's attendance for CTE classes and the opportunity to visit other programs and employers	\$80,000 Supplemental 2000's & 3000's: CTE specific transportation Classified personnel salaries and benefits	\$80,000 Supplemental 2000's & 3000's: CTE specific transportation Classified personnel salaries and benefits

Goal Analysis

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

The District implemented this program, but expended more than planned due to moving learning and services online after March 17, 2020. In addition, the transition to distance learning resulted in additional necessary support.

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

The District was able to successfully maintain their CTE programs during the transition to distance learning although it was not the most efficient learning format.

Goal 6

The district will actively seek to increase parent involvement in the schools/ District academic programs/committees as measured by the parent survey and participation records of held meetings.

State and/or Local Priorities addressed by this goal:

State Priorities: 3- Parental Involvement

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
Priority 3 (a) Parent Involvement 3A: The district will increase parent involvement through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent and Back to School Night. Goal is 85% participation.	Due to school closure attributed to COVID-19, Muroc Joint Unified School District was unable to attain this data point.

Expected	Actual
Priority 3 (b) Parent Involvement Parents of unduplicated students will be invited to all school events and functions through automated phone calls, flyers, and school website. Goal -100%	100% (audit of local data)
Priority 3 (c) Parent involvement Parents involvement of students of exceptional students will be invited to attend IEPs, 504 meetings via personal phone call and follow up reminders – Goal-100%	100% (audit of local data)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continue to update and create online training to financial forms available at the school sites for Free and Reduced Lunch, Financial Aid, college applications, job applications, and scholarships.	No Cost	No Cost
Continue to utilize the District Facebook page, District website, School Messenger, and other media outlets to notify parents, guardians, and community organizations of informational meetings and trainings.	NA	NA
Addition of lab time before and after school hours for parents of unduplicated students to have access to education services on the internet.	NA	NA

Goal Analysis

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

On March 18, 2020, Muroc Joint Unified School District transitioned from in-person instruction to distance learning due to the COVID-19 pandemic. Funds budgeted for Actions/Services that were not implemented were utilized to mitigate the immediate needs that COVID-19 has created including supporting English Language Learners, Low-Income Students, Foster Youth, purchase of Personal Protective Equipment, technology, accessibility for students, development of MTSS, staffing for MTSS, and other safety equipment.

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

Muroc Joint Unified School District provided additional lab time before and after school until March 18, 2020. Due to COVID-19, Muroc Joint Unified School District was unable to provide parents of unduplicated students access to the lab. Muroc Joint Unified School District looked to provide students with a Chromebook and internet accessibility.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal protective equipment, Cleaning equipment, and supplies	\$35,000	\$45,104	No
Small group intervention	\$20,000	\$0	Yes

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

Muroc Joint Unified School District exceeded the budgeted funds for PPE, cleaning equipment, and supplies. In April of 2021, MJUSD was able to transition from distance learning to a 5-days a week in-person instructional model. Muroc Joint Unified School District

spent \$10,104 more than budgeted on additional PPE, cleaning equipment, and supplies (HEPA filters, disinfectant fogger, plexiglass, and COVID-19 decals).

Muroc Joint Unified School District was unable to implement small group intervention due to a shortage of staff. The District utilized funds to purchase additional assessment tools that will allow us to better understand and track student learning gaps.

Analysis of In-Person Instructional Offerings

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

On September 9, 2020, Muroc Joint Unified School District Board of Trustees approved the Learning Continuity and Attendance Plan that articulated the District's plan for in-person instructional offerings during the 2020-2021 school year. At the time of adoption, Kern County's tier rating was purple which restricts school districts to only offer in-person instruction utilizing the Cohort Model to target unduplicated pupils. In April of 2021, MJUSD was able to transition and offer all students in-person instruction 5 days a week. According to parent and staff surveys, State data, and local data, the following successes and challenges were determined:

Successes:

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. According to AERIES, 83% of students in the SDC class returned to in-person instruction. 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. 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 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.

Challenges:

In our efforts to transition our students from distance learning to in-person instruction in the safest manner possible, MJUSD constructed multiple task forces. With the continued changes to the safety guidelines set forth by the State and local health department, this posed a huge challenge in creating a plan. The plan required countless hours of planning and preparation by our teachers, administrators, and staff.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks Computers are made available to all students to access distance learning from home.	\$386,000	\$356,096	No
Laptops Allow teachers to have a powerful enough computer to handle recording and broadcasting lessons from home or the classroom	\$100,000	\$99,877	No
4K Cameras and accessories Allow teachers to record all lessons	\$98,167.32	\$91,088	No
Lapel Microphones To ensure all lessons can be heard during synchronous live instruction	\$2492.76	\$2492.76	No
Education Technology Integration Supports Stipends paid for five Educational Technology Specialist that are responsible for developing and delivering Google and other educational technology training to staff, parents, and students	\$13,000	\$13,000	No
COVID-19 Instructional Task Force Stipends for instructional staff to participate in tasks forces to build plans for returning to school.	\$27,000	\$27,000	No

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

There are no substantive differences in budgeted and estimated actual expenditures.

Analysis of the Distance Learning Program

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

Muroc Joint Unified School District reviewed stakeholder feedback from parents, staff, and students and have identified the following successes and challenges:

Continuity of Instruction:

The Muroc Joint Unified School District started the 2020-2021 school year in a distance learning format. With approximately 59% of parents indicating that they want in-person instruction, Muroc Joint Unified School District's priority is to transition to a hybrid in-person learning model when the Kern County Department of Health grants our waiver for in-person instruction and the appropriate safeguards are put into place. The continuity of a rigorous, high quality instructional program is a priority of our stakeholders. To ensure students have access to a full curriculum and ensure instructional continuity, the District will implement the following:

- The District will provide professional development opportunities that will support differentiated learning and Universal Design for Learning.
- District has adopted ELA and Math curriculum that has a robust online component that is built to support blended learning (Journeys, Go Math)
- District has purchased programs that will be used to supplement and augment instruction (IXL, Lexia, Accelerated Reader, System 44/Read 180) California Department of Education, July 2020 Page 8
- Each school site will comply with the Williams Act ensuring all students are issued adopted textbooks in all content areas. • All students will be issued district provided devices to ensure equitability
- The Instructional Task Force has designed pacing guides and prioritized essential skills for each grade level
- The District will use Google Classroom as our universal learning platform. This will ensure equitable access to curriculum and adopted materials.
- Minimum instructional minutes which differentiates between synchronous and asynchronous requirements were provided to all teachers
- To ensure continuity when we move back to in-person instruction, the junior/senior high schools will maintain a six period day where students are required to log into their classes at the start of the class session. For students that are unable to be present during the synchronous live session, teachers have recorded all lessons that can be accessed at any time.

- Students with disabilities were provided with a distance learning plan that is individualized to their needs. Administrators have been tasked with ensuring continuity of high quality instruction by conducting daily virtual class visits and providing feedback to teachers.

Access to Devices and Connectivity:

Muroc Joint Unified School District incorporated a needs assessment into the survey sent out to parents in June. During the spring when Muroc Joint Unified School District moved to distance learning and schools were shutdown, the Superintendent and Principals monitored packet and online student engagement and reached out to families that were not regularly logging into their virtual classrooms or completing their packets. If the families were unavailable via phone, house visits were conducted by the site administrator. The same process will continue through the 2020-2021 school year. Muroc Joint Unified School District hired five Educational Technology Specialist that have attained at least a Certified Educator Level 1 in Google Classroom. The Educational Technology Specialists will provide technology support for staff, parents, and students. Muroc Joint Unified School District has moved to a ratio of 1:1 regarding Chromebooks. All students have been issued Chromebooks to ensure access to online instruction and resources. With certain Chromebooks coming close to its end of life, Muroc has ordered an additional 1500 Chromebooks for the 2020-2021 school year. Muroc Joint Unified School District has prioritized all teachers and administrators to attain a Google Classroom Certified Educator Level 1 certification. The District currently has five Educational Technology Specialists that will develop and deliver Google Classroom and other educational technology trainings to staff, students, and parents. Muroc Joint Unified School District currently has an agreement with Spectrum to provide families without internet access that qualify for Free and Reduced Lunch Plans internet access free of charge.

Distance Learning Professional Development:

Muroc Joint Unified School District has adopted Google Classroom as its online learning platform. The District will pay and compensate teachers and instructional aides to attain their Google Classroom Certification Level 1. Muroc Joint Unified School District has provided stipends and training for five Education Technology Specialists that will provide educational technology training to staff as well as support staff throughout the year. The District's Learning Director will continue to provide virtual adopted curriculum training and a resource padlet for teachers (Journeys, Go Math, IXL, Accelerated Reader, System 44/Read 180, Lexia) throughout the course of the school year. Kern County Superintendent of Schools has provided a robust training schedule and networking opportunities for the 2020-2021 school year that our teachers, ELL Coach, Counselors, School Psychologists, Speech and Language Pathologists, and Special Education Teachers will be encouraged to attend. Trainings include:

- Social Emotional Learning in the Classroom and Digitally: Building Relationships that Last
- Trauma Informed Care Practices for Educators • English Learners Instructional Network
- Making the Most of Synchronous and Asynchronous Time
- Distance Learning and UDL

Staff Roles and Responsibilities:

The role of the teachers has changed in response to COVID-19 and providing similar rigor and experience of in-person instruction in a distance learning format. Teachers have adapted how they deliver instruction for a 100% distance learning model and possibly a hybrid model if Kern County Department of Health permits. When planning, teachers need to be mindful of students that may not be able to participate in synchronous instruction. Teachers have been tasked with recording their lessons so they can be accessed at all times. Teachers are also responsible for completing a combined daily participation and weekly engagement form that tracks synchronous and asynchronous instructional time for each student. Teachers must also manage Google Meets live sessions with students and be able to navigate various extensions such as Jamboard, Breakout Rooms, Etc. Teachers have also provided more office hours for students that have a difficult time learning through a distance learning model. The role of our Social Emotional Counselor has changed in response to COVID-19. The counselor is no longer able to physically meet and run small groups. The Social Emotional Counselor has been tasked with creating a social emotional Google Classroom where she can meet with students individually or in small groups to meet their social emotional needs. Special Education Teachers have been required to create a Distance Learning Plan for each student on their caseload. This is a collaborative effort between teacher, student, and parents. Special Education Instructional Aides have been supporting students in their respective virtual classrooms. They have also been tasked to utilize breakout rooms to provide targeted intervention and instruction. Classified employees will contribute in various ways depending on the needs of the schools and District as a whole. This may include working remotely or in-person depending on the needs of the school. The English Language Coach has been tasked with progress monitoring and supporting EL students virtually. The District provided Rosetta Stone licenses for all qualifying students and family members to build and strengthen their individual language acquisition skills and understanding. The English Language Coach has also been tasked to develop a plan to complete state mandated language assessments virtually for students that are uncomfortable with in-person assessments. The English Language Coach had to also adapt and pivot to a virtual platform when providing individual one-to-one services.

Supports for Pupils with Unique Needs:

English Learners

- Rosetta Stone Online Language Instruction
- One-to-one support with English Language Coach
- Consistent communication with families regarding progress and needs
- Individualized progress monitoring of each EL student
- The English Language Coach will continue to consult with the general education teacher on strategies to provide quality, focused synchronous instruction and to create individualized asynchronous language practice with EL students.

Foster Youth/Homeless

- Transportation, absenteeism support services, social-emotional counseling, school supplies, clothing, and other necessary school or household item.
- Consistent communication with families regarding needs
- Individualized progress monitoring Special Education • Special education, related services, and any other services required by a students Individualized Education Plan will be made available in a distance learning format
- System 44/Read 180 Intervention
- Collaboration between special education teacher and general education teacher regarding accommodations, modifications, goals, and teaching strategies.
- Conducting virtual assessments and virtual Individualized Education Plan meetings to discuss progress, goals, and supports/services needed to meet the needs to the student.
- Providing materials and accommodations articulated in the IEP for the home environment (fidget chair, Handwriting with no Tears, headphones, text-to-speech, etc.) • Counseling and guidance for eligible students via Zoom and Google Meets

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
System 44/Read 180 Literacy intervention	\$34,000	\$33,418	Yes
IXL Benchmark assessment	\$16,000	\$18,334	No
Lexia Literacy intervention	\$23,000	\$23,133	No
STAR Assessment Benchmark assessment	\$4,300	\$10,890	No
Accelerated Reader Benchmark assessment	\$4,263	\$9,365	No

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

Muroc Joint Unified School District utilized all of the budgeted funds for each planned action/service.

Analysis of Pupil Learning Loss

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

With school closure occurring in March of 2020 due to the COVID-19 pandemic, a growing concern about how distance learning may impact student progress. With the cancellation of the CAASPP assessment in the Spring of 2020, Muroc Joint Unified School District

had to rely on local data to assess the learning loss of our students. Results from local data benchmarks suggest that all students have experienced varying levels of learning loss. Data suggests that the COVID-19 pandemic has disproportionately affected our unduplicated pupil population. With the pandemic introducing new challenges in many of our students' lives, Muroc Joint Unified School District will look to take a whole-child approach in which we nurture all areas of a child's development and learning from social-emotional and cognitive skills to literacy, math, and science understanding. Moving forward, Muroc Joint Unified School District will look to bolster our supports to students in the areas of social-emotional well-being and academics.

Successes:

Teachers were able to provide before and after school tutoring to students in need of additional support. Teachers would be available via Google Meets to assist any student that logs into the Meets.

Special Education Teachers collaborated with parents to create a Distance Learning Plan that was individualized to meet the student's needs.

Teachers becoming more proficient with technology, online benchmarks, and Google Classroom.

Challenges:

Muroc Joint Unified School District identified a need and provided resources and opportunities for students to receive additional support. The challenge for MJUSD was convincing students that needed additional support to participate in the tutoring program. According to our weekly parent surveys, students have been experiencing Google Meets fatigues which makes them less willing to participate in after/before school virtual tutoring.

Analysis of Mental Health and Social and Emotional Well-Being

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

Success:

The COVID-19 pandemic shed light on the importance of mental health and social-emotional well-being. Muroc Joint Unified School District hired a Special Education Coordinator that is a Board Certified Behavior Analyst to support or students that have challenging behaviors that impede learning.

Muroc Joint Unified School District will look to hire additional staff so that we may offer more services in the area of mental health and social-emotional well-being.

Muroc Joint Unified School District Wrap-Around Counselor was able to provide Tier 2 check-in/check-out support services to students and families outside of the normal school hours.

Challenges:

A challenge that Muroc Joint Unified School District has faced is disengaged students. With the inability to meet students in-person due to COVID-19 restrictions, the District relies heavily on Google Meets and the telephone to deliver mental health services. As students become more disengaged with distance learning, counselors seem to be having a more difficult time delivering services and connecting with students.

Muroc Joint Unified School District does not currently have a universal screening tool that allows the District to assess students' mental health and social-emotional well-being. Currently, students are being provided with mental health services based off of referrals by the parents, teachers, and student. Mental health caseloads have increased throughout the 2020-2021 school year making it difficult for service providers to deliver individualized services to all students on the caseload.

The Muroc Joint Unified School District will continue to strategize and problem solve on how we can better support our students' mental health and social-emotional well-being. With the shift to in-person instruction, this will allow us more opportunities to assess, engage, and support our students.

Analysis of Pupil and Family Engagement and Outreach

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

Success:

Muroc Joint Unified School District developed a 3-tier re-engagement plan for students that are absent from distance learning. The District dramatically increased its efforts to communicate with parents in a timely manner through multiple means (phone calls, emails, home visits). To get a better understanding of the needs and successes of the District, Muroc Joint Unified School District released weekly surveys to parents and staff. The District would address concerns articulated in the survey in the weekly video that is posted to our school website. Feedback received from the community was generally positive. Parents appreciated Muroc's emphasis on providing students with a rigorous and robust educational experience through distance learning. Parents and staff articulated their appreciation for the transparency shown by the District regarding their decision making process.

Challenges:

As the year progressed, students began to experience screen fatigue which lead to disengagement. Throughout the course of the school year, the LEA provided outreach to pupils and their parents regarding the lack of progress and disengagement being displayed. During distance learning, Muroc Joint Unified School District provided counseling services via Google Meets and phone to support social emotional needs.

Analysis of School Nutrition

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

Successes:

For student food services through the 2020-2021 School year one of our biggest success was opening up local food pick-up sites so that needy students and their parents did not have to travel far. By utilizing the waivers to allow parents to pick-up multiple meals from nearby locations we ensured the truly needy students had access to meals. By utilizing the seamless summer option for our lower socioeconomic communities it reduced the burden on the district staff as well as ensuring children who may not attend our schools did not go hungry.

Challenges:

There were many challenges such as reaching out to the communities in need to ensure they were aware of the pick-up locations and times. Principals and teachers monitored students and ensured families were aware of the meal option for children. Another challenge and cost is that with significantly reduced families taking advantage of school meals (often due to the flavor profile difference between fast food or home food) we saw much fewer overall meals served and as such a much greater operating loss than normal. A final

challenge was service students who live far outside the district's boundaries. We were forced to rely on other districts offering seamless summer to ensure local food was available to students who reside 40+ miles away from our boundaries.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Social Emotional Counselor	\$95,500	\$95,200	Yes
Mental Health and Social and Emotional Well-Being	Wrap-Around Counselor	\$100,000	\$45,122	Yes
Mental Health and Social and Emotional Well-Being	School Psychologist	\$117,618	\$117,401	Yes

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

Muroc Joint Unified School District utilized a majority of the budgeted funds for each planned action/service.

Muroc Joint Unified School District spent \$54,878 less than budgeted on Wrap-Around Counselor. The Wrap-Around Counselor is employed through a Professional Service Agreement and is compensated by the hour. Due to difficulties engaging students electronically, planned counseling sessions did not occur.

Overall Analysis

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

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.

With the transition back to in-person instruction, the District has learned that we must support our students and families in a more comprehensive manner. To fully prepare a student for life after high school, Muroc Joint Unified School District needs to take a 21st century approach to education. Research indicates that a whole child approach to education will better prepare and develop a student for the demands of tomorrow. A whole child approach ensures each student is healthy, safe, engaged, supported, and challenged. Muroc Joint Unified School District will look to increase and enhance services that align with the whole child approach. This will be a priority in our 2021-2024 LCAP.

In regards to Muroc Joint Unified School District's initiative and emphasis in providing a robust and rigorous distance learning experience for all students during the school closure, the results of the COVID-19 pandemic have left students' in need of additional social, emotional and academic supports. Muroc Joint Unified School District has learned that we need to provide programs and services that address the needs of the students' that the COVID-19 pandemic may have caused. This will be a priority in our 2021-2024 LCAP.

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

Muroc Joint Unified School District will continue to measure pupil learning loss in various ways indicated below:

English Language Arts:

IXL, STAR Assessment, Accelerated Reader, CAASPP Summative Assessment, IABs, Journeys Curriculum, and AIMSWEB.

Mathematics:

IXL, Go Math Curriculum, CAASPP Summative Assessment, and IABs.

English Language Learners:

Rosetta Stone, ELPAC Practice and Training Tests

Students with Disabilities:

System 44, and Read 180

Throughout the school year, teachers will compile assessment data and meet with the Student Study Team. The purpose of the Student Study Team is to identify the student's present level of performance, and provide the appropriate intervention that best meets the needs of the student.

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

The actions and services are directed towards our unduplicated student population. These actions and services were designed to mitigate the achievement disparities and disproportionate learning loss of our unduplicated student population. The services provided were developed in conjunction with various stakeholders. The percentage to increase or improve services has been calculated at 6.33% which equates to \$857,892. By directing supplemental funding to these initiatives, the district has increased or improved services by at least 6.33% as compared to services for all pupils. Muroc Joint Unified School District were unable to implement various initiatives that would contribute to increased or improved services due to COVID-19. Such challenges that contributed to the lack of progress are the following: inability to staff intervention programs, inability to create a general education preschool program due to school closure, concerns regarding safety and mixing of cohorts, and the inability to provide in-person professional development with the companies we have contracted with.

Increased or Improved Services Offered:

- Providing a Social-Emotional Counselor to help students overcome and cope with the challenges that COVID-19 has brought
- Providing a Wrap-Around Counselor to provide additional support to students and families outside normal school hours
- Providing a School Psychologist with an MFT credential to counsel students and families

- Providing System 44 and Read 180 remediation and intervention program to increase the outcome of our unduplicated population

In addition to the actions and services described in the Learning Continuity and Attendance Plan as contributing towards meeting the increased or improved service requirement:

- Electives and CTE pathways
- Learning loss summer school program
- Learning Director

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

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

The Muroc Joint Unified School District approach the 2021-2024 LCAP in a very methodical and deliberate way. The District compiled data from various sources (California Dashboard, Dataquest, AERIES, Benchmarks) and conducted an analysis to identify the needs of the District. We have surveyed parents, students, and staff in an effort to gain insight regarding the priorities and needs of our community. In our comprehensive review of both qualitative and quantitative data, Muroc Joint Unified School District have developed a comprehensive plan to ensure that we take into account the whole child and ensure that they are healthy, safe, engaged, supported, and challenged.

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 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.

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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 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 provide 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.

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Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 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 , 760-769-4821

Plan Summary [2021-2022]

General Information

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

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 as 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

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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.

Boron Junior-Senior High School

Support for Identified Schools

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

Boron Junior-Senior High School was identified for comprehensive support and improvement in 2018. Boron Junior-Senior High School is working in conjunction with Kern County Superintendent of Schools to develop a site comprehensive support and improvement plan. The BJSHS, CSI team consisted of the following: KCSOS Management Analyst, site principal, teachers, and paraprofessionals. The CSI team and met several times with county representatives to develop an action plan to improve systems within BJSHS.

Boron Junior-Senior High School conducted a needs assessment that started with a collaborative data analysis. Boron Junior-Senior High School collected and analyzed data from the following areas: California Dashboard, site benchmark assessments, CAASPP results, discipline, surveys, focus groups, SST data, and data from the Special Education Department. The team took a research based approach which consisted of identifying the Problem of Practice, conducting a Root Cause Analysis, articulating a Theory of Action, and developing an Action Plan. Moving forward into year 3 will be a focus on implementation of Action Plan that will be monitored by the district.

The CSI team in collaboration with stakeholders and KCSOS indicated student engagement is an area of need. The Continuous Improvement Process Team prioritized the following: professional development in meeting the needs of the 21st century student, creating a Multi-Tiered System of Supports, and increasing mental health services for students. This would allow Boron Junior-Senior High School to take a proactive and preventative approach to supporting our students. The School Board approved the plan. Professional development implementation was to commence on March of 2020. However, due to school closure related to COVID-19, professional development

implementation has been postponed. With the transition from distance learning to in-person instruction as of April 2021, Muroc Joint Unified School District will prioritize the continued efforts of Boron Junior-Senior High School and ensure that they have time to meet as a team to plan, analyze data, and build capacity. From the school needs assessment and recent WASC report, resource inequities were identified in the areas of mental health and engagement. LEA provided Boron Junior-Senior High School with an additional fully licensed School Psychologist and Social Emotional Counselor. The addition of these professionals allowed Boron Junior-Senior High School to build staff capacity in supporting a multi-tier system of support that is designed specifically to address the social emotional needs of the unduplicated pupil population.

Monitoring and Evaluating Effectiveness

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

The Muroc Joint Unified School District has established benchmarks that will assist in determining if the Comprehensive Support and Improvement Plan is targeting and addressing the Problem of Practice. The CSI team will conduct monthly meetings with a LEA representative to analyze benchmark data and help with implementation of the Comprehensive Support and Improvement Plan. The areas of emphasis articulated by the LEA that aligns with Boron Junior-Senior High School's goals are the following: suspension, attendance, ELA, Math, and graduation rate. Muroc Joint Unified School District will collect the following data to help determine the effectiveness of our Comprehensive Support and Improvement Plan: State metrics (California Dashboard), local data (AERIES), parent surveys, student surveys, and staff surveys.

Stakeholder Engagement

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

Muroc Joint Unified School District believes that it is vital to engage parents, students, teachers, administrators, classified staff, bargaining units, and other stakeholders when developing the LCAP. To comply with LCAP stakeholder engagement requirements articulated in statute, Muroc Joint Unified School District engaged stakeholders throughout the entirety of the 2020-2021 school year to assist in creating a comprehensive strategic plan that addresses state and local priorities.

The following meetings listed below were hosted by Muroc Joint Unified School District and stakeholder feedback was collected. Translation services were provided at each meeting as needed. Muroc Joint Unified School District provided a platform to assure all voices were heard, and all groups were represented. In addition to receiving stakeholder input, the Superintendent also reviewed the School Plan for Student Achievement for all sites to ensure that the LCAP Goals and Actions are addressing the needs at the site-level. Stakeholder meetings were held both virtually and in-person as permitted by COVID-19 safety guidelines. There were no written responses requested from the Superintendent.

- Kern County SELPA consult completed in May 2021
- TK-2 Task Force: 6/3/2020, 6/17/2020, 6/30/2020, 7/15/2020
- 3rd – 6th Task Force: 6/3/2020, 6/17/2020, 6/30/2020, 7/15/2020
- 7th – 12th Task Force (includes MEA local bargaining unit members): 6/3/2020, 6/17/2020, 6/30/2020, 7/15/2020
- Certified Personnel Reopening Task Force (includes MEA local bargaining unit members and MEA President): 3/15/2021, 3/16/2021
- Classified Personnel Reopening Task Force (includes CSEA local bargaining unit members and CSEA President): 3/15/2021, 3/16/2021
- Student Supports Task Force: 6/3/2020, 6/11/2020, 6/29/2020, 7/15/2020, 8/21/2020
- Special Education Task Force: 6/19/2020, 6/22/2020, 7/2/2020, 7/15/2020, 8/3/2020, 5/19/2021, 5/20/2021, 5/24/2021, 5/25/2021
- Speech and Language Task Force: 7/22/2020, 8/7/2020, 5/14/2021
- Cabinet/Principal Meetings: 3/8/2021
- General Operations/Health & Wellness/Technology Task Force: 6/10/2020, 6/22/2020, 7/15/2020, 8/19/2020
- General Facilities Task Force (includes CSEA local bargaining unit members): 7/1/2020, 7/15/2020
- Muroc Improvement Team meeting including Certificated personnel, Classified personnel, CBO: 5/13/2021, 5/25/2021
- Edwards Air Force Base Town Hall Meeting including parents, students, teachers, classified staff, Edwards Air Force Base leadership 3/25/2021
- Muroc Joint Unified School District Board Meetings: 2nd Wednesdays of each month
- Edwards Air Force Base Partnership Meeting (MSG, Security Forces, Emergency Management, Office of Inspector General, Safety, parent group)
- School Site Council Meetings: 4/14/2021, 5/12/2021, 8/10/2021
- Parent Advisory Committee: 6/22/2021

This year, due to COVID-19 restrictions and concerns for personal health and safety, Muroc Joint Unified School District relied heavily on surveys to engage stakeholders for LCAP feedback. Muroc Joint Unified School District released weekly parent and teacher surveys starting on March 2020 to May 2021. As a result, Muroc Joint Unified School District received 1310 responses from parents, students, and staff. Translation of surveys were provided as needed. Stakeholders were given the opportunity to respond to the following prompts: 1) successes of the District, 2) areas of improvement the District needs to consider? 3) How can we improve services for all students including our Unduplicated Pupil Population? 4) What would you like to see different for the following school year? Muroc Joint Unified School District currently has 15 EL students enrolled according to the 2019 California Dashboard and does not have an English Learner Advisory Committee.

A summary of the feedback provided by specific stakeholder groups.

Muroc Joint Unified School District provided opportunities for stakeholders to contribute to the LCAP development. The following summaries of information gathered:

Students: Throughout distance learning, students reported that they started to feel “burned out” as the year progressed. Many students discussed challenges to concentrate and complete school work due to distracting home stimuli. Students articulated a need for more opportunities to engage with peers. They also indicated that they missed extracurricular activities (prom, sports, clubs). A majority of students wanted to return to in-person instruction. Students also articulated a need for more counseling services to address the following: depression, anxiety, and stress.

Staff Stakeholders (Teachers and Support Staff): With the transition to distance learning in March of 2020, staff articulated a need for technology and training to supports distance learning. Staff also indicated a need for supplemental materials and programs to augment distance learning. Staff stakeholders also articulated a concern regarding students that become disengaged with distance learning. A growing concern throughout the year is the mental wellbeing of our students. As the district transitioned into offering in-person instruction, concerns of the staff revolved around enhanced health protocol. Additional professional development requests include the following: classroom management, Google Classroom, MTSS, PBIS, alternatives to suspension, and trauma informed care.

Principals and Administrators: With the transition to distance learning, principals and administrators indicated a need for added technology (Chromebooks, cameras, microphones, laptops). Principals articulated a need for professional development to support staff and students in the following areas: discipline, engagement, and classroom management. With the transition to distance learning, the administrators and principals indicated a need to communicate regularly with all stakeholders.

Local Bargaining Units: Discussion with Muroc’s Teacher’s Association and the California School Employee Associations were largely focused on the safety and wellbeing of its staff and the students. COVID-19 enhanced safety procedures, and providing the appropriate personal protective equipment.

Parents and Parent Advisory Committee (PAC): Parents have expressed thanks to the teachers, support staff, and administrators for their hard work, persistence, and support they have provided to the students. They have also complimented staff regarding the transparency shown in all district decisions that were made. With the transition to distance learning, parents articulated a need for technology support. As distance learning continued, parents articulated a need for more mental health supports. Parents also reported a need to return to in-person instruction. In regards to students' in-person needs, parents indicated that they would like an in-person instructional model that has students at school for the majority of the school day. In preparing to move to an in-person instructional model, clarity for enhanced safety procedures and protective measures was a priority. A majority of parents indicated a concern regarding a lack of academic progress during distance learning and a need to close those academic gaps.

School Board: The local School Board was focused bringing students back on campus for in-person instruction in the safest manner possible. The Board articulated a need for more mental health services, and the mitigation of learning loss caused by distance learning.

SELPA: Discussion with the SELPA revolved around how the district would address the SEP Indicators we were noncompliant with. To address suspension rate, ELA, and Mathematics, Muroc Joint Unified School District plans on implementing a Multi-Tier System of Supports. To address Indicator 6B (Preschool Outcomes), the team was largely focus on developing a general education preschool program.

ELAC: Muroc Joint Unified School District does not have an English Learner Advisory Committee.

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

The 2021-2024 LCAP goals were constructed and driven by stakeholder input. Articulated below is how each stakeholder group's input influenced the LCAP priorities.

Students: Throughout distance learning, students reported that they started to feel “burned out” as the year progressed. Many students discussed challenges to concentrate and complete school work due to distracting home stimuli. Students articulated a need for more opportunities to engage with peers. They also indicated that they missed extracurricular activities (prom, sports, clubs). A majority of students wanted to return to in-person instruction. Students also articulated a need for more counseling services to address the following: depression, anxiety, and stress.

Muroc Joint Unified School District first goal addresses the need to 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. To provide a more engaging distance learning experience, the district will look to provide professional development to teachers to better equip our students with 21st century skills (Goal 1, Action 1).

Muroc Joint Unified School District's second goal addresses the need to instill a collaborative culture and expand partnership opportunities with stakeholders in an effort to provide a safe, welcoming environment that is conducive to student achievement. The district moved to in-person instruction in April 12, 2021. This allowed students more opportunities to engage with peers and participate in extracurricular activities. To transition from distance learning to in-person instruction, the district needed to ensure the health and safety of all students and staff (Goal 2, Action 6). With mental health being a priority, the district will increase mental health services (Goal 2, Action 2).

Staff Stakeholders (Teachers and Support Staff): With the transition to distance learning in March of 2020, staff articulated a need for technology and training to supports distance learning. Staff also indicated a need for supplemental materials and programs to augment distance learning. Staff stakeholders also articulated a concern regarding students that become disengaged with distance learning. A growing concern throughout the year is the mental wellbeing of our students. As the district transitioned into offering in-person instruction, concerns of the staff revolved around enhanced health protocol. Additional professional development requests include the following: classroom management, Google Classroom, MTSS, PBIS, alternatives to suspension, and trauma informed care.

Muroc Joint Unified School District first goal addresses the need to 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. To address the need for technology training, Muroc Joint Unified School District will continue to provide Education Technology Specialists (Goal 1, Action 5). The district will look to purchase supplemental online academic support programs for teachers to assist in augment distance learning (Goal 1, Action 6).

Muroc Joint Unified School District's second goal addresses the need to instill a collaborative culture and expand partnership opportunities with stakeholders in an effort to provide a safe, welcoming environment that is conducive to student achievement. With mental health becoming a growing concern, Muroc Joint Unified School District will hire a Marriage Family Therapist to address social-emotional wellbeing of students (Goal 2, Action 2).

Principals and Administrators: With the transition to distance learning, principals and administrators indicated a need for added technology (Chromebooks, cameras, microphones, laptops). Principals articulated a need for professional development to support staff and students in the following areas: discipline, engagement, and classroom management. With the transition to distance learning, the administrators and principals indicated a need to communicate regularly with all stakeholders.

Muroc Joint Unified School District first goal addresses the need to 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. To address the need for technology training, Muroc Joint Unified School District will continue to provide Education Technology Specialists (Goal 1, Action 5). The district will also look to provide equipment to teachers and students that will allow them to provide high quality instruction (Goal 1, Action 5).

Muroc Joint Unified School District's second goal addresses the need to instill a collaborative culture and expand partnership opportunities with stakeholders in an effort to provide a safe, welcoming environment that is conducive to student achievement. The district will look to provide extensive training on MTSS, Trauma Informed Practices, Restorative Practices, and PBIS (Goal 2, Action 3). Muroc Joint Unified School District will provide staff and students weekly surveys and record update videos (Goal 2, Action 10).

Local Bargaining Units: Discussion with Muroc's Teacher's Association and the California School Employee Associations were largely focused on the safety and wellbeing of its staff and the students. COVID-19 enhanced safety procedures, and providing the appropriate personal protective equipment.

Muroc Joint Unified School District's second goal addresses the need to instill a collaborative culture and expand partnership opportunities with stakeholders in an effort to provide a safe, welcoming environment that is conducive to student achievement. The district moved to in-person instruction in April 12, 2021. This allowed students more opportunities to engage with peers and participate in extracurricular activities. To transition from distance learning to in-person instruction, the district needed to ensure the health and safety of all students and staff (Goal 2, Action 6). With mental health being a priority, the district will increase mental health services (Goal 2, Action 2).

Parents and Parent Advisory Committee: Parents have expressed thanks to the teachers, support staff, and administrators for their hard work, persistence, and support they have provided to the students. They have also complimented staff regarding the transparency shown in all district decisions that were made. With the transition to distance learning, parents articulated a need for technology access and support. As distance learning continued, parents articulated a need for more mental health supports. Parents also reported a need to return to in-person instruction. In regards to students' in-person needs, parents indicated that they would like an in-person instructional model that has students at school for the majority of the school day. In preparing to move to an in-person instructional model, clarity for enhanced safety procedures and protective measures was a priority. A majority of parents indicated a concern regarding a lack of academic progress during distance learning and a need to close those academic gaps.

Muroc Joint Unified School District first goal addresses the need to 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. To address the need for technology training, Muroc Joint Unified School District will continue to provide Education Technology Specialists (Goal 1, Action 11). In regards to accessibility, the district will also look to provide Chromebooks and internet access to all eligible students (Goal 1, Action 5). To address and mitigate learning loss, Muroc Joint Unified School District will look to bolster the credit recovery program, provide targeted intervention, and extend services into the summer (Goal 1, Action 2, 3, 4, 5, 6, 12, 13, 14, 15).

Muroc Joint Unified School District's second goal addresses the need to instill a collaborative culture and expand partnership opportunities with stakeholders in an effort to provide a safe, welcoming environment that is conducive to student achievement. The district moved to in-person instruction in April 12, 2021. This allowed students more opportunities to engage with peers and participate in extracurricular

activities. To transition from distance learning to in-person instruction, the district needed to ensure the health and safety of all students and staff (Goal 2, Action 6). With mental health being a priority, the district will increase mental health services (Goal 2, Action 2).

School Board: The local School Board was focused bringing students back on campus for in-person instruction in the safest manner possible. The Board articulated a need for more mental health services, and the mitigation of learning loss caused by distance learning.

Muroc Joint Unified School District first goal addresses the need to 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. To address and mitigate learning loss, Muroc Joint Unified School District will look to bolster the credit recovery program, provide targeted intervention, and extend services into the summer (Goal 1, Action 2, 3, 4, 5, 6, 12, 13, 14, 15).

Muroc Joint Unified School District's second goal addresses the need to instill a collaborative culture and expand partnership opportunities with stakeholders in an effort to provide a safe, welcoming environment that is conducive to student achievement. The district moved to in-person instruction in April 12, 2021. This allowed students more opportunities to engage with peers and participate in extracurricular activities. To transition from distance learning to in-person instruction, the district needed to ensure the health and safety of all students and staff (Goal 2, Action 6). With mental health being a priority, the district will increase mental health services (Goal 2, Action 2).

SELPA: Discussion with the SELPA revolved around how the district would address the SEP Indicators we were noncompliant with. To address suspension rate, ELA, and Mathematics, Muroc Joint Unified School District plans on implementing a Multi-Tier System of Supports. To address Indicator 6B (Preschool Outcomes), the team was largely focus on developing a general education preschool program.

Muroc Joint Unified School District's second goal addresses the need to instill a collaborative culture and expand partnership opportunities with stakeholders in an effort to provide a safe, welcoming environment that is conducive to student achievement. The district will look to provide extensive training on MTSS, Trauma Informed Practices, Restorative Practices, and PBIS (Goal 2, Action 3). Muroc Joint Unified School District will provide staff and students weekly surveys and record update videos (Goal 2, Action 10).

Muroc Joint Unified School District's third goal addressed the need to expand course offerings, promote career readiness, and provide instruction and experience that reinforces core curriculum concepts and skills leading to a gainful employment. To address Indicator 6B, Muroc Joint Unified School District will create a general education preschool program (Goal 3, Action 4).

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 develop 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 are that are fully credentialed and appropriately assigned.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Using CalPads (report 4.3) Staff Teaching Assignments and SARC reports, Muroc will have 100% of teachers are 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.	[Insert outcome here]	[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.
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 has access to Standards-Aligned Material.				Using local SIS data, Classroom walk-throughs, 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 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.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	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.
Priority 4A- Statewide assessments	<p>Using the Ca Dashboard CAASPP Mathematics 2019 Data Distance from Standard</p> <p>All Students (-41.5) English Language Learners (-91.5) Hispanic (-48.3) Socio-economically disadvantaged (-74) White (-25) Students with Disabilities (-122.9)</p>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<p>Using the Ca Dashboard CAASPP Mathematics Data Distance from Standard, decrease by a minimum of 10 points for each student group</p> <p>All Students (-31.5) English Language Learners (-81.5) Hispanic (-38.3) Socio-economically disadvantaged (-64) White (-15) Students with Disabilities (-112.9)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A- Statewide assessments	<p>Using the Ca Dashboard CAASPP ELA and Science 2019 Data Distance from Standard</p> <p>ELA: All Students (-7.6) English Language Learners (-62.6) Hispanic (-20.1) Socio-economically disadvantaged (-46) White (1.9) Students with Disabilities (-92.8)</p> <p>Science: All Students: 30.68% met or exceeded standard EL: 30.64% met or exceeded standard SED: 14.69% met or exceeded standard</p>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<p>Using the Ca Dashboard CAASPP ELA and Science Data Distance from Standard, decrease by a minimum of 5 points for each student group</p> <p>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)</p> <p>Science: All Students: 55% met or exceeded standard EL: 55% met or exceeded standard SED: 35% met or exceeded standard</p>
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, the A-G completion rate for Muroc will increase to 75%

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 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 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.
Priority 4E- % of ELs who make progress toward English Proficiency	<p>As measured by 2019/2020 ELPAC, Muroc had the following % of EL's make progress towards English Proficiency.</p> <p>Level 1- 36.8%</p> <p>Level 2- 5.3%</p> <p>Level 3- 0%</p> <p>Level 4- 57.9%</p>				<p>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.</p> <p>Level 4- 72.9%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4F – English Learner Reclassification Rate	Using local SIS data, Muroc had an English Learner Reclassification Rate of 58% in 2020.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	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.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Using local SIS data Increase the percentage of students who scored 3 or higher on AP exams to 85%.
Priority 4H – Pupil Achievement Early Assessment Project (EAP) College Preparedness	Using SIS data, 0 students were enrolled in EAP.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Using SIS data, at least 5 or more students will be enrolled and participate in EAP.
Priority 8 – Other Student Outcomes AP Exam Participation Rate	Using local SIS data, Muroc in 2020, 70% of students attempted the AP Exam.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	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 21 st century skills into the classroom setting. 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”. California Spectrum Services will provide the training.	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Supplemental Instructional Materials and Supplies	Purchase K-3 rd 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
3	Personnel for Student Intervention	The needs of the unduplicated pupil population are large and has continued to expand due to school closure. MJUSD will provide 5 instructional aides to assist in providing intervention supports 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 bus.	\$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 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	\$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
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

Action #	Title	Description	Total Funds	Contributing
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

Goal Analysis [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.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	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 develop 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 disadvantages 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 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 provide 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 and 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%. 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 trainings 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	<p>Based on our Local Indicator of Facilities being in Good Repair rating from the Facility Inspection Tool (FIT):</p> <p>Branch Elementary: 91.36%</p> <p>Desert Jr/Sr High School: 94.64%</p> <p>West Boron Elementary: 93.37%</p> <p>Boron Jr/Sr High School: 96.56%</p>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<p>Based on our Local Indicator of Facilities being in Good Repair rating using the Facility Inspection Tool (FIT):</p> <p>Branch Elementary: 95%</p> <p>Desert Jr/Sr High School: 95%</p> <p>West Boron Elementary: 95%</p> <p>Boron Jr/Sr High School: Maintain baseline or higher</p>
Priority 3A – Parent and Family Engagement	Using Local Surveys, data showed that 2% of parents participated in responding back to district surveys.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	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.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	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.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	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.
Priority 5A – Attendance rates	Using Local data from SIS system, Muroc had a 95% attendance rate.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Using Local data from SIS system, Muroc will increase the attendance rate and maintain above a 96% attendance rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5B – Chronic Absences	Using 2019 CA Dashboard data, 15.5% of all students were chronically absent.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	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.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	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%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Using Local data from SIS system, Muroc will decrease the High School Drop Out Rate to 0%.
Priority 5E – High School Graduation Rate	Using Local 2020 data from SIS system Muroc had a High School Graduation Rate of 98.5%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	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%.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Using CA Dashboard data, Muroc will reduce the suspension rate for all students to 2.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6B – School Climate Expulsion Rate	Using Local 2018-2019 data from SIS system, Muroc had 0.17% Expulsions.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Using Local data from SIS system, Muroc will maintain at or below 0.10% for all student expulsions.
Priority 6C School Climate California Healthy Kids Survey - Students	<p>2021 California Healthy Kids parent engagement survey baseline (will be start year of Survey).</p> <p>Elementary School connectedness- 0%</p> <p>Perceived school safety- 0%</p> <p>Meaningful participation- 0%</p> <p>Jr/Sr high School connectedness- 0%</p>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<p>Data from California Healthy Kids parent engagement survey will show:</p> <p>Elementary School connectedness- 80%</p> <p>Perceived school safety- 80%</p> <p>Meaningful participation- 75%</p> <p>Jr/Sr high School connectedness- 75%</p>

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	No

Action #	Title	Description	Total Funds	Contributing
2	Mental Health Provider	Provide one Marriage Family Therapist to provide students with the following: Social skills, Dialectical Behavior Therapy. Cognitive Behavior Therapy, and Check-in/Check-out intervention. The Marriage Family Therapist will support the mental health needs of students specifically who are Low-Income, Foster Youth, Homeless, and Students with Disabilities.	\$80,000.00	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	Yes
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
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

Action #	Title	Description	Total Funds	Contributing
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	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 [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.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	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.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	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	<p>Using local SIS data and SARC reports, 100% of unduplicated students had access to general education programs and services.</p> <p>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.</p>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<p>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.</p> <p>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.</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% of enrolled foster youth and their families are aware of programs and services and have access to desired programs and services as measured by individual interviews.				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.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	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.
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 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	Using SIS data, 0 students were enrolled in EAP.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Using SIS data, at least 5 or more students will be

Metric		Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
(EAP) College Preparedness						enrolled and participate in EAP.	
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
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 two 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

Metric		Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
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

Goal Analysis [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.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-2022]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$933,845

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

Required Descriptions

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

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 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 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. 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 disadvantaged 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 supports
- Sustained trauma due to COVID-19

Mental Health Provider

Goal 2: Action 2, is intended to provide a Marriage Family Therapist to support the following needs of our unduplicated pupil population: social skills, Dialectical Behavior Therapy, Cognitive Behavior Therapy, and Tier 2 Check in/Check out intervention. 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 social emotional support in the community.

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 supports
- 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.

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.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,304,300	\$ 237,500	\$ -	\$ 235,000	1,776,800	\$ 1,343,300	\$ 433,500

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Professional Development	English Learners Foster Youth Low Income		\$ 50,000			\$ 50,000
1	2	Supplemental Instruction Materials and Supplies	English Learners Foster Youth Low Income	\$ 10,000				\$ 10,000
1	3	Personnel for Student Intervention	English Learners Foster Youth Low Income		\$ 110,000			\$ 110,000
1	4	Transportation for Intervention Programs	English Learners Foster Youth Low Income	\$ 25,000				\$ 25,000
1	5	Digital Divide	English Learners Foster Youth Low Income	\$ 25,000				\$ 25,000
1	6	Supplemental Online Academic Supports Programs	English Learners Foster Youth Low Income	\$ 95,000				\$ 95,000
1	7	Distance Learning Teachers	English Learners Foster Youth Low Income				\$ 160,000	\$ 160,000
1	8	Supplemental Materials for English Language Learners	English Learners Foster Youth Low Income	\$ 17,000				\$ 17,000
1	9	English Learner Authorization and Crosscultural, Language, and Academic Development (CLAD)	English Learners	\$ 500				\$ 500
1	10	English Language Development Coach	English Learners	\$ 115,000				\$ 115,000
1	11	Education Technology Specialists	English Learners Foster Youth Low Income		\$ 2,500			\$ 2,500
1	12	Credit Recovery	English Learners Foster Youth Low Income	\$ 135,500				\$ 135,500
1	13	Summer School	English Learners Foster Youth Low Income	\$ 30,000				\$ 30,000
1	14	Designated Instruction and Services (DIS) speech and language summer school program	English Learners Foster Youth Low Income	\$ 5,000				\$ 5,000
1	15	Intervention Program	English Learners Foster Youth Low Income	\$ 20,000				\$ 20,000

2	1	School Nurse	English Learners Foster Youth Low Income	\$ 80,000				\$ 80,000
2	2	Mental Health Provider	English Learners Foster Youth Low Income	\$ 80,000				\$ 80,000
2	3	Professional Development and Implementation of a Multi-Tier Systems of Supports	English Learners Foster Youth Low Income	\$ 40,000				\$ 40,000
2	4	Parent Education Classes	English Learners Foster Youth Low Income	\$ 5,000				\$ 5,000
2	5	Instructional Platform and Program	English Learners Foster Youth Low Income	\$ 20,000				\$ 20,000
2	6	Enhanced Health and Safety	English Learners Foster Youth Low Income				\$ 75,000	\$ 75,000
2	7	Summer School Mental Health Supports	English Learners Foster Youth Low Income	\$ 10,800				\$ 10,800
2	8	Engagement Task Forces	English Learners Foster Youth Low Income	\$ 25,000				\$ 25,000
2	9	Attendance Secretary	English Learners Foster Youth Low Income	\$ 24,500				\$ 24,500
2	10	Engagement Surveys and Videos	English Learners Foster Youth Low Income	\$ 1,000				\$ 1,000
3	1	Technology Media Lab	English Learners Foster Youth Low Income		\$ 75,000			\$ 75,000
3	2	Air Frame and Power Plant CTE Course	English Learners Foster Youth Low Income	\$ 100,000				\$ 100,000
3	3	Law Enforcement CTE Course	English Learners Foster Youth Low Income	\$ 100,000				\$ 100,000
3	4	General Education Preschool	English Learners Foster Youth Low Income	\$ 150,000				\$ 150,000
3	5	Special Day Class Program for 7th – 12th	English Learners Foster Youth Low Income	\$ 115,000				\$ 115,000
3	6	Music Teacher	English Learners Foster Youth Low Income	\$ 75,000				\$ 75,000

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 1,083,300	\$ 1,083,300
LEA-wide Total:	\$ 463,300	\$ 463,300
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ 620,000	\$ 620,000

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development	LEA-wide	All	All Schools		\$ 50,000
1	3	Personnel for Student Intervention	Schoolwide	All	All Schools		\$ 110,000
1	4	Transportation for Intervention Programs	LEA-wide	All	All Schools	\$ 25,000	\$ 25,000
1	5	Digital Divide	LEA-wide	All	All Schools	\$ 25,000	\$ 25,000
1	6	Supplemental Online Academic Supports Programs	LEA-wide	All	All Schools	\$ 95,000	\$ 95,000
1	7	Distance Learning Teachers	LEA-wide	All	All Schools		\$ 160,000
1	8	Supplemental Materials for English Language Learners	LEA-wide	English Learners	All Schools	\$ 17,000	\$ 17,000
1	9	English Learner Authorization and Crosscultural, Language, and Academic Development (CLAD)	LEA-wide	English Learners	All Schools	\$ 500	\$ 500
1	10	English Language Development Coach	LEA-wide	English Learners	All Schools	\$ 115,000	\$ 115,000
1	11	Education Technology Specialists	LEA-wide	All	All Schools		\$ 2,500
1	12	Credit Recovery	Schoolwide	All	Specific Schools: Boron Junior-Senior High School	\$ 135,500	\$ 135,500
1	13	Summer School	LEA-wide	All	All Schools	\$ 30,000	\$ 30,000
1	14	Designated Instruction and Services (DIS) speech and language summer school program	LEA-wide		All Schools	\$ 5,000	\$ 5,000
1	15	Intervention Program	LEA-wide	All	All Schools	\$ 20,000	\$ 20,000
2	1	School Nurse	Schoolwide	All	Specific Schools: West Boron Elementary and Boron Junior-Senior High School	\$ 80,000	\$ 80,000
2	2	Mental Health Provider	LEA-wide	All	All Schools	\$ 80,000	\$ 80,000
2	3	Professional Development and Implementation of a Multi-Tier Systems of Supports	LEA-wide	All	All Schools	\$ 40,000	\$ 40,000
2	4	Parent Education Classes	LEA-wide	All	All Schools	\$ 5,000	\$ 5,000
2	5	Instructional Platform and Program	LEA-wide	All	All Schools	\$ 20,000	\$ 20,000
2	6	Enhanced Health and Safety	LEA-wide	All	All Schools		\$ 75,000
2	7	Summer School Mental Health Supports	LEA-wide	All	All Schools	\$ 10,800	\$ 10,800
2	8	Engagement Task Forces	Schoolwide	All	Specific Schools: Boron Junior-Senior High School	\$ 25,000	\$ 25,000

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.