



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Muroc Joint Unified School District

CDS Code: 15636850000000

School Year: 2023-24

LEA contact information:

Trevor Walker

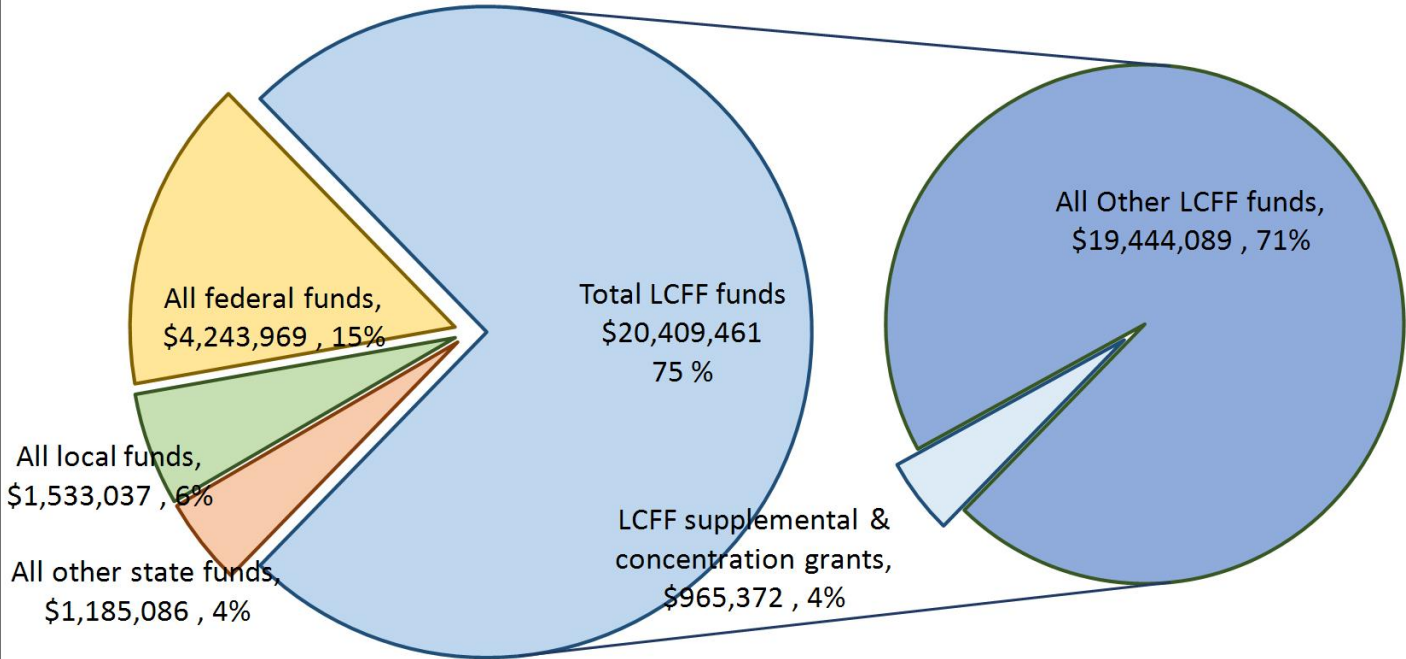
Assistant Superintendent

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 2023-24 School Year

## Projected Revenue by Fund Source

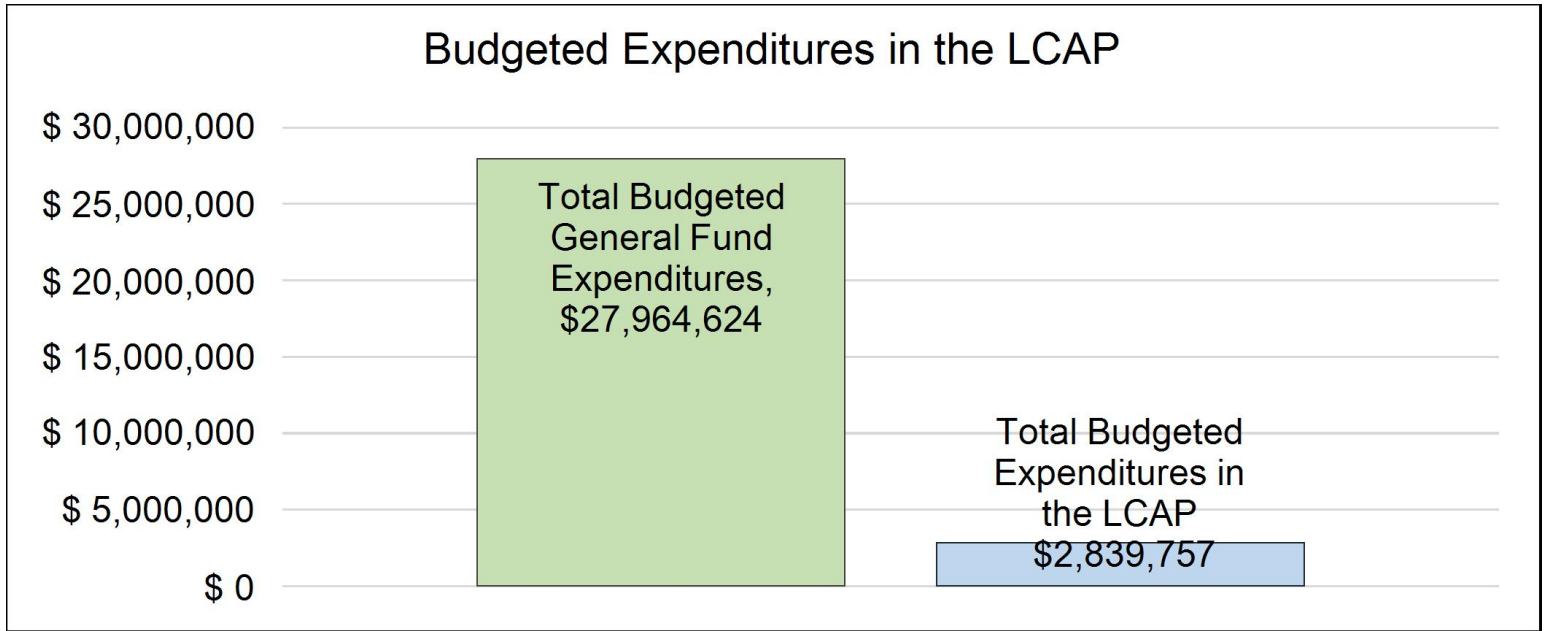


This chart shows the total general purpose revenue Muroc Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Muroc Joint Unified School District is \$27,371,553, of which \$20,409,461 is Local Control Funding Formula (LCFF), \$1,185,086 is other state funds, \$1,533,037 is local funds, and \$4,243,969 is federal funds. Of the \$20,409,461 in LCFF Funds, \$965,372 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Muroc Joint Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Muroc Joint Unified School District plans to spend \$27,964,624 for the 2023-24 school year. Of that amount, \$2,839,757 is tied to actions/services in the LCAP and \$25,124,867 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

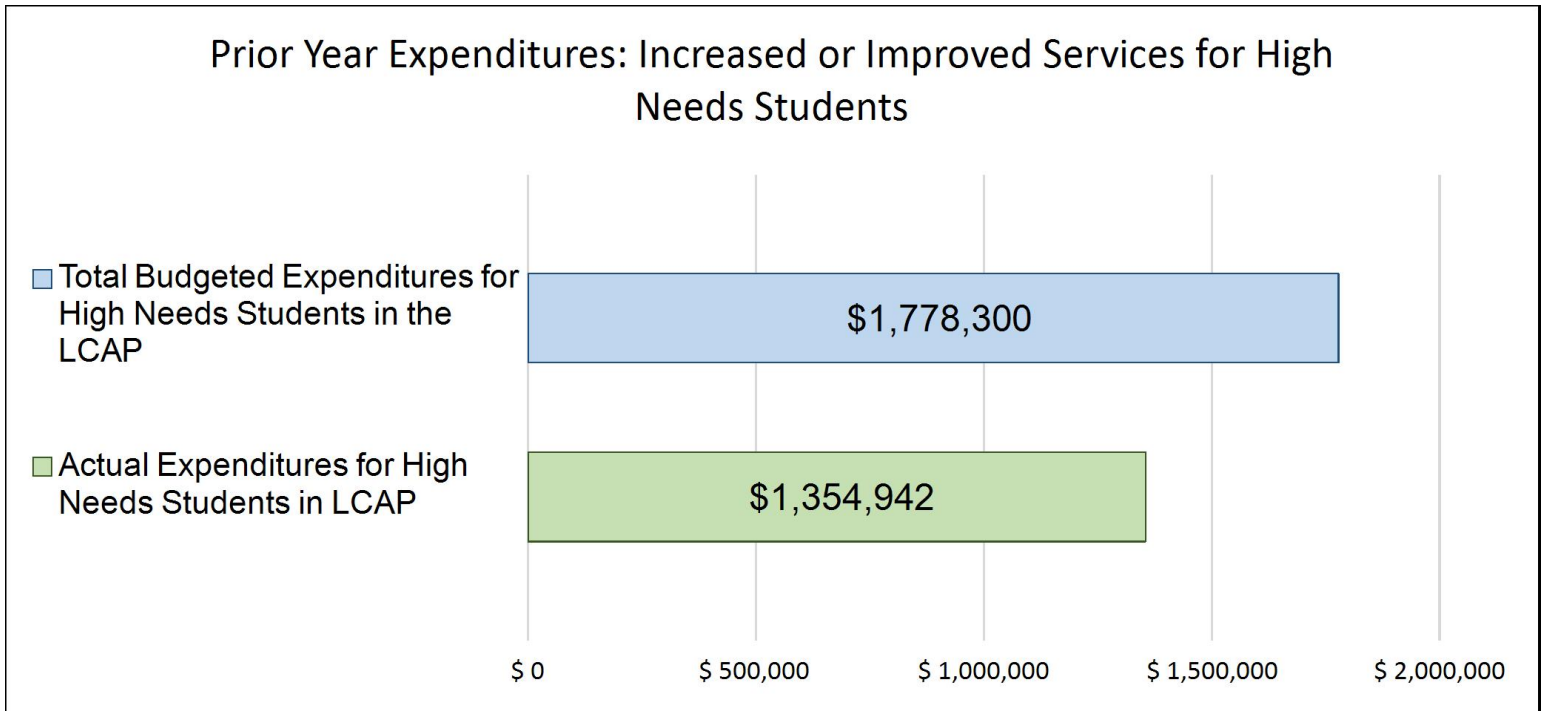
General operations and day-to-day expenditures or expenditures tied to specialized state and federal resources that have individual plans outside the LCAP.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Muroc Joint Unified School District is projecting it will receive \$965,372 based on the enrollment of foster youth, English learner, and low-income students. Muroc Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Muroc Joint Unified School District plans to spend \$241,207.4 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Muroc Joint Unified School District's LCAP budgeted \$1778300 for planned actions to increase or improve services for high needs students. Muroc Joint Unified School District actually spent \$1354942 for actions to increase or improve services for high needs students in 2022-23.



## 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	Trevor Walker Assistant Superintendent	kcordes@muroc.k12.ca.us 760-769-4821

## Plan Summary [2023-24]

### General Information

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

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

The District serves the communities of Boron, North Edwards, and Edwards Air Force Base, and maintains four school sites and an adult learning center. A comprehensive junior-senior high school and TK-6 elementary school are located in Boron and a comprehensive junior-senior high school and TK-6 elementary school are located on Edwards Air Force Base. All of these schools have been awarded “California Distinguished School” status as well as WASC accreditation for our high schools. 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 \$80MM 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.

The school year 2022-2023 saw the return of the CA Dashboard after the COVID shut down. Muroc has a full year of in-person learning. Comparing the Dashboard results for 2022 and 2019. Muroc also reviewed the CAASPP results for the 2022 school year compared to 2021. Muroc saw a 2% increase in the CAASPP math scores. Muroc also had a large increase in the graduation rate to 91.3 %. The suspension rate also decreased from 5.2% to 3.7%. The district's 2022 Summative ELPAC test results indicated a 14% improvement pertaining to proficiency. For the 2022-2023 school year, Muroc Joint Unified School District had a re-classification rate of 32%, well above the county rate of 8%. The district's 2022 graduation rate was 91.3% which exceeds the State's graduation rate by over 3% and has improved graduation rates for Socioeconomically Disadvantaged students by 5%. For the 2022-2023 school year, Boron Jr/Sr High School had 12% of their total student population enroll in the music program. Muroc Joint Unified School District saw an increase in enrollment in CTE courses by 3%. Muroc Joint Unified School District has partnered with Northrop Grumman to enhance our Air Frame and Power Plant CTE program. Muroc Joint Unified School District has also added to their continuum of services in special education which allows the district to target and individualize services for our students with disabilities.

For the 2022-2023 school year, Muroc Joint Unified School District plans to build on the successes previously articulated in a variety of ways. Muroc Joint Unified School District will look to offer a more robust Theater Arts CTE program and a Rocketry CTE program. To further ensure that Muroc Joint Unified School District is providing an open line of communication to all stakeholders, the district has created additional professional collaboration opportunities so stakeholder committees can meet on a more frequent basis.

For the 2022-2023 school year, Boron Jr/Sr High School had 12% of their total student population enroll in the music program. Muroc Joint Unified School District saw an increase in enrollment in CTE courses by 3%. Muroc Joint Unified School District has partnered with Northrop Grumman to enhance our Air Frame and Power Plant CTE program. Muroc Joint Unified School District has also added to their continuum of services in special education which allows the district to target and individualize services for our students with disabilities.

Muroc plans to continue to promote the CTE programs at the high schools for all students and specifically to ensure every student group has equitable representation in these courses. In regards to Action 3.2, Muroc Joint Unified School District will look to continue and expand Air

Frame and Power Plant by integrating more of its curriculum with Northrop Grumman. This will ensure we are reinforcing core skills that will lead to gainful employment. Muroc Joint Unified School District will look to expand our CTE program offerings by creating a Rocketry CTE pathway (Goal 3.7). Muroc also started a district wide initiative bringing AVID to each school site. AVID is a well established program which emphasizes closing the opportunity gap and preparing all students for college and career readiness. After the summer of 2023, over 80% of the teachers in the district will be trained and equipped to implement AVID strategies in the classroom. Muroc will continue to provide extended services for the social and emotional well being of our students. To continue with our Goal 3 initiative of providing instructional experience and core concepts that leads to gainful employment, Muroc Joint Unified School District will complete construction on our Transition to Adulthood special education classrooms that will provide students an opportunity to refine life skills in a more realistic setting (Goal 3.5).

## 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 identified needs are as follows:

The Dashboard and local data for all students are as follows:  
(% of students who met or exceeded standards)

- In 2019, 48.22% of all students met or exceeded ELA standards; 34.91% of all students met or exceeded Math standards; 15.5% of all students were chronically absent; MJUSD had a suspension rate of 5.2% for all students.
- In 2021\*, 39.41% of all students met or exceeded ELA standards; 21.62% of all students met or exceeded Math standards; 11.0% of all students were chronically absent; MJUSD had a suspension rate of 0.11% for all students.
- In 2022, 36.88% of all students met or exceeded ELA standards; 23.82% of all students met or exceeded Math standards; 32.1% of all students were chronically absent; MJUSD had a suspension rate of 3.7% for all students.

\* During the 2020-2021 school year, students were in distance learning until we brought students back in person in April 2021. About 50% of the students came back to in-person learning during this time.

The Dashboard and local data for Socioeconomically Disadvantaged students are as follows:  
(% of students who met or exceeded standards)

- In 2019, 30.09% of Socioeconomically Disadvantaged met or exceeded ELA standards; 19.13% of Socioeconomically Disadvantaged met or exceeded Math standards; 27.6% of Socioeconomically Disadvantaged were chronically absent; MJUSD had a suspension rate of 9.8% for all students.
- In 2021\*, 23% of Socioeconomically Disadvantaged met or exceeded ELA standards; 9% of Socioeconomically Disadvantaged met or exceeded Math standards; 25% of Socioeconomically Disadvantaged were chronically absent; MJUSD had a suspension rate of 0.21% for all students.



- In 2022, 21.19% of Socioeconomically Disadvantaged met or exceeded ELA standards; 14.92% of Socioeconomically Disadvantaged met or exceeded Math standards; 50% of Socioeconomically Disadvantaged were chronically absent; MJUSD had a suspension rate of 7.2% for all students.

\* During the 2020-2021 school year, students were in distance learning until we brought students back in person in April 2021. About 50% of the students came back to in-person learning during this time.

The Dashboard and local data for English Learners are as follows:

#### English Learner Progress 2022

- In 2019, 60% of the English Learners tested proficient for the Summative ELPAC
- In 2021, 25% of the English Learners tested proficient for the Summative ELPAC
- In 2022, 38.89% of the English Learners tested proficient for the Summative ELPAC; 48.6% of English Learners were chronically absent; MJUSD had a suspension rate of 4.3% for English Learners.
- 75% making progress towards English language proficiency (This is the only year Muroc had enough identified students to receive results on the Dashboard.

Muroc regularly has 3 foster youth for the school years 2019-2022 and therefore no data is available.

This need drove the District to purchase supplemental programs and benchmarks to assist in closing the gap and getting a better understanding of where the deficiencies lie (System 44/Read 180, IXL, Lexia, STAR Assessment, Accelerated Reader). (Goal 1, action 1.6) This also drove the District to look at providing a more robust summer school program, and after school intervention.(Goal1, action 1.13) Muroc Joint Unified School District will focus on curriculum alignment, and provide designated targeted professional development to teachers.(Goal 1, action 1.1) CAASPP and benchmark data drove the district to assess early intervention supports. An assessment of preschool options for parents residing within the district boundaries indicate few options: Edwards Air Force Base Child Development Center and Wind in the Willows. Currently, the Edwards Air Force Base Child Development Center is at capacity and is unable to accept applicants and tuition is based upon a sliding salary scale. Wind in the Willows is a private preschool located in Boron with a capacity of 30 students. Muroc Joint Unified School District will focus on creating a preschool program. Muroc Joint Unified School District will focus on bolstering academic inventory offered to students under the MTSS structure.

For the 2021-2022 school year, Muroc Joint Unified School District's Chronic Absenteeism rate is 34.72%. After conducting an in depth analysis on Chronic Absenteeism trends, subgroup data showed that English Language Learners and Socioeconomically Disadvantaged Students' Chronic Absenteeism rate has significantly increased. In order to address this issue, Muroc Joint Unified School District will look to continue to bolster our social-emotional support for students by building staff capacity in our mental health department so that we are able to provide individualized mental health counseling, small group targeted intervention, and provide training to increase student attendance.

According to the 2021 College/Career Measures Report on the California Dashboard, Muroc Joint Unified School District had 28.4% of the total cohort complete the a-g requirements, 27 students out of 95. In regards to the cohort total, Socio-economic Disadvantaged students comprise 38.9% of it. However, only 8.1% have completed the a-g requirements. According to the 2022 College/Career Measures Report on



the California Dashboard, Muroc Joint Unified School District had 26.1% of the total cohort complete the a-g requirements, 36 students total out of 138. In regards to the cohort total, Socio-economic Disadvantaged students comprise 38.4% of it. However, there was an increase to 13.2% have completed the a-g requirements.

Muroc Joint Unified School District will look to continue to bolster and expand our course offerings and support inventories under the MTSS framework. Muroc Joint Unified School District will also look to implement the Advancement Via Individual Determination (AVID) districtwide. For the 2021-2022 school year, students with disabilities have increased by 33%. Muroc Joint Unified School District will continue to expand its special education continuum of services.

The 2021-2022 Dashboard data identified three student groups who had the highest % of chronic absenteeism and the lowest test score, including Socio-Economically Disadvantaged students. Muroc JUSD has been identified for Differentiated Assistance. This resulted in creating a focused goal 4. We are continuing our MTSS initiatives to identify and intervene with students who need additional social and emotional support. Some actions Muroc will focus on in goal 4 are hiring ELA intervention teachers, social worker, and being competitive with local districts at hiring and retaining teachers.

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.

For the 2020-2021 school year, Muroc Joint Unified School District's CAASPP ELA percentages for "All Students" that met or exceeded standard for ELA is 39.41%. For the 2018-2019 school year, Muroc Joint Unified School District's CAASPP ELA percentages for "All Students" that met or exceeded standard for ELA was 48.22%. For the 2020-2021 school year, Muroc Joint Unified School District's CAASPP ELA percentages for "economically disadvantaged students" that met or exceeded standard for ELA is 22.97%. For the 2018-2019 school year, Muroc Joint Unified School District's CAASPP ELA percentages for "economically disadvantaged students" that met or exceeded standard for ELA is 30.09%. For the 2020-2021 school year, Muroc Joint Unified School District's CAASPP ELA percentages for "English learners" that met or exceeded standard for ELA is 39.53%. For the 2018-2019 school year, Muroc Joint Unified School District's CAASPP ELA percentages for "English learners" that met or exceeded standard for ELA is 48.06%.

For the 2021-2022 school year, Muroc Joint Unified School District's CAASPP ELA percentages for "All Students" that met or exceeded standard for ELA is 36.88%. For the 2021-2022 school year, Muroc Joint Unified School District's CAASPP ELA percentages for "economically disadvantaged students" that met or exceeded standard for ELA is 21.19%. For the 2021-2022 school year, Muroc Joint Unified School District's CAASPP ELA percentages for "English learners" that met or exceeded standard for ELA is 0.00%. There were 12 students for the entire district who tested. There continues to be a decrease in test scores which the district has identified as a priority to address.

For the 2020-2021 school year, Muroc Joint Unified School District's CAASPP Mathematics percentage for "All Students" that met or exceeded standard for Mathematics is 21.62%. For the 2018-2019 school year, Muroc Joint Unified School District's CAASPP Mathematics percentages for "All Students" that met or exceeded standard for Mathematics was 34.91%. For the 2020-2021 school year, Muroc Joint Unified School District's CAASPP Mathematics percentage for "economically disadvantaged students" that met or exceeded standard for Mathematics is 8.42%. For the 2018-2019 school year, Muroc Joint Unified School District's CAASPP Mathematics percentages for "economically disadvantaged students" that met or exceeded standard for Mathematics A is 19.13%. For the 2020-2021 school year, Muroc Joint Unified School District's CAASPP Mathematics percentage for "English learners" that met or exceeded standard for Mathematics is 21.96%. For the 2018-2019 school year, Muroc Joint Unified School District's CAASPP Mathematics percentage for "English learners" that met or exceeded standard for Mathematics is 34.88%.

For the 2021-2022 school year, Muroc Joint Unified School District's CAASPP Math percentages for "All Students" that met or exceeded standard for Math is 23.82%. For the 2021-2022 school year, Muroc Joint Unified School District's CAASPP Math percentages for "economically disadvantaged students" that met or exceeded standard for Math is 14.92%. For the 2021-2022 school year, Muroc Joint Unified School District's CAASPP Math percentages for "English learners" that met or exceeded standard for Math is 0.00%. There were 13 students for the entire district who tested. There continues to be a decrease in test scores which the district has identified as a priority to address.

## 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 four areas which are articulated in the 4 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.
- Goal 4: By June 2024, Muroc Joint Unified School District will decrease chronic absenteeism of Socioeconomically Disadvantaged Students by 3%, and increase ELA and Mathematics scores on the California Assessment of Student Performance and Progress by 15 points.

For the 2022-2023 school year, Muroc Joint Unified School District continued with the implementation of our articulated actions. Muroc Joint Unified School District has hired an additional intervention teacher and two additional instructional aides to support our ELA intervention

initiative. Muroc Joint Unified School District has also hired an additional school psychologist intern to assist with assessments, behavior intervention, and professional development initiatives. In reviewing the data from the California State Dashboard, CAASPP, DataQuest, Kern Integrated Data System, and local data, many successes are noted. The district's 2022 Summative ELPAC test results indicated a 14% improvement pertaining to proficiency. For the 2022-2023 school year, Muroc Joint Unified School District had a re-classification rate of 32%, well above the county rate of 8%. The district's 2022 graduation rate was 91.3% which exceeds the State's graduation rate by over 3% and has improved graduation rates for Socioeconomically Disadvantaged students by 5%. For the 2022-2023 school year, Boron Jr/Sr High School had 12% of their total student population enroll in the music program. Muroc Joint Unified School District saw an increase in enrollment in CTE courses by 3%. Muroc Joint Unified School District has partnered with Northrop Grumman to enhance our Air Frame and Power Plant CTE program. Muroc Joint Unified School District has also added to their continuum of services in special education which allows the district to target and individualize services for our students with disabilities.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

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

### ***Support for Identified Schools***

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

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

### ***Monitoring and Evaluating Effectiveness***

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

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

# Engaging Educational Partners

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

Throughout the LCAP development process, Muroc Joint Unified School District receives input on a variety of district initiatives, programs, and services provided to students. This process consists of two objectives: 1) Inform educational partners of progress towards meeting the district's LCAP goals and, 2) Determine changes or additions needed to meet current goals. The process provides a broad group of educational partners an opportunity to review progress, provide input, and support the implementation of actions through meaningful feedback. Feedback was gathered using the following strategies: surveys, school site meetings, district taskforce, leadership meetings. While the LEA considers all feedback in relation to district goals and identified needs, not all expressed needs can be addressed in the LCAP due to limited LCFF resources. The LEA has engaged Educational Partners during the 2022-2023 school year as follows:

- Before the adoption of the LCAP at the June 26, 2023 Board Meeting, a public hearing was held to seek recommendations and comments from members of the public on June 19, 2023. The agenda for this public hearing was posted on June 15, 2023 and included the location where the LCAP could be accessed and an invitation to submit written comments regarding the specific actions and expenditures included in the LCAP. The Board asked questions and provided input regarding action steps and listened to comments from parents and community members regarding specific actions in the LCAP.
- Parents are invited to attend Coffee with the Principal at their child's school of attendance to provide formal and informal input
- During the fall semester, the District Taskforce (teachers from all sites, principal, administrators, local bargaining unit presidents, Local bargaining unit members, parents, classified staff) reviewed progress towards LCAP goals, district initiatives, and provided input regarding the needs of the district.
- Annual surveys were administered to students in grade 5th-12th, MJUSD staff, and parents.
- Monthly Edwards Air Force Base Partnership Meetings (MSG, Security Forces, Emergency Management, Office of Inspector General, Safety, parent group)
- Due to the district having less than 21 English Learners, Muroc Joint Unified School District is not required to form an English Learner Advisory Committee. Muroc Joint Unified School District's English Language Coach engages and communicates with each EL Educational Partner individually. Engagement occurs on a monthly basis.
- In 2023, Muroc shared the LCAP Progress Report and survey data with DLAC, site leadership teams, School Site Councils, and parent advisory committees and input was solicited for the 2023-2024 LCAP.
- The District consulted with the Kern County SELPA and our assigned SELPA consultant Melvin Thomas on 2/3/2023.

A summary of the feedback provided by specific educational partners.

Strengths and areas of need were identified as a result of an analysis of feedback from all educational partners; parents, students, teachers, administrators, other school personnel, local bargaining units, community, Parent Advisory Committees. While not every piece of feedback is included, some trends that emerged from this feedback are listed below.

#### Learning Loss Mitigation:

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

#### Retain and Hire Highly Qualified Teachers

- competitive compensation for teachers with surrounding districts. (teachers)

#### Additional Staff Training

- Standards based grading (teachers, principals)
- SEL training for teachers and classified staff (teachers, classified staff, principals, administrators)
- Multi-Tiered System of Supports (teacher, principal, administrators)

#### English Learner Support:

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

#### Social Emotional Support:

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

#### Student Engagement:

- Access to more CTE pathways (teachers, parents, principles, administrators)
- AVID implementation (teachers, administrators, principals)
- Expand continuum of services for special education (parents, administrators)
- Social worker to assist students gain a sense of belonging to a school (students, parents)
- Intervention teachers to support students with their learning and feeling that staff care about them. (students, parents)

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

While the LEA considers all feedback in relation to district goals and identified needs, not all expressed needs can be addressed in the LCAP due to limited LCFF resources. Some feedback has been addressed in other improvement plans, including the ESSER III expenditure Plan. Educational partner feedback was similar to last year. Muroc will be continuing actions that were in the 2022-2023 LCAP based on the feedback from the educational partners and will be adding a Focus Goal based on being identified for differentiated assistance with specifics on actions in Goal 4 based on partners feedback. In regards to feedback from the Educational Partners, the current goals and actions of the LCAP continue to align with the needs of the community. The following revisions to the LCAP were made in response to input from educational partners:

Goal 1: No changes to planned metrics and desired outcomes.

- Action 3: Increase budget from \$110,000 to \$175,000 and a change to the funding source from base to supplemental. The significant increase in cost is due to the increased cost of intervention teachers as opposed to instructional aides and this action item is to target the unduplicated pupil population.
- Action 7: Decrease budget from \$160,000 to \$35,000. The significant decrease in funding is due to a significant decrease in students requiring independent study. Majority of students have returned for in-person instruction.

Goal 2: No changes to planned metrics and desired outcomes.

- Action 1: School Nurse. Muroc will remove this particular action due to the reduction of COVID-19 responsibilities.
- Action 6: Enhanced Health and Safety. The district will remove this particular action due to the reduction of COVID-19 responsibilities.

Goal 3: No changes to planned metrics and desired outcomes.

- Action 1: Technology Media Lab. The district secured external funding for this particular action. The action has been completed.
- Action 3: Law Enforcement CTE Course: This action has been amended based on the needs of the students at Boron HS. A CTE pathway of Building Construction Trades is replacing the Law Enforcement CTE course. This action has been fully implemented. This action is targeted at Boron HS where a large percentage of the unduplicated pupil population is located. We believe that this provides the unduplicated pupil population with additional pathways that could potentially lead to a higher percentage of success after high school.

Goal 4: Muroc has been identified as Differentiated Assistance due to having three student groups in the very low category for CAASPP results and Chronic Absenteeism, including the socioeconomically disadvantaged student group. The action items were developed based on feedback from our educational partners.

- Action 1: Intervention Teachers: The district will hire an additional Intervention Teachers to provide targeted supplemental services to address ELA and Mathematics deficiencies. The efforts of these opportunities will be principally directed to support Socioeconomically Disadvantaged Students.
- Action 2: Social Worker: The district will hire an additional School Social Worker to provide targeted support that will promote a school-wide foundation of positive discipline, safe climate, academic success, and mental and emotional wellness by helping develop and sustain a caring school environment that promotes problem-solving skills and positive behavior support.
- Action 3: Teacher recruitment and retention: In order to attract and retain highly qualified teachers to support academic success for our unduplicated students, Muroc Joint Unified School District shall increase the salary schedule for teachers to be competitive with surrounding school districts in Kern County.



# 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 conducted a data analysis of the California Dashboard which indicates a clear need to continue supporting English Language Arts, provide targeted academic intervention, and prioritizing English language development (ELD).

- 37% of all students in grade 3-8 and 11 met or exceeded standard in English Language Arts on the Smarter Balanced Assessments. However, only 21% of socio-economically disadvantaged students and 0% of English learners met or exceeded standards in English Language Arts.
- In 2022-2023, Muroc Joint Unified School District English learners were reclassified at a rate of 32%. This is 8% higher than the Kern County.

During the LCAP development process, educational partners identified the need for:

- Provide continuous Instructional support for ELA
- Professional development for instructional aides
- Expanded learning opportunities for students who are socio-economically disadvantaged students, English learners and foster youth.
- Expand our continuum of services in special education

Muroc Joint Unified School District plan to improve English Language Arts for socio-economically disadvantaged students, English learners, and foster youth through the actions articulated in Goal 1. Progress towards this goal will be measured utilizing the metrics identified below.

## 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	Using CalPads (report 4.3) Staff Teaching Assignments and SARC reports, Muroc	From DataQuest 2020-21 Teaching Assignment Monitoring Outcomes	2022-2023 school year Teaching Assignment by Full-Time Equivalent (SIS)		Using CalPads (report 4.3) Staff Teaching Assignments and SARC reports, Muroc

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned	has 86% of teachers that are fully credentialed and appropriately assigned.	by Full-Time Equivalent (FTE) 78.4% of teachers were authorized by a clear or preliminary credential. 5.6% of classified staff are classified as interns.	Muroc: Clear Credentialed Teachers-65.7% Out-of-Field-22.5% Intern-2.9% Ineffective-8.8%  As compared to  Kern: Clear Credentialed Teachers-80.8% Out-of-Field-2.8% Intern-3.7% Ineffective-6.4%  As compared to  Statewide: Clear Credentialed Teachers-85% Out-of-Field-5% Intern-1.4% Ineffective-3.6%		will have 100% of teachers that are fully credentialed and appropriately assigned.
Priority 1B – Pupil Access to Standards-Aligned Materials	Using local SIS data and SARC reports 100% of students has access to Standards-Aligned Material.	100% of students having access to Standards-Aligned Material. (SIS, 2021-2022)	100% of students having access to Standards-Aligned Materials. (SIS, 2022-2023)		Using local SIS data and SARC reports we will maintain base of 100% of students having access to Standards-Aligned Material.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2A- Implementation of state board adopted academic content and performance standards for all students	Priority 2A- Implementation of state board adopted academic content and performance standards for all students	100% of students having access to Standards-Aligned Material. (SARC, 2021-2022)	100% of students having access to Standards-Aligned Material. (SIS, 2022-2023)		Using local SIS data, Classroom walk-throughs, and SARC reports, we will maintain a base of 100% of students having access to Standards-Aligned Material.
Priority 2B – Enable ELs access to CCSS and ELD standards	Using local generated student performance data from Renaissance Learning and classroom observations 100% of English Learners receive integrated ELD support aligned to the ELD Standards.	For the 2021-2022 school year, 100% of English Learners receive integrated ELD support aligned to the ELD Standards. (Classroom observation, Lexia)	For the 2022-2023 school year, 100% of English Learners receive integrated ELD support aligned to the ELD Standards. (Classroom observation, Lexia)		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	Using the CA Dashboard CAASPP Mathematics 2019 Data Distance from Standard All Students (-41.5)(34.91% met or exceeded standards) English Language Learners (-91.5) Hispanic (-48.3)	Math: All Students (21.62% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (8.42% met or exceeded standards)	Math: All Students (-80.6 points below standard) (23.82% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (-109.4 points below		Using the CA Dashboard CAASPP Mathematics Data Distance from Standard, decrease by a minimum of 10 points for each student group All Students (-31)(50%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socio-economically disadvantaged (-74) White (-25)(30.09% met or exceeded standards) Students with Disabilities (-122.9)(3.95% met or exceeded standards)</p> <p>EL: 30.64% met or exceeded standard SED: 14.69% met or exceeded standard</p>	<p>Students with Disabilities (4.17% met or exceeded standards) (Kern Integrated Data System, SIS, 2020-2021)</p> <p>CAST: All Students: 25.95% met or exceeded standard EL: 0% met or exceeded standard SED: 8.64% met or exceeded standard (Kern Integrated Data System, SIS, 2021-2022)</p> <p>ELA: All Students (39.41% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (22.97% met or exceeded standards) Students with Disabilities (8.16% met or exceeded standards)</p> <p>CAST:</p>	<p>standard) (14.92% met or exceeded standards)</p> <p>Students with Disabilities (-161 points below standard) (5.22% met or exceeded standards)</p> <p>Black or African American (-128.2 points below standard) (11.67% met or exceeded standards)</p> <p>Hispanic (-92.8 points below standard) (16.85% met or exceeded standards)</p> <p>White (-77.3 points below standard) (-45.7 points below standard) (27.05% met or exceeded standards)</p> <p>Two or more races (-72.5 points below standard) (28.78% met or exceeded standards)</p> <p>(Kern Integrated Data System, SIS, 2021-2022, 2022 CA Dashboard)</p>		<p>English Language Learners (-81.5) (25%) Hispanic (-38.3)(50%) Socio-economically disadvantaged (-64) White (-15)(20%) Students with Disabilities (-112.9)(10%)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>All Students: 25.95% met or exceeded standard            EL: 0% met or exceeded standard            SED: 8.64% met or exceeded standard            (Kern Integrated Data System, SIS, 2021-2022)</p>	<p>ELA:            All Students (-43.6 points below standard) (36.88% met or exceeded standards)            English Language Learners (NA)            Socio-economically disadvantaged (-82.9 points below standard) (21.19% met or exceeded standards)            Students with Disabilities (-117.8 points below standard) (11.68% met or exceeded standards)            Black or African American (-81.2 points below standard)(22.58% met or exceeded standards)            Hispanic (-54.6 points below standard) (29.81% met or exceeded standards)            White (-45.7 points below standard) (39.09% met or exceeded standards)</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Two or more races (-34.4 points below standard)(45.92% met or exceeded standards) (Kern Integrated Data System, SIS, 2021-2022, 2022 CA Dashboard)</p> <p>CAST: All students (26.36% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (12.18% met or exceeded standards) Students with Disabilities (7.69% met or exceeded standards) Black or African American (14.64% met or exceeded standards) Hispanic (18% met or exceeded standards) White (30.96% met or exceeded standards) Two or more races (28.98% met or exceeded standards)</p>		



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(Kern Integrated Data System, SIS, 2021-2022)		
Priority 4B % of pupils that have successfully completed A-G Requirements	Using local SIS data in 2019-2020, the A-G completion rate for was 52% for Muroc.	Using local SIS data in 2020-2021, the A-G completion rate for was 28% for Muroc.	Using local SIS data in 2021-2022, the A-G completion rate for was 28% for Muroc.		Using local SIS data, the A-G completion rate for Muroc will increase to 75%
Priority 4C – % of pupils that have successfully completed Career Technical Education Pathways	Using the 2020 Ca School Dashboard and Local SIS system only 10% of students from Muroc completed a CTE course sequence.	Using the 2021 Ca School Dashboard and Local SIS system only 0% of students from Muroc completed a CTE course sequence.	Using the 2022 Ca School Dashboard and Local SIS system only 0.7% of students from Muroc completed a CTE course sequence.		Using the 2020 Ca School Dashboard and Local SIS system will increase to at least 20% of students from Muroc completing a CTE course sequence.
Priority 4D- % of pupils that have successfully completed both B & C	Using the 2020 CA School Dashboard and Local SIS system only 10% of students from Muroc completed a both A-G and CTE requirements.	Using the 2021 CA School Dashboard and Local SIS system only 0% of students from Muroc completed a both A-G and CTE requirements.	Using the 2022 CA School Dashboard and Local SIS system only 0% of students from Muroc completed a both A-G and CTE requirements.		Using the 2020 CA School Dashboard and Local SIS system will increase to at least 20% of students from Muroc completing both A-G and CTE requirements.
Priority 4E- % of ELs who make progress toward English Proficiency	As measured by 2019/2020 ELPAC, Muroc had the following % of EL's make progress towards English Proficiency. Level 1- 36.8%	2020/2021 ELPAC, Muroc had the following % of EL's make progress towards English Proficiency. Level 1- 8% Level 2- 42%	2021/2022 ELPAC Summative, Muroc had the following % of EL's make progress towards English Proficiency. Level 1- 13.89% Level 2- 38.89%		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Level 2- 5.3% Level 3- 0% Level 4- 57.9%	Level 3- 25% Level 4- 25%	Level 3- 8.33% Level 4- 38.89% CA dashboard showed 75% making progress towards English Language proficiency		used to measure this progress. Level 4- 72.9%
Priority 4F – English Learner Reclassification Rate	Using local SIS data, Muroc had an English Learner Reclassification Rate of 58% in 2020.	42.31% (Kern Integrated Data System, SIS, 2020-2021)	6.62% (Kern Integrated Data System, using new state calculation, 2021-2022)		Using local SIS data, Muroc will increase the English Learner Reclassification Rate to 75%.
Priority 4G – % of pupils who pass AP exams with a score of 3 or higher	Using local SIS data, Muroc in 2020, 76% of students who took an Advanced Placement exam scored a 3 or higher.	12.6% (Kern Integrated Data System, SIS, 2021-2022)	36% (College Board Data, 2021-2022)		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.	Using the 2021-2022 SIS data, 11% of students are considered ready for college level coursework	Using SIS data, 0 students were enrolled in EAP.		20% of all students will be ready for college level coursework
Priority 8 – Other Student Outcomes AP Exam Participation Rate	Using local SIS data, Muroc in 2020, 70% of students attempted the AP Exam.	Using local SIS data, Muroc in 2020, 64% of students attempted the AP Exam.	Using College Board Data, Muroc in 2022, 44% of students attempted the AP Exam.		Using local SIS data, 90% of students will attempt the AP Exam.

# Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Professional development emphasizing incorporation of 21st century skills into the classroom setting, social emotional learning, and standards based grading. The professional development series will target proficiency in providing students direct instruction that incorporates multiple means of representation, action, and expression. This will build knowledge and comprehension in all learners (EL, Foster, Low Income). This action will prioritize support for the unduplicated pupil population as they are the majority of the population that has the greatest distance from standard when compared to “all students”.	\$300,000.00	Yes
1.2	Supplemental Instructional Materials and Supplies	Purchase K-3rd grade standards-aligned supplemental ELA curriculum to meet identified needs of our unduplicated pupil population that fall below that of “all students” in language arts.	\$10,000.00	Yes
1.3	Personnel for Student Intervention	The needs of the unduplicated pupil population are large and have continued to expand due to school closure. MJUSD will provide 2 instructional aides and 2 credentialed teachers to assist in providing intervention support and monitoring students for success. This action will prioritize support for the unduplicated pupil population as they are the majority of the population that has the greatest distance from standard when compared to “all students”.	\$175,000.00	Yes
1.4	Transportation for Intervention Programs	Transportation cost incurred to meet the needs of our unduplicated pupil population. Cost: Bus drivers, and maintenance of school buses.	\$25,000.00	Yes
1.5	Digital Divide	Muroc Joint Unified School District will invest in technology that will close the achievement gap and provide equity to our students. Muroc	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
<b>1.6</b>	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 (Lexia, IXL).	\$95,000.00	Yes
<b>1.7</b>	Distance Learning Teachers	To support students who continue with distance learning, Muroc Joint Unified School District will maintain two additional teachers to support this need.	\$34,000.00	No
<b>1.8</b>	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.	\$0.00	Yes
<b>1.9</b>	English Learner Authorization and Crosscultural, Language, and Academic Development (CLAD)	Provides teachers that have out-of-state or out-of-country teaching credentials without CLAD authorization embedded in their certification assistance in attaining a CLAD certification which authorizes teachers to instruct English Language Learners. This action has been proven to be effective based on the increase in percentage of English Learners meeting or exceeding ELA and Mathematics standards on the CAASPP	\$500.00	Yes
<b>1.10</b>	English Language Development Coach	Provides English Language Learners additional intensive support in addition to the 30 minutes of designated daily ELD instruction provided	\$115,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.11	Education Technology Specialists	Muroc Joint Unified School District will provide two Education Technology Specialists to provide support with technology integration	\$2,500.00	No
1.12	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.	\$135,000.00	Yes
1.13	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
1.14	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
1.15	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
1.16	Special Education Collaboration	Muroc Joint Unified School District will allocate designated collaboration time for all special education classified employees. This action is intended to provide compensation to SPED classified employees so that they will have the opportunities to collaborate and plan with other special education staff members. (SCIA, Instructional Aides)	\$114,983.00	No
1.17	Special Education Moderate/Severe Program	Muroc Joint Unified School District will create a Moderate/Severe Special Education Program for students with comprehensive needs. This action is intended to provide compensation to consultants that will be assisting in creating the specialized program and hire a qualified teacher.	\$150,000.00	No

## Goal Analysis [2022-23]

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.

Listed below is an itemized description of any substantive differences in planned actions and actual implementation of these actions for the 2022-2023 school year:

- Action 1, Professional Development: Muroc intended to train 100% of the staff but only 75% of the staff received training. This was due to the fact that the 2 professional days were optional for teachers. The district implemented the articulated action.
- Action 2, Supplemental Instructional Materials and Supplies: Muroc intended to purchase material, however, the district did not purchase any additional supplemental instructional materials as it was not needed at this point in time.
- Action 3, Personnel for Student Intervention: The district intended to hire 2 instructional aides and 2 credentialed teachers to assist in providing intervention support. This action was partially implemented due to an inability to hire instructional aides, the district pivoted and hired two credentialed intervention teachers.



- Action 4, Transportation for intervention programs: The district intended to provide transportation for our unduplicated student population. This action was implemented but the cost for the transportation was less than budgeted.
- Action 5, Digital Divide: The district intended to provide Chromebooks for our unduplicated student population, however, the district decided had a need to update the Chromebooks for all students and purchased new Chromebooks. This action was implemented as intended.
- Action 6, Supplemental online academic supports programs: The district intended to provide supplemental materials to support all students in ELA. The district purchased IXL and Lexia programs. This action was implemented as intended.
- Action 7, Distance Learning Teachers: The district intended to maintain two additional teachers for the distance learning students. The district did not require a full-time elementary independent study teacher due to a diminished independent study need. The secondary teacher for independent study was not a full time position but received compensation through prep buyout. This action was partially implemented as intended.
- Action 8, Supplemental materials for English Learners: The district intended to purchase subscriptions and materials to support our English Learners. The district did not need to purchase additional subscriptions or materials as there was not an increase in the number of English Learners in the District. This action was not implemented.
- Action 9, English Learner Authorization and Cross-cultural, Language, and Academic Development (CLAD): The district intended to provide teachers who needed to obtain their CLAD certification. All teachers with English Language Learners on their class roster have already attained a CLAD credential. This action was not implemented.
- Action 10, English Language Coach: The district intended to provide a coach to assist English Learners in the district. This action item was implemented as intended.
- Action 11, Education technology specialists: The district intended to provide 2 education technology specialists to provide technology support. This action was fully implemented as intended with 2 specialists providing support in the district.
- Action 12, Credit Recovery: The district intended to provide an additional teacher to support students needing credit recovery. This action was fully implemented as intended with a teacher being provided.
- Action 13, Summer School: The district intended to provide learning loss mitigation summer school principally directed to our unduplicated student population. This action was fully implemented as intended.
- Action 14, Designated instruction services (DIS) speech and language summer school program: The district intended to provide extended speech and language DIS services to all students on IEP's. This action was fully implemented as intended.
- Action 15, Intervention Program: The district intended to provide after school academic intervention support by compensating staff members to work after school with students. The district struggled with filling this particular position so the action was not implemented as intended.
- Action 16, Special Education Collaboration: The district intended to provide training to Special Education support staff by compensating for their time. The district has extended all part-time paraprofessionals to a 6.25 hour position which allowed them to attend collaboration time. The action was fully implemented as intended.
- Action 17, Special Education Moderate/Severe Program: The district intended to create a Special Education Moderate/Severe program in the district. This action was fully implemented as intended.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures of the following actions during the 2022-2023 school year. Muroc Joint Unified School District conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2022-2023 LCAP Goal 1 was \$1,275,500.00. The estimated actual expenditures for the 2022-2023 LCAP Goal 1 was \$1,187,466.00. This is a difference of \$88,034.00. The substantive differences for the specific actions are below:

- Action 1, Professional Development: The district budgeted \$300,000 for this particular action. The actual expenditure for this particular action item is \$102,335.28. The discrepancy is due to the projected attendance rate for the two full professional development days was much lower than anticipated.
- Action 2, Supplemental Instruction Materials and Supplies: The district budgeted \$10,000 for this particular action. The actual expenditure for this particular action item is \$0. The district did not purchase any additional supplemental instructional materials as it was not needed at this point in time.
- Action 3, Personnel for Student Intervention: The district budgeted \$110,000 for this particular action. The actual expenditure for this particular action item is \$168,993. The discrepancy was due to hiring two credentialed intervention teachers.
- Action 5, Digital Divide: The district budgeted \$25,000 for this particular action. The actual expenditure for this particular action is \$217,000. The discrepancy is due to upgrading and replacing Chromebooks for all unduplicated pupils.
- Action 7, Distance Learning Teachers: The district budgeted \$160,000 for this particular action. The actual expenditure for this particular action item is \$31,551.10. A full-time elementary independent study teacher was not warranted due to a majority of students returning for in-person instruction.
- Action 8, Supplemental Materials for English Language Learners: The district budgeted \$17,000 for this particular action. The actual expenditures for this particular action item is \$0. The cost of Lexia English reported on last year's LCAP was for a three year subscription.
- Action 9, English Learner Authorization and Cross-cultural, Language, and Academic Development (CLAD): The district budgeted \$500 for this particular action. The actual expenditures for this particular action item is \$0. All teachers with English Language Learners on their class roster have already attained a CLAD credential.
- Action 15, Intervention Program: The district budgeted \$20,000 for this particular action. The actual expenditures for this particular action item is \$0. The discrepancy was due to challenges finding a qualified applicant.
- Action 16, Special Education Collaboration: The district budgeted \$75,000 for this particular action. The actual expenditure for this particular action item is \$35,017. Rollover supplemental funds will be used to extend 6.25 hour positions to 7 hours on days the district offers professional development.
- Action 17, Special Education Moderate/Severe Program: The district budgeted \$150,000 for this particular action. The actual expenditure for this particular action item is \$287, 407. The discrepancy was due to the consultants providing comprehensive support longer than anticipated.

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

Action items 14, 16, and 17 were effective as shown in the following:

- Priority 4A: CA Dashboard data shows Students with Disabilities Math (-161 points below standard) (5.22% met or exceeded standards) ELA Students with Disabilities (-117.8 points below standard) (11.68% met or exceeded standards). Although the points below standard increased, the % of students who met or exceeded standards on the CAASPP increased for math and ELA.

Action items 3, 4, 5, 7, and 11 were effective with an increase in CAASPP math scores and a slight decrease in ELA scores (Kern Integrated Data System, SIS, 2021-2022, 2022 CA Dashboard):

Math

- All Students (-80.6 points below standard) (23.82% met or exceeded standards)
- English Language Learners (NA)
- Socio-economically disadvantaged (-109.4 points below standard) (14.92% met or exceeded standards)
- Students with Disabilities (-161 points below standard) (5.22% met or exceeded standards)
- Black or African American (-128.2 points below standard) (11.67% met or exceeded standards)
- Hispanic (-92.8 points below standard) (16.85% met or exceeded standards)
- White (-77.3 points below standard) (-45.7 points below standard) (27.05% met or exceeded standards)
- Two or more races (-72.5 points below standard) (28.78% met or exceeded standards)

ELA:

- All Students (-43.6 points below standard) (36.88% met or exceeded standards)
- English Language Learners (NA)
- Socio-economically disadvantaged (-82.9 points below standard) (21.19% met or exceeded standards)
- Students with Disabilities (-117.8 points below standard) (11.68% met or exceeded standards)
- Black or African American (-81.2 points below standard)(22.58% met or exceeded standards)
- Hispanic (-54.6 points below standard) (29.81% met or exceeded standards)
- White (-45.7 points below standard) (39.09% met or exceeded standards)
- Two or more races (-34.4 points below standard)(45.92% met or exceeded standards)

The effectiveness of Action 1, 2, and 13 of Goal 1 is evident after reviewing the 2022-2023 Lexia data below:

- Kindergarten - 3rd Grade Reading:
- Start of the 2022-2023 School Year
- 69% Below Grade Level of Material
- 30% In Grade Level of Material
- 1% Above Grade Level of Material
  
- End of the 2022-2023 School Year
- 46% below Grade Level of Material

- 36% In Grade Level of Material
- 18% Above Grade Level of Material

The effectiveness of Action 1, 2, and 13 of Goal 1 is evident after reviewing the 2022-2023 STAR Reading data below:

Fall 2022-2023

- 1st Grade Unduplicated Pupils: 728 Scaled Score
- 2nd Grade Unduplicated Pupils: 854 Scaled Score
- 3rd Grade Unduplicated Pupils: 882.8 Scaled Score
- 4th Grade Unduplicated Pupils: 903.2 Scaled Score
- 5th Grade Unduplicated Pupils: 940.2 Scaled Score
- 6th Grade Unduplicated Pupils: 1008.6 Scaled Score

Winter 2022-2023

- 1st Grade Unduplicated Pupils: 802 Scaled Score
- 2nd Grade Unduplicated Pupils: 862.2 Scaled Score
- 3rd Grade Unduplicated Pupils: 940.9 Scaled Score
- 4th Grade Unduplicated Pupils: 996.4 Scaled Score
- 5th Grade Unduplicated Pupils: 992.6 Scaled Score
- 6th Grade Unduplicated Pupils: 1031.0 Scaled Score

The effectiveness of Action 12 of Goal 1 is evident. For the 2022-2023 school year, Muroc Joint Unified School District has 102 seniors. Out of the 102 seniors, 101 will be graduating.

The effectiveness of actions 6, 8, and 10 is evident. In 2022-2023, Muroc Joint Unified School District English learners were reclassified at a rate of 32%. This is 8% higher than the Kern County.

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

No changes to planned metrics and desired outcomes. Additions to specific actions to further support planned goals include: 1) Increase budget for Action 3 from \$110,000 to \$175,000 and a change to the funding source from base to supplemental. The significant increase in cost is due to the increased cost of intervention teachers as opposed to instructional aides and this action item is to target the unduplicated pupil population. 2) Decrease budget for Action 7 from \$160,000 to \$35,000. The significant decrease in funding is due to a significant decrease in students requiring independent study. Majority of students have returned for in-person instruction. 3) Increase budget for Action 16 from \$75,000 to 114,983 due to rollover supplemental funds. Rollover supplemental funds will be used to extend 6.25 hour positions to 7 hours on days the district offers professional development.

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

# 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 developed goal 2 based on stakeholder feedback, State and local metrics, and other collected data.

In 2022, Muroc JUSD rate of suspension was 3.76%, a 2% decrease from 2019. There continues to be a discrepancy among the schools, with Boron High School having the highest rate at 10%. The rate of suspension for the unduplicated student population is: English Learners, 4.65%, Foster Youth 25%, and socio-economic disadvantaged students 7.85%. Even though progress was made in decreasing suspension rates for “all students”, Muroc Joint Unified School District has identified suspension rates as being an area of need. In order to address the issue, Muroc Joint Unified School District will prioritize the social-emotional needs of our students by continuing to increase staff training in restorative practices, alternative to suspension ideology, and classroom management. Muroc Joint Unified School District has also identified a need for more direct counseling services to students and families. To ensure students make progress, and to mitigate against regression, Muroc Joint Unified School District will continue 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 continue to assemble a Positive Behavior Intervention and Supports site level team to implement proactive approaches to improve school safety and promote positive behavior.

In 2022, Muroc JUSD's Chronic Absenteeism rate was very high, at 32.1% according the the 2022 Ca Dashboard. This is an increase of 17% since 2019. 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. According to the California Dashboard Chronic Absenteeism Rate Indicator for 2022, Boron Junior-Senior High School's Chronic Absenteeism Rate is 57.0% as compared to Desert Junior-Senior High School's 32% Absenteeism Rate. West Boron Elementary School's Chronic Absenteeism Rate for 2022 is 55% as compared to Irving L. Branch Elementary School's 23% Chronic Absenteeism Rate. The unduplicated pupil population chronic absenteeism rates are as follows: English Language Learners is 54%, Foster Youth is 50%, and socio-economic disadvantaged students is 48%. In order to address this issue, Muroc Joint Unified School District will continue to bolster our social-emotional supports for students by building staff capacity in our mental health department so that we are able to provide individualized mental health counseling, small group targeted intervention, and provide training to increase student attendance.

## Measuring and Reporting Results



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1C – School Facilities Maintained in Good Repair	Based on our Local Indicator of Facilities being in Good Repair rating from the Facility Inspection Tool (FIT):  Branch Elementary: 91.36% Desert Jr/Sr High School: 94.64% West Boron Elementary: 93.37% Boron Jr/Sr High School: 96.56%	Branch Elementary: 98.26% Desert Jr/Sr High School: 93.56% West Boron Elementary: 91.53% Boron Jr/Sr High School: 92.79% Bailey Elementary: 98.91% (Facility Inspection Tool 2021-2022)	Branch Elementary: 97.73% Desert Jr/Sr High School: 96.32% West Boron Elementary: 91.87% Boron Jr/Sr High School: 93.69% Bailey Elementary: 97.45% (Facility Inspection Tool 2022-2023)		Based on our Local Indicator of Facilities being in Good Repair rating using the Facility Inspection Tool (FIT):  Branch Elementary: 95% Desert Jr/Sr High School: 95% West Boron Elementary: 95% Bailey Elementary: Maintain baseline or higher Boron Jr/Sr High School: Maintain baseline or higher
Priority 3A – Parent and Family Engagement	Using Local Surveys, data showed that 2% of parents participated in responding back to district surveys.	in 2021-2022, 1.2% of parents participated in responding back to district survey	in 2022-2023, <1% of parents participated in responding back to district survey		Using Local Surveys, Muroc will increase to 50% parent participation responses to district surveys.
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	100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families. (2021-2022 Local Survey)	100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families. (2022-2023 Local Survey)		Using local communication tools (emails, flyers, phone tree service) Muroc will maintain baseline of 100% of all parent engagement opportunities were

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	delivered to unduplicated students and families.				advertised and delivered to unduplicated students and families
Priority 3C – Promotion of Parent and Family Engagement for Students with Disabilities	Using local communication tools (emails, flyers, phone tree service) 100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families.	100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families. (2021-2022 Local Survey)	100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families. (2022-2023 Local Survey)		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.	Muroc has a 90.11% (2021-2022 Kern Integrated Data System, SIS)	Muroc has an 89.5% attendance rate (2022-2023 Kern Integrated Data System, SIS)		Using Local data from SIS system, Muroc will increase the attendance rate and maintain above a 96% attendance rate.
Priority 5B – Chronic Absences	Using 2019 CA Dashboard data, 15.5% of all students were chronically absent.	36% of all students were chronically absent (2021-2022 Kern Integrated Data System, SIS)	CA Dashboard shows All students 32.1% English Learners 48.6% Socioeconomically Disadvantaged 50%		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	0% for Middle School Dropout Rate.	0% for Middle School Dropout Rate.		Using CALPADS End of Year reports, Muroc will maintain baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	reported for Middle School Dropout Rate.	(2021-2022 Kern Integrated Data System, SIS)	(2022-2023 Kern Integrated Data System, SIS)		of 0% for Middle School Dropout Rate.
Priority 5D – High School Drop Out Rate	Using Local 2020 data from SIS system, Muroc had a High School Drop Out Rate of 1.5%	High School Drop Out Rate to 0%. (2021-2022 Kern Integrated Data System, SIS)	High School Drop Out Rate to 0%. (2021-2022 Kern Integrated Data System, SIS)		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%	99% Graduation Rate (2021-2022 Kern Integrated Data System, SIS)	91.3% Graduation Rate All students 83% Graduation Rate Socioeconomically Disadvantaged (2021-2022 CA Dashboard)		Using Local data from SIS system, Muroc will increase the High School Graduation Rate to 100%.
Priority 6A – School Climate Suspension Rate	Using 2019 CA Dashboard data, Muroc had a Suspension Rate of 5.2%.	Suspension Rate of 3.34%. (2021-2022 Kern Integrated Data System, SIS)	CA Dashboard 2021-2022 All students- Status Medium, 3.7% English Learners- Medium, 4.3% Socioeconomically Disadvantaged- High, 7.2%		Using CA Dashboard data, Muroc will reduce the suspension rate for all students to 2.2%
Priority 6B – School Climate Expulsion Rate	Using Local 2018-2019 data from SIS system, Muroc had 0.17% Expulsions.	Expulsion rate: 0% (2021-2022 Kern Integrated Data System, SIS)	Expulsion rate: 0% (2022-2023 Kern Integrated Data System, SIS)		Using Local data from SIS system, Muroc will maintain at or below 0.10% for all student expulsions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 6C Muroc Climate Survey - Students</p> <p>Student Connectedness Survey given in March 2023</p>	<p>Muroc Climate Survey - Students 2021-2022</p> <p>Elementary School connectedness- 0% Perceived school safety- 0% Meaningful participation- 0% Jr/Sr high School connectedness- 0%</p>	<p>2021-2022</p> <p>Elementary School connectedness- 90% Perceived school safety- 100% Meaningful participation- 42.89% Jr/Sr high School connectedness- 60% (Local Climate Survey)</p>	<p>2022-2023</p> <p>Elementary School connectedness- 89% Perceived school safety- 95% Meaningful participation- 51% Jr/Sr high School connectedness- 63% (Local Climate Survey)</p> <p>Student Connectedness Survey given in March 2023</p> <p>Muroc Student Connectedness Survey - Students grades 3-12, 2022-2023</p> <p>Easy to talk to staff- 62% Staff care about me- 63% Adult notice my absence - 67% Participate in school events - 33% Chances for students to get involved - 47% Feel like I belong- - 55%</p>		<p>Data from California Healthy Kids parent engagement survey will show:</p> <p>Elementary School connectedness- 80% Perceived school safety- 80% Meaningful participation- 75% Jr/Sr high School connectedness- 75%</p>

# Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Nurse	Maintain 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).	\$0.00	No
2.2	MTSS Social Emotional Supports	Provide additional social emotional MTSS Tier 2 and 3 supports for students. This will provide students with the following: Social skills, Dialectical Behavior Therapy, Cognitive Behavior Therapy, and Check-in/Check-out intervention. This action will support the mental health needs of students specifically who are Low-Income, Foster Youth, Homeless, and Students with Disabilities. Costs: School Psychologist, School Social Worker, and a School Psychologist Intern.	\$275,000.00	Yes
2.3	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
2.4	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

Action #	Title	Description	Total Funds	Contributing
2.5	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.	\$5,200.00	No
2.6	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	\$0.00	No
2.7	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
2.8	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
2.9	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

Action #	Title	Description	Total Funds	Contributing
2.10	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	\$1,000.00	No
2.11	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 [2022-23]

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.

Listed below is an itemized description of any substantive differences in planned actions and actual implementation of these actions for the 2022-2023 school year:

- Action 1, School Nurse: The district intended to provide a school nurse for the Boron area schools to support COVID-19 policies. This action was fully implemented as intended.
- Action 2, MTSS Social Emotional Supports: the district intended to provide additional social emotional MTSS tier 2 and 3 supports for students. The district intended to add personnel (School Psychologist, School Social Worker, and a School Psychologist Intern) to provide the support. The action was fully implemented as intended.
- Action 3, Professional Development and Implementation of a Multi-Tier Systems of Support: The district intended to provide Professional development for teachers to provide MTSS support targeted to the Unduplicated Pupil Population. The district prioritized trainings and implementation of AVID at all school sites. This action was fully implemented as intended. Financial Literacy, Health and Wellness, Parenting and Social Media, Pathway to College, Small Business Development, Social and Emotional Wellness, Spanish Conversation. The parent classes were offered to all parents with a target specifically for Low-Income, Foster Youth, Homeless, and Students with Disabilities. The action was implemented as intended.
- Action 5, Instructional Platform and program: The district intended to continue to implement the Google Suite for all students. The action was fully implemented as intended as the contract for Google Suite was a three year contract.
- Action 6, Enhanced Health and Safety: The district intended to continue to provide supplies and equipment to mitigate COVID-19 in the district. The action was not implemented as COVID-19 restrictions were lifted and is no longer a health issue requiring this action.
- Action 7, Summer school Mental Health Supports: The district intended to provide mental health support during summer school for our unduplicated student population. The action was fully implemented as intended.
- Action 8, Engagement Task Force: The district intended to provide overtime and substitutes for teachers to attend the task force to provide feedback, and plan professional development. This action was full implemented as intended.

- Action 9, Attendance Secretary: The district intended to provide a dedicated attendance secretary to Boron Jr/Sr High School to help mitigate chronic absenteeism and truancy. This action was fully implemented as intended.
- Action 10, Engagement Surveys and videos: The district intended to continue its efforts to distribute surveys and videos weekly to the Muroc community. This action was partially implemented as the surveys were not being completed by our education partners but the district did continue using weekly videos to disseminate information with our community.
- Action 11, Music Teacher: The district intended to provide a music program for the Boron area schools. This action was fully implemented as intended.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures of the following actions during the 2022-2023 school year. Muroc Joint Unified School District conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2022-2023 LCAP Goal 2 was \$631,300.00.00. The estimated actual expenditures for the 2022-2023 LCAP Goal 2 was \$552,682.00. This is a difference of \$78,618.00. The substantive differences for the specific actions are below:

- Action 2, MTSS Social Emotional Supports. The district implemented the articulated action. The district budgeted \$275,000 for this particular action. The actual expenditure for this particular action item is \$332,314. Salary, welfare, and benefits for the social worker, school psychologist, and school psychologist intern exceeded budgeted expenditure.
- Action 3, Professional Development and Implementation of a Multi-Tier Systems of Support: The district prioritized trainings and implementation of AVID at all school sites. This action will be prioritized in the following school year. The district budgeted \$40,000 for this particular action. The actual expenditures for this particular action item is \$0.
- Action 4, Parent Education Classes: The district implemented the articulated action. The district budgeted \$5,000 for this particular action. The actual expenditures for this particular action item is \$6,000.
- Action 5, Instructional platform: The action was implemented, The discrepancy is due to the original costs not including the educational discount. The budget is adjusted to \$5,200.00 which is the annual cost for Google Suite.
- Action 6, Enhanced Health and Safety: The action was not implemented as COVID-19 restrictions were lifted and is no longer a health issue requiring this action. The district budgeted \$75,000 for this particular action. The actual expenditures for this particular action item is \$0.
- Action 7, Summer School Mental Health Supports: The district budgeted \$10,800 for this particular action. The actual expenditure for this particular action item is \$4,869. The school psychologist provided mental health supports to students in the summer school program.
- Action 8, Engagement Task Force: The following action was implemented. The district budgeted \$25,000. The actual expenditures was \$12,000.



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

Action item 1, 2, 3, 4, 7, 8, 9, 10, and 11 were effective as shown by the district and county connectedness surveys results:

- 2022-2023 Local Climate Survey
- Jr/Sr high School connectedness- 63%
- Elementary School connectedness- 89%
- Perceived school safety- 95%
- Meaningful participation- 51%
  
- Student Connectedness Survey given in March 2023
- Muroc Student Connectedness Survey - Students grades 3-12, 2022-2023
- Easy to talk to staff- 62%
- Staff care about me- 63%
- Adult notice my absence - 67%
- Participate in school events - 33%
- Chances for students to get involved - 47%
- Feel like I belong- 55%

Action item 5 was effective as the graduation data of 91% for 2022 was an increase from 2021.

Action item 6 was not implemented as the restrictions from COVID-19 were no longer in effect.

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.

Listed below is an itemized 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:

- Action 1, School Nurse. The district will remove this particular action due to the reduction of COVID-19 responsibilities.
- Action 6, Enhanced Health and Safety. The district will remove this particular action due to the reduction of COVID-19 responsibilities.

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

# 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 developed goal 3 based on stakeholder feedback, State and local metrics, and other collected data. The 2022 Dashboard results did not have an indicator for College/Career, however, the dashboard did report a Measures report. The measure reports a 26.1% A-G completion rate for all students. However, only 13.2% of Socio-Economic Disadvantaged students had A-G completion. Only 1 student met the CTE preparedness requirement. In 2021, there was 28.4% for all students and in 2019, it was 67.4% for all students. In order to address this issue, Muroc Joint Unified School District will continue to expand CTE course offerings at both high schools.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7A - Course Access The extent to which students have access to and are enrolled in a broad course of study	Using local SIS data and SARC reports 100% of students, including unduplicated students, have access to all required areas of broad coursework.	100% of students, including unduplicated students, have access to all required areas of broad coursework. (2021-2022 SARC)100% of students, including unduplicated students, have access to all required areas of broad coursework. (2021-2022 SARC)	100% of students, including unduplicated students, have access to all required areas of broad coursework. (2021-2022 SARC)		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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 7B – Course Access Unduplicated Pupils</p>	<p>Using local SIS data and SARC reports, 100% of unduplicated students had access to general education programs and services. English Learners: 100% of The EL students were instructed in at least 30 minutes of daily designated ELD instruction through small group, partner, and one-on-one direct instruction while the rest of their classmates were doing asynchronous learning. Integrated ELD instruction continued to be embedded within all aspects of each grade level curriculum, taught all day, every day as measured by observation and consultation with teachers.</p>	<p>100% of unduplicated students had access to general education programs and services. (2021-2022 SARC)</p>	<p>100% of unduplicated students had access to general education programs and services. (2021-2022 SARC)</p>		<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. 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. Maintain baseline of 100% of enrolled</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					foster youth and their families will be aware of programs and services and have access to desired programs and services as measured by individual interviews.
Priority 7C – Course Pupils with Exceptional Needs	Using IEP Audits established by the District, 100% of Students with Disabilities had access to and received special education programs and services in the least restrictive environment.	100% of Students with Disabilities had access to and received special education programs and services in the least restrictive environment. (2021-2022 Internal IEP Audit)	100% of Students with Disabilities had access to and received special education programs and services in the least restrictive environment. (2022-2023 Internal IEP Audit)		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.	0% of students from Muroc completed a CTE course sequence. (2021-2022 California Dashboard)	1 student from Muroc completed a CTE course sequence. (2022 Dashboard Measures report)		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.	11% of students are considered ready for college level	0% of students are considered ready for college level		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		coursework (2021-2022 California Dashboard)	coursework (2022-2023 Local SIS data)		

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	\$0.00	No
3.2	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
3.3	Law Enforcement CTE Course	Provides high school students an additional CTE pathways (Law Enforcement). This action is intended to provide students with additional options to satisfy “Prepared” requirements for the College/Career Measures Report on the California School Dashboard. We will measure the effectiveness of this action by reviewing data on College/Career Measures Report Indicator on the California School Dashboard. While this action is a districtwide initiative and all students will benefit from this, we believe that this provides the unduplicated	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		pupil population with additional pathways that could potentially lead to a higher percentage of success after high school.		
<b>3.4</b>	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
<b>3.5</b>	Special Day Class Program for 7th – 12th	The creation of a Special Day Class for 7th-12th 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
<b>3.6</b>	Theater Arts CTE Program	Provides high school students an additional CTE pathways (Theater Arts). This action is intended to provide students with additional options to satisfy "Prepared" requirements for the College/Career Measures Report on the California School Dashboard. We will measure the effectiveness of this action by reviewing data on	\$100,000.00	Yes

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



## Goal Analysis [2022-23]

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.

Listed below is an itemized description of any substantive differences in planned actions and actual implementation of these actions for the 2022-2023 school year:

- Action 1, Technology Media Lab: The district intended to construct a media lab at each high school to expand course offerings using at each site. The district secured external funding support. The following action was implemented as intended.
- Action 2, Air Frame and Power Plant CTE Course: The district intended to provide a CTE Pathway of Air Frame and Powerplant at each high school. The district secured external funding support. The following action was implemented as intended.
- Action 3, Law Enforcement CTE Course: This action has been amended based on the needs of the students at Boron HS. A CTE pathway of Building Construction Trades is replacing the Law Enforcement CTE course. This action has not been implemented. This action is targeted at Boron HS where a large percentage of the unduplicated pupil population is located. 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.
- Action 4, General Education Preschool: The district intended to create a tuition free general education preschool program with prioritized enrollment for the unduplicated pupil population. The district struggled with filling this particular position and have prioritized Universal Prekindergarten. This action was not implemented as intended.
- Action 5, Special Day Cass Program for 7th-12th. The district intended to create a special day class grades 7-12 due to the student need. The district is currently renovating classrooms to accommodate the program. The action was partially implemented as intended.
- Action 6, Theater Arts CTE Course to Goal 3. The district intended to provide a Theater Arts CTE program at Desert Jr/Sr High school. This goal was fully implemented as intended and a teacher is assigned to this program.
- Action 7, Rocketry CTE Course to Goal 3. The district intended to provide a Rocketry CTE course at Desert Jr/Sr High School. This action was not implemented due to an inability to fill the position with a qualified teacher and base materials required to implement program was not readily available
- Action 8, Construction Technology CTE Course: The district intended to provide a construction tech CTE course at Boron Jr/Sr High School. This action item has been fully implemented for the 2022-2023 school year. This goal has been added for the 2023-2024 LCAP due to the maintenance of effort involved to sustain this program.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures of the following actions during the 2022-2023 school year. Muroc Joint Unified School District conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2022-2023 LCAP Goal 2 was \$740,000.00. The estimated actual

expenditures for the 2022-2023 LCAP Goal 2 was \$317,613.00. This is a difference of \$422,387.00. The substantive differences for the specific actions are below:

- Action 1, Technology Media Lab: The district secured external funding support. The following action was implemented and completed.
- Action 2, Air Frame and Power Plant CTE Course: The following action was implemented. The district budgeted \$100,000 for this particular action. The actual expenditures for this particular action item is \$173,691.
- Action 3, Law Enforcement CTE Course: The district struggled with filling this particular position. A CTE pathway of Building Construction Trades is replacing the Law Enforcement CTE course. This action has been fully implemented. The district budgeted \$100,000 for this particular action. The actual expenditures for this particular action item is \$0.
- Action 4, General Education Preschool: The district struggled with filling this particular position. The district budgeted \$100,000 for this particular action. The actual expenditures for this particular action item is \$0.
- Action 5, Special Day Class Program for 7th - 12th: The district is currently renovating classrooms to accommodate this program. The district budgeted \$115,000 for this particular action. The actual expenditures for this particular action item is \$60,000.
- Action 6, Theater Arts CTE Course. The district budgeted \$100,000 for this particular action. The actual expenditures for this particular action item is \$83,922.
- Action 7, Rocketry CTE Course. This action was not implemented due to an inability to fill the position with a qualified teacher and base materials required to implement program was not readily available. The district budgeted \$100,000 for this particular action. The actual expenditures for this particular action item is \$0.

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

In regards to all of the actions articulated under Goal 3, Muroc Joint Unified School District has determined that all of the actions set forth are effective when looking at the following metrics.

For the 2022-2023 school year, Muroc Joint Unified School District offered the following: Air Frame and Power Plant CTE course, Construction Technology CTE course, and Theater Arts CTE course to our Jr/Sr high school students.

- Air Frame and Power Plant CTE
- Students enrolled: 77
  
- Construction Technology CTE
- Students enrolled: 33
  
- Theater Arts CTE
- Students enrolled: 64

The school year 2022-2023 saw the return of the CA Dashboard after the COVID shut down. Muroc has a full year of in-person learning. Comparing the Dashboard results for 2022 and 2019. Muroc also had a large increase in the graduation rate to 91.3 % which exceeds the

State's graduation rate by over 3% and has improved graduation rates for Socioeconomically Disadvantaged students by 5%. For the 2022-2023 school year, Muroc Joint Unified School District has 102 seniors. Out of the 102 seniors, 101 will be graduating.

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.

Listed below is an itemized 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:

- Action 1, Technology Media Lab: The district secured external funding for this particular action. The action has been completed.
- Action 3, Law Enforcement CTE Course: This action has been amended based on the needs of the students at Boron HS. A CTE pathway of Building Construction Trades is replacing the Law Enforcement CTE course. This action has been fully implemented. This action is targeted at Boron HS where a large percentage of the unduplicated pupil population is located. 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.
- Action 8, Construction Technology CTE Course: The district intended to provide a construction tech CTE course at Boron Jr/Sr High School. This action item has been fully implemented for the 2022-2023 school year. This goal has been added for the 2023-2024 LCAP due to the maintenance of effort involved to sustain this program.

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

# Goals and Actions

## Goal

Goal #	Description
4	By June 2024, Muroc Joint Unified School District will decrease chronic absenteeism of Socioeconomically Disadvantaged Students by 3%, and increase ELA and Mathematics scores on the California Assessment of Student Performance and Progress by 15 points.

An explanation of why the LEA has developed this goal.

Muroc Joint Unified School District has prioritized this goal based on the following information:

- According to the California Dashboard Chronic Absenteeism Indicator for 2022, Muroc Joint Unified School District Socioeconomically Disadvantaged Students current chronic absenteeism rate is 50.0%. This places the district in the Low status level.
- According to the California Dashboard English Language Arts Indicator for 2022, Muroc Joint Unified School District Socioeconomically Disadvantaged Students average distance from standard is -82.9. This places the district in the Low status level.
- According to the California Dashboard Mathematics Indicator for 2022, Muroc Joint Unified School District Socioeconomically Disadvantaged Students average distance from standard is -80.6. This places the district in the Low status level.

Muroc Joint Unified School District is 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, and maintains six school sites: Boron Junior/Senior High School (7-12); Desert Junior/Senior High School (7-12); West Boron Elementary School (TK-6); Bailey Elementary (TK-2nd); Branch Elementary School (3-6); and Lynch Learning Center (Adult Education). Muroc Joint Unified School District has always had challenges recruiting and retaining highly qualified teachers due to the remote location of the schools, neighboring school districts being geographically located closer to big cities, and the salary discrepancy between Muroc and neighboring school districts. A majority of our teachers commute from Lancaster, Palmdale, Tehachapi, Mojave, and California City. With the rise in inflation, more of our teachers are looking for employment with our neighboring school districts that provides a compensation increase. Muroc Joint Unified School District's Title 1 schools have been disproportionately affected. For the 2022-2023 school year, 18.75% of our Title 1 teachers are categorized as Ineffective. For the 2022-2023 school year, Muroc Joint Unified School District had the following breakdown regarding Teaching Assignment by Full-Time Equivalent: Cleared Credentialed Teachers=65.7%, Out-of-Field=22.5%, Interm=2.9%, and Ineffective 8.8%. Muroc Joint Unified School District has 2 times higher ineffective teachers than the State average. Muroc Joint Unified School District has double the amount of Interns than the State. According to research, high teacher turnover rates in schools negatively impact student achievement for all the students in a school, not just those in a new teacher's classroom. These rates are highest in schools serving low-income students and students of color. Constant churn exacerbates staffing difficulties that lead to shortages. Thus, students in these hard-to-staff schools disproportionately suffer the consequences of both turnover and shortages: substitute teachers, canceled classes, and inexperienced, underprepared teachers (Ronfeldt, Loeb, Whckoff, 2003). In order for Muroc to compete with the surrounding districts to recruit and retain highly qualified teachers, Muroc needs

to maintain a more competitive salary schedule with the surrounding districts. School districts depend on supplemental and concentration funds which are based on the unduplicated count for low income, English Learners, and foster/homeless youth. Muroc JUSD unduplicated count is 30%, which does not qualify Muroc for concentration funds. Below is information comparing Muroc with the surrounding districts:

- The surrounding districts duplicated count are as follows: Mojave Unified (87%), Southern Kern Unified (83%), Antelope Valley Union School District (60%)
- The starting salary difference between Muroc and the surrounding district was: Mojave Unified (18% higher than Muroc), Southern Kern Unified (20% Higher than Muroc), Antelope Valley Union School District (16% higher than Muroc).
- The % of teachers who have left Muroc for another district are as follows: 2021 (7%), 2022 (10%), and 2023 (9%)

During the LCAP development process, educational partners identified the need for:

- Psychologist to support students' social emotional needs
- Social Worker to support students' social emotional needs
- Intervention targeting ELA and mathematics
- Increase salaries for teachers in order to increase retention rates and provide greater stability in staff serving unduplicated students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A - Statewide Assessments	<p>Math: Socio-economically disadvantaged (-109.4 points below standard) (14.92% met or exceeded standards)</p> <p>ELA: Socio-economically disadvantaged (-82.9 points below standard) (21.19%)</p>	N/A goal created June 2023	N/A goal created June 2023		<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)(50%) English Language Learners (-81.5) (25%) Hispanic (-38.3)(50%)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>met or exceeded standards)</p> <p>CAST: Socio-economically disadvantaged (12.18% met or exceeded standards)</p>				<p>Socio-economically disadvantaged (-64) White (-15)(20%) Students with Disabilities (-112.9)(10%)</p>
Priority 5B – Chronic Absences	<p>CA Dashboard shows All students 32.1% Socioeconomically Disadvantaged 50%</p>	N/A goal created June 2023	N/A goal created June 2023		<p>Using CA Dashboard data, Muroc will reduce the Chronically Absent student data by 1.5% every year with the goal reaching 10% or lower.</p>
Priority 1A - Other Pupil Outcomes	<p>For the 2022-2023, Muroc Joint Unified School District's Title 1 schools had 18.75% of its teaching staff qualify as a Ineffective.</p> <p>2022-2023 school year Teaching Assignment by Full-Time Equivalent (SIS)</p> <p>Muroc: Clear Credentialed Teachers-65.7%</p>	N/A goal created June 2023	N/A goal created June 2023		<p>For the 2023-2024, Muroc Joint Unified School District's Title 1 schools will reduce Ineffective Teachers by 5%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Out-of-Field-22.5% Intern-2.9% Ineffective-8.8%</p> <p>As compared to</p> <p>Kern: Clear Credentialed Teachers-80.8% Out-of-Field-2.8% Intern-3.7% Ineffective-6.4%</p> <p>As compared to</p> <p>Statewide: Clear Credentialed Teachers-85% Out-of-Field-5% Intern-1.4% Ineffective-3.6%</p>				
Priority 8 - Other Pupil Outcomes	Title 1 Elementary School (West Boron Elementary) Back to School Attendance Rate: 45%	N/A goal created June 2023	N/A goal created June 2023		For the 2023-2024, West Boron Elementary will increase its baseline participation rate by 5%
Priority 8 - Other Pupil Outcomes	Title 1 Junior-Senior High School (Boron Jr/Sr High School) Back to School Orientation	N/A goal created June 2023	N/A goal created June 2023		For the 2023-2024, Boron Jr/Sr High School will increase its baseline participation rate by 5%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Attendance Rate : 51%				
Priority 6C Muroc Climate Survey – Students	Muroc Climate Survey - Students 2021-2022 Elementary School connectedness- 0% Jr/Sr high School connectedness- 0%	2021-2022 Elementary School connectedness- 90% Jr/Sr high School connectedness- 60% (Local Climate Survey)	2022-2023 Elementary School connectedness- 89% Jr/Sr high School connectedness- 63% (Local Climate Survey)		Data from California Healthy Kids parent engagement survey will show:  Elementary School connectedness- 80% Jr/Sr high School connectedness- 75%

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Intervention Teacher	The district will hire a third Intervention Teacher to provide targeted supplemental services to address ELA and Mathematics deficiencies. The efforts of these opportunities will be principally directed to support the unduplicated pupil population.	\$140,018.00	Yes
4.2	Social Worker	The district will hire an additional School Social Worker to provide targeted support that will promote a school-wide foundation of positive discipline, safe climate, academic success, and mental and emotional wellness by helping develop and sustain a caring school environment that promotes problem-solving skills and positive behavior support.	\$136,256.00	Yes
4.3	Teacher Recruitment and Retention	In order to attract and retain highly qualified teachers to support academic success for our unduplicated students, Muroc Joint Unified School District shall increase the salary schedule for teachers to be	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		competitive with surrounding school districts in Kern County. This will provide greater stability in staff serving unduplicated students.		

## Goal Analysis [2022-23]

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.

NA, new goal added in 2023-2024

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

NA

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

NA

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.

NA

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
965372	\$0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.15%	0.00%	\$0.00	5.15%

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

## Required Descriptions

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

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

The Dashboard and local data for all students are as follows:  
(% of students who met or exceeded standards)

- In 2019, 48.22% of all students met or exceeded ELA standards; 34.91% of all students met or exceeded Math standards; 15.5% of all students were chronically absent; MJUSD had a suspension rate of 5.2% for all students.
- In 2021\*, 39.41% of all students met or exceeded ELA standards; 21.62% of all students met or exceeded Math standards; 11.0% of all students were chronically absent; MJUSD had a suspension rate of 0.11% for all students.
- In 2022, 36.88% of all students met or exceeded ELA standards; 23.82% of all students met or exceeded Math standards; 32.1% of all students were chronically absent; MJUSD had a suspension rate of 3.7% for all students.

\* During the 2020-2021 school year, students were in distance learning until we brought students back in person in April 2021. About 50% of the students came back to in-person learning during this time.

The Dashboard and local data for Socioeconomically Disadvantaged students are as follows:  
(% of students who met or exceeded standards)

- In 2019, 30.09% of Socioeconomically Disadvantaged met or exceeded ELA standards; 19.13% of Socioeconomically Disadvantaged met or exceeded Math standards; 27.6% of Socioeconomically Disadvantaged were chronically absent; MJUSD had a suspension rate of 9.8% for all students.
- In 2021\*, 23% of Socioeconomically Disadvantaged met or exceeded ELA standards; 9% of Socioeconomically Disadvantaged met or exceeded Math standards; 25% of Socioeconomically Disadvantaged were chronically absent; MJUSD had a suspension rate of 0.21% for all students.
- In 2022, 21.19% of Socioeconomically Disadvantaged met or exceeded ELA standards; 14.92% of Socioeconomically Disadvantaged met or exceeded Math standards; 50% of Socioeconomically Disadvantaged were chronically absent; MJUSD had a suspension rate of 7.2% for all students.

\* During the 2020-2021 school year, students were in distance learning until we brought students back in person in April 2021. About 50% of the students came back to in-person learning during this time.

The Dashboard and local data for English Learners are as follows:  
English Learner Progress 2022

- In 2019, 60% of the English Learners tested proficient for the Summative ELPAC
- In 2021, 25% of the English Learners tested proficient for the Summative ELPAC
- In 2022, 38.89% of the English Learners tested proficient for the Summative ELPAC; 48.6% of English Learners were chronically absent; MJUSD had a suspension rate of 4.3% for English Learners.
- 75% making progress towards English language proficiency (This is the only year Muroc had enough identified students to receive results on the Dashboard.

Muroc regularly has 3 foster youth for the school years 2019-2022 and therefore no data is available.

This need drove the District to purchase supplemental programs and benchmarks to assist in closing the gap and getting a better understanding of where the deficiencies lie (System 44/Read 180, IXL, Lexia, STAR Assessment, Accelerated Reader). (Goal 1, action 1.6) This also drove the District to look at providing a more robust summer school program, and after school intervention.(Goal1, action 1.13) Muroc Joint Unified School District will focus on curriculum alignment, and provide designated targeted professional development to teachers.(Goal 1, action 1.1) CAASPP and benchmark data drove the district to assess early intervention supports. An assessment of preschool options for parents residing within the district boundaries indicate few options: Edwards Air Force Base Child Development Center and Wind in the Willows. Currently, the Edwards Air Force Base Child Development Center is at capacity and is unable to accept applicants and tuition is based upon a sliding salary scale. Wind in the Willows is a private preschool located in Boron with a capacity of 30 students. Muroc Joint Unified School District will focus on creating a preschool program. Muroc Joint Unified School District will focus on bolstering academic inventory offered to students under the MTSS structure.

For the 2021-2022 school year, Muroc Joint Unified School District's Chronic Absenteeism rate is 34.72%. After conducting an in depth analysis on Chronic Absenteeism trends, subgroup data showed that English Language Learners and Socioeconomically Disadvantaged Students' Chronic Absenteeism rate has significantly increased. In order to address this issue, Muroc Joint Unified School District will look to continue to bolster our social-emotional support for students by building staff capacity in our mental health department so that we are able to provide individualized mental health counseling, small group targeted intervention, and provide training to increase student attendance.

According to the 2021 College/Career Measures Report on the California Dashboard, Muroc Joint Unified School District had 28.4% of the total cohort complete the a-g requirements, 27 students out of 95. In regards to the cohort total, Socio-economic Disadvantaged students comprise 38.9% of it. However, only 8.1% have completed the a-g requirements. According to the 2022 College/Career Measures Report on the California Dashboard, Muroc Joint Unified School District had 26.1% of the total cohort complete the a-g requirements, 36 students total out of 138. In regards to the cohort total, Socio-economic Disadvantaged students comprise 38.4% of it. However, there was an increase to 13.2% have completed the a-g requirements.

Muroc Joint Unified School District will look to continue to bolster and expand our course offerings and support inventories under the MTSS framework. Muroc Joint Unified School District will also look to implement the Advancement Via Individual Determination (AVID) districtwide. For the 2021-2022 school year, students with disabilities have increased by 33%. Muroc Joint Unified School District will continue to expand its special education continuum of services.

The 2021-2022 Dashboard data identified three student groups who had the highest % of chronic absenteeism and the lowest test score, including Socio-Economically Disadvantaged students. Muroc JUSD has been identified for Differentiated Assistance. This resulted in creating a focused goal 4. We are continuing our MTSS initiatives to identify and intervene with students who need additional social and emotional support. Some actions Muroc will focus on in goal 4 are hiring ELA intervention teachers, social worker, and being competitive with local districts at hiring and retaining teachers.

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.

For the 2020-2021 school year, Muroc Joint Unified School District's CAASPP ELA percentages for "All Students" that met or exceeded standard for ELA is 39.41%. For the 2018-2019 school year, Muroc Joint Unified School District's CAASPP ELA percentages for "All Students" that met or exceeded standard for ELA was 48.22%. For the 2020-2021 school year, Muroc Joint Unified School District's CAASPP ELA percentages for "economically disadvantaged students" that met or exceeded standard for ELA is 22.97%. For the 2018-2019 school year, Muroc Joint Unified School District's CAASPP ELA percentages for "economically disadvantaged students" that met or exceeded standard for ELA is 30.09%. For the 2020-2021 school year, Muroc Joint Unified School District's CAASPP ELA percentages for "English learners" that met or exceeded standard for ELA is 39.53%. For the 2018-2019 school year, Muroc Joint Unified School District's

CAASPP ELA percentages for “English learners” that met or exceeded standard for ELA is 48.06%.

For the 2021-2022 school year, Muroc Joint Unified School District’s CAASPP ELA percentages for “All Students” that met or exceeded standard for ELA is 36.88%. For the 2021-2022 school year, Muroc Joint Unified School District’s CAASPP ELA percentages for “economically disadvantaged students” that met or exceeded standard for ELA is 21.19%. For the 2021-2022 school year, Muroc Joint Unified School District’s CAASPP ELA percentages for “English learners” that met or exceeded standard for ELA is 0.00%. There were 12 students for the entire district who tested. There continues to be a decrease in test scores which the district has identified as a priority to address.

For the 2020-2021 school year, Muroc Joint Unified School District’s CAASPP Mathematics percentage for “All Students” that met or exceeded standard for Mathematics is 21.62%. For the 2018-2019 school year, Muroc Joint Unified School District’s CAASPP Mathematics percentages for “All Students” that met or exceeded standard for Mathematics was 34.91%. For the 2020-2021 school year, Muroc Joint Unified School District’s CAASPP Mathematics percentage for “economically disadvantaged students” that met or exceeded standard for Mathematics is 8.42%. For the 2018-2019 school year, Muroc Joint Unified School District’s CAASPP Mathematics percentages for “economically disadvantaged students” that met or exceeded standard for Mathematics A is 19.13%. For the 2020-2021 school year, Muroc Joint Unified School District’s CAASPP Mathematics percentage for “English learners” that met or exceeded standard for Mathematics is 21.96%. For the 2018-2019 school year, Muroc Joint Unified School District’s CAASPP Mathematics percentage for “English learners” that met or exceeded standard for Mathematics is 34.88%.

For the 2021-2022 school year, Muroc Joint Unified School District’s CAASPP Math percentages for “All Students” that met or exceeded standard for Math is 23.82%. For the 2021-2022 school year, Muroc Joint Unified School District’s CAASPP Math percentages for “economically disadvantaged students” that met or exceeded standard for Math is 14.92%. For the 2021-2022 school year, Muroc Joint Unified School District’s CAASPP Math percentages for “English learners” that met or exceeded standard for Math is 0.00%. There were 13 students for the entire district who tested. There continues to be a decrease in test scores which the district has identified as a priority to address.

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

- In 2022, 37% of all students in grade 3-8 and 11 met or exceeded standard in English Language Arts on the Smarter Balanced Assessments. However, only 21% of socio-economically disadvantaged students and 0% of English learners met or exceeded standards in English Language Arts.

## Additional Conditions and Circumstances

- Muroc Joint Unified School District is a rural area located in the Mojave Desert approximately 110 miles northeast of Los Angeles. The district serves the communities of Boron, North Edwards, and the Edwards Air Force Base. Muroc Joint Unified School District has always prioritized accessibility for all students, academic rigor, socio-emotional learning, safety, and providing professional development and resources to staff that will assist in preparing all of our students for the 21st century. While our goals are aligned to meet this need, we must not ignore additional conditions and circumstances our students encounter. These include:
  - Access to technology
  - Food, shelter, or resource instability
  - Lack of resources for extra academic or social emotional supports
  - Sustained trauma due to COVID-19

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

## Academic Intervention

- Goal 1: Action 1, The district will look to provide a more comprehensive professional development framework that will allow the district to implement multiple trainings and initiatives (standards based grading, AVID, Tier 1 Academics). This particular addition to the LCAP was influenced by the feedback of our teachers and principals.
- 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 3, is intended to provide 2 paraprofessionals and two credentialed teachers to provide supplemental Tier 3 ELA and Mathematics intervention. 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 academic growth as outlined in our state indicator metrics.
- 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. In 2022-2023, Muroc Joint Unified School District English learners were reclassified at a rate of 32%. This is 8% higher than the Kern County.

#### 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 and Lexia English 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. In 2022-2023, Muroc Joint Unified School District English learners were reclassified at a rate of 32%. This is 8% higher than the Kern County.

## 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. In 2022-2023, Muroc Joint Unified School District English learners were reclassified at a rate of 32%. This is 8% higher than the Kern County.

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 2021-2022, Muroc Joint Unified School District had a 3.86% suspension rate compared to 5.14% for the 2018-2019 school year. This is a 1.28% reduction in the suspension rate. After conducting a more in depth analysis on suspension trends, it is important to note that suspension rates for the unduplicated pupil population exceeds 3.86%. Muroc Joint Unified School District has identified a severe discrepancy in suspension rates between 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%. Boron Junior-Senior High School's suspension rate is 11.32% as compared to Desert Junior-Senior High School's 4.04% suspension rate.
- For the 2021-2022 school year, Muroc Joint Unified School District's Chronic Absenteeism rate is 34.72%. After conducting an in depth analysis on Chronic Absenteeism trends, subgroup data showed that English Language Learners and Socioeconomically Disadvantaged Students' Chronic Absenteeism rate has significantly increased. In order to address this issue, Muroc Joint Unified School District will look to continue to bolster our social-emotional support for students by building staff capacity in our mental health department so that we are able to provide individualized mental health counseling, small group targeted intervention, and provide training to increase student attendance.

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

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

- Goal 2: Action 3, is intended to provides professional development to support the implementation of a Multi-Tiered System of Supports and social emotional learning. 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.

## 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 2022 California Dashboard Chronic Absenteeism Indicator, Chronic Absenteeism rate is 32.1% for all students. The Chronic Absenteeism rate for Socioeconomically Disadvantaged students is 50% and English Learners is 48.6%. 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 2022 College/Career Measures Report on the California Dashboard, Muroc Joint Unified School District percentage for Socio-economic Disadvantaged students who have completed a-g requirements is 13.2% as compared to all students of 26.1%. In order to address this issue, Muroc Joint Unified School District will to continue in expand CTE course offerings at both high schools.

## 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, 6, 7, and 8 which provides high school students two additional CTE pathways (Air Frame and Power Plant, Construction Technology). 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.

Goal 4: By June 2024, Muroc Joint Unified School District will decrease chronic absenteeism of Socioeconomically Disadvantaged Students by 3%, and increase ELA and Mathematics scores on the California Assessment of Student Performance and Progress by 15 points.

#### Academic Performance and Academic Engagement

- According to the California Dashboard Chronic Absenteeism Indicator for 2022, Muroc Joint Unified School District Socioeconomically Disadvantaged Students current chronic absenteeism rate is 50.0%. This places the district in the Low status level. According to the California Dashboard English Language Arts Indicator for 2022, Muroc Joint Unified School District Socioeconomically Disadvantaged Students average distance from standard is -82.9. This places the district in the Low status level. According to the California Dashboard Mathematics Indicator for 2022, Muroc Joint Unified School District Socioeconomically Disadvantaged Students average distance from standard is -80.6. This places the district in the Low status level. In order to address this issue, Muroc Joint Unified School District will hire an additional Intervention Teacher to target ELA and Mathematics deficiencies, and an additional Social Worker to provide targeted support that will promote a school-wide foundation of positive discipline, safe climate, academic success, and mental and emotional wellness by helping develop and sustain a caring school environment that promotes problem-solving skills and positive behavior support.

Muroc Joint Unified School District is 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, and maintains six school sites: Boron Junior/Senior High School (7-12); Desert Junior/Senior High School (7-12); West Boron Elementary School (TK-6); Bailey Elementary (TK-2nd); Branch Elementary School (3-6); and Lynch Learning Center (Adult Education). Muroc Joint Unified School District has always had challenges recruiting and retaining highly qualified teachers due to the remote location of the schools, neighboring school districts being geographically located closer to big cities, and the salary discrepancy between Muroc and neighboring school districts. A majority of our teachers commute from Lancaster, Palmdale, Tehachapi, Mojave, and California City. With the rise in inflation, more of our teachers are looking for employment with our neighboring school districts that provides a compensation increase. Muroc Joint Unified School District's Title 1 schools have been disproportionately affected. For the 2022-2023 school year, 18.75% of our Title 1 teachers are categorized as Ineffective. For the 2022-2023 school year, Muroc Joint Unified School District had the following breakdown regarding Teaching Assignment by Full-Time Equivalent: Cleared Credentialed Teachers=65.7%, Out-of-Field=22.5%, Intern=2.9%, and Ineffective 8.8%. Muroc Joint Unified School District has 2 times higher ineffective teachers than the State average. Muroc Joint Unified School District has double the amount of Interns than the State. According to research, high teacher turnover rates in schools negatively impact student achievement for all the students in a school, not just those in a new teacher's classroom. These rates are highest in schools serving low-income students and students of color. Constant churn exacerbates staffing difficulties that lead to shortages. Thus, students in these hard-to-staff schools disproportionately suffer the consequences of both turnover and shortages: substitute teachers, canceled classes, and inexperienced, underprepared teachers (Ronfeldt, Loeb, Whckoff, 2003). In order for Muroc to compete with the surrounding districts to recruit and retain highly qualified teachers, Muroc needs to maintain a more competitive salary schedule with the surrounding districts. School districts depend on supplemental and concentration funds which are based on the unduplicated count for low income, English Learners, and foster/homeless youth. Muroc JUSD unduplicated count is 30%, which does not qualify Muroc for concentration funds. Below is information comparing Muroc with the surrounding districts:

- The surrounding districts duplicated count are as follows: Mojave Unified (87%), Southern Kern Unified (83%), Antelope Valley Union School District (60%)
- The starting salary difference between Muroc and the surrounding district was: Mojave Unified (18% higher than Muroc), Southern Kern Unified (20% Higher than Muroc), Antelope Valley Union School District (16% higher than Muroc).
- The % of teachers who have left Muroc for another district are as follows: 2021 (7%), 2022 (10%), and 2023 (9%)
- Muroc: Clear Credentialed Teachers

#### 2022-2023 school year Teaching Assignment by Full-Time Equivalent (SIS)

Muroc:  
Clear Credentialed Teachers-65.7%  
Out-of-Field-22.5%  
Intern-2.9%  
Ineffective-8.8%

As compared to



## Kern:

Clear Credentialed Teachers-80.8%

Out-of-Field-2.8%

Intern-3.7%

Ineffective-6.4%

As compared to

## Statewide:

Clear Credentialed Teachers-85%

Out-of-Field-5%

Intern-1.4%

Ineffective-3.6%

## 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

## Intervention Teacher

- Goal 4: Action 1, which will provide an additional Intervention Teacher and allow the district to provide daily intensive Tier 3 ELA and Mathematics intervention to our unduplicated pupil population. While this action is a districtwide initiative and all students will benefit from this, we believe this initiative will assist with raising our

CAASPP ELA and Mathematics scores for our unduplicated pupil population.

## Social Worker

- Goal 4: Action 2, which will provide an additional Social Worker and allow the district to provide more targeted support that will promote a school-wide foundation of positive discipline, safe climate, academic success, and mental and emotional wellness by helping develop and sustain a caring school environment that promotes problem-solving skills and positive behavior support. While this action is a districtwide initiative and all students will benefit from this, we believe this initiative will assist with decreasing our chronic absenteeism rate for our unduplicated pupil population.



## Teacher Recruitment and Retention

- Goal 4: Action 3. increases the salary schedule for teachers to be competitive with surrounding school districts in Kern County. This action will assist with the retention of highly qualified teachers. Retention disparities can also result in differences in public education that leave select students behind. Low-income students tend to be particularly impacted by this disparity: A fall 2021 study conducted in Washington state schools indicated that teacher vacancies are substantially greater in high-poverty school districts. Given the drawbacks of high turnover, children in underprivileged school districts are more adversely affected than their counterparts in wealthier districts. This particular action will utilize the following metrics to measure effectiveness: Ineffective Teacher percentage, attendance rate for Back to School Night at West Boron Elementary, increasing school connectedness, and Back to School Orientation Attendance Rate for Boron Jr/Sr High School. The following metrics has been added to the Goal 4 Measuring and Reporting Results section.

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, 30.5% of the Muroc Joint Unified School District pupils qualify for the Free and Reduced Meal Plan, 1.1% are English Learners, and 0.3 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.

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

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

N/A

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:15	NA
Staff-to-student ratio of certificated staff providing direct services to students	1:12	NA

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,839,757.00				\$2,839,757.00	\$1,768,057.00	\$1,071,700.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development	English Learners Foster Youth Low Income	\$300,000.00				\$300,000.00
1	1.2	Supplemental Instructional Materials and Supplies	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
1	1.3	Personnel for Student Intervention	English Learners Foster Youth Low Income	\$175,000.00				\$175,000.00
1	1.4	Transportation for Intervention Programs	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
1	1.5	Digital Divide	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
1	1.6	Supplemental Online Academic Supports Programs	English Learners Foster Youth Low Income	\$95,000.00				\$95,000.00
1	1.7	Distance Learning Teachers	All	\$34,000.00				\$34,000.00
1	1.8	Supplemental Materials for English Language Learners	English Learners Foster Youth Low Income	\$0.00				\$0.00
1	1.9	English Learner Authorization and Crosscultural,	English Learners	\$500.00				\$500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Language, and Academic Development (CLAD)						
1	1.10	English Language Development Coach	English Learners	\$115,000.00				\$115,000.00
1	1.11	Education Technology Specialists	All	\$2,500.00				\$2,500.00
1	1.12	Credit Recovery	English Learners Foster Youth Low Income	\$135,000.00				\$135,000.00
1	1.13	Summer School	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
1	1.14	Designated Instruction and Services (DIS) speech and language summer school program	Students with Disabilities	\$5,000.00				\$5,000.00
1	1.15	Intervention Program	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
1	1.16	Special Education Collaboration	Students with Disabilities	\$114,983.00				\$114,983.00
1	1.17	Special Education Moderate/Severe Program	Students with Disabilities	\$150,000.00				\$150,000.00
2	2.1	School Nurse	All	\$0.00				\$0.00
2	2.2	MTSS Social Emotional Supports	English Learners Foster Youth Low Income	\$275,000.00				\$275,000.00
2	2.3	Professional Development and Implementation of a Multi-Tier Systems of Supports	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Parent Education Classes	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
2	2.5	Instructional Platform and Program	All	\$5,200.00				\$5,200.00
2	2.6	Enhanced Health and Safety	All	\$0.00				\$0.00
2	2.7	Summer School Mental Health Supports	English Learners Foster Youth Low Income	\$10,800.00				\$10,800.00
2	2.8	Engagement Task Forces	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
2	2.9	Attendance Secretary	English Learners Foster Youth Low Income	\$24,500.00				\$24,500.00
2	2.10	Engagement Surveys and Videos	All	\$1,000.00				\$1,000.00
2	2.11	Music Teacher	English Learners Foster Youth Low Income	\$75,000.00				\$75,000.00
3	3.1	Technology Media Lab	All	\$0.00				\$0.00
3	3.2	Air Frame and Power Plant CTE Course	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
3	3.3	Law Enforcement CTE Course	All	\$0.00				\$0.00
3	3.4	General Education Preschool	English Learners Foster Youth Low Income	\$150,000.00				\$150,000.00
3	3.5	Special Day Class Program for 7th – 12th	Students with Disabilities	\$115,000.00				\$115,000.00
3	3.6	Theater Arts CTE Program	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
3	3.7	Rocketry CTE Program	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.8	Construction Technology CTE Program	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
4	4.1	Intervention Teacher	English Learners Foster Youth Low Income	\$140,018.00				\$140,018.00
4	4.2	Social Worker	English Learners Foster Youth Low Income	\$136,256.00				\$136,256.00
4	4.3	Teacher Recruitment and Retention	English Learners Foster Youth Low Income	\$200,000.00				\$200,000.00

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
18728498	965372	5.15%	0.00%	5.15%	\$2,412,074.00	0.00%	12.88 %	<b>Total:</b>	\$2,412,074.00
								<b>LEA-wide Total:</b>	\$1,576,318.00
								<b>Limited Total:</b>	\$336,256.00
								<b>Schoolwide Total:</b>	\$499,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
1	1.2	Supplemental Instructional Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.3	Personnel for Student Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	
1	1.4	Transportation for Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.5	Digital Divide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.6	Supplemental Online Academic Supports Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,000.00	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Supplemental Materials for English Language Learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.9	English Learner Authorization and Crosscultural, Language, and Academic Development (CLAD)	Yes	LEA-wide	English Learners	All Schools	\$500.00	
1	1.10	English Language Development Coach	Yes	LEA-wide	English Learners	All Schools	\$115,000.00	
1	1.12	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,000.00	
1	1.13	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
1	1.15	Intervention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.2	MTSS Social Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275,000.00	
2	2.3	Professional Development and Implementation of a Multi-Tier Systems of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
2	2.4	Parent Education Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.7	Summer School Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,800.00	
2	2.8	Engagement Task Forces	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
2	2.9	Attendance Secretary	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Boron Jr/Sr High	\$24,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	School		
2	2.11	Music Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boron Jr/Sr High School	\$75,000.00	
3	3.2	Air Frame and Power Plant CTE Course	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Desert HS and Boron HS	\$100,000.00	
3	3.4	General Education Preschool	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
3	3.6	Theater Arts CTE Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Desert HS	\$100,000.00	
3	3.7	Rocketry CTE Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Desert HS	\$100,000.00	
3	3.8	Construction Technology CTE Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boron Jr/Sr High School	\$100,000.00	
4	4.1	Intervention Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$140,018.00	
4	4.2	Social Worker	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$136,256.00	
4	4.3	Teacher Recruitment and Retention	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$200,000.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$2,646,800.00	\$2,057,764.03

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	\$300,000.00	\$102,335.28
1	1.2	Supplemental Instructional Materials and Supplies	Yes	\$10,000.00	\$0.00
1	1.3	Personnel for Student Intervention	No	\$110,000.00	\$168,993.00
1	1.4	Transportation for Intervention Programs	Yes	\$25,000.00	\$8,812.00
1	1.5	Digital Divide	Yes	\$25,000.00	\$217,000.00
1	1.6	Supplemental Online Academic Supports Programs	Yes	\$95,000.00	\$82,528.00
1	1.7	Distance Learning Teachers	No	\$160,000.00	\$31,551.10
1	1.8	Supplemental Materials for English Language Learners	Yes	\$17,000.00	\$0.00
1	1.9	English Learner Authorization and Crosscultural, Language, and Academic Development (CLAD)	Yes	\$500.00	\$0.00
1	1.10	English Language Development Coach	Yes	\$115,000.00	\$125,981.85

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Education Technology Specialists	No	\$2,500.00	\$3,000.00
1	1.12	Credit Recovery	Yes	\$135,500.00	\$108,930.27
1	1.13	Summer School	Yes	\$30,000.00	\$13,112.40
1	1.14	Designated Instruction and Services (DIS) speech and language summer school program	No	\$5,000.00	\$2,800.00
1	1.15	Intervention Program	Yes	\$20,000.00	\$0.00
1	1.16	Special Education Collaboration	No	\$75,000.00	\$35,017.00
1	1.17	Special Education Moderate/Severe Program	No	\$150,000.00	\$287,407.00
2	2.1	School Nurse	No	\$80,000.00	\$109,733.27
2	2.2	MTSS Social Emotional Supports	Yes	\$275,000.00	\$332,314.00
2	2.3	Professional Development and Implementation of a Multi-Tier Systems of Supports	Yes	\$40,000.00	\$0.00
2	2.4	Parent Education Classes	Yes	\$5,000.00	\$6,000.00
2	2.5	Instructional Platform and Program	No	\$20,000.00	\$4,320.00
2	2.6	Enhanced Health and Safety	No	\$75,000.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Summer School Mental Health Supports	Yes	\$10,800.00	\$4,869.27
2	2.8	Engagement Task Forces	Yes	\$25,000.00	\$12,000.00
2	2.9	Attendance Secretary	Yes	\$24,500.00	\$13,819.53
2	2.10	Engagement Surveys and Videos	No	\$1,000.00	\$0.00
2	2.11	Music Teacher	Yes	\$75,000.00	\$69,627.06
3	3.1	Technology Media Lab	No	\$75,000.00	\$0.00
3	3.2	Air Frame and Power Plant CTE Course	Yes	\$100,000.00	\$173,691.00
3	3.3	Law Enforcement CTE Course	Yes	\$100,000.00	\$0.00
3	3.4	General Education Preschool	Yes	\$150,000.00	\$0.00
3	3.5	Special Day Class Program for 7th – 12th	No	\$115,000.00	\$60,000.00
3	3.6	Theater Arts CTE Program	Yes	\$100,000.00	\$83,922.00
3	3.7	Rocketry CTE Program	Yes	\$100,000.00	\$0.00

**2022-23 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
939681	\$1,778,300.00	\$1,354,942.66	\$423,357.34	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	\$300,000.00	\$102,335.28		
1	1.2	Supplemental Instructional Materials and Supplies	Yes	\$10,000.00	\$0.00		
1	1.4	Transportation for Intervention Programs	Yes	\$25,000.00	\$8,812.00		
1	1.5	Digital Divide	Yes	\$25,000.00	\$217,000.00		
1	1.6	Supplemental Online Academic Supports Programs	Yes	\$95,000.00	\$82,528.00		
1	1.8	Supplemental Materials for English Language Learners	Yes	\$17,000.00	\$0.00		
1	1.9	English Learner Authorization and Crosscultural, Language, and Academic Development (CLAD)	Yes	\$500.00	\$0.00		
1	1.10	English Language Development Coach	Yes	\$115,000.00	\$125,981.85		
1	1.12	Credit Recovery	Yes	\$135,500.00	\$108,930.27		
1	1.13	Summer School	Yes	\$30,000.00	\$13,112.40		
1	1.15	Intervention Program	Yes	\$20,000.00	\$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	MTSS Social Emotional Supports	Yes	\$275,000.00	\$332,314.00		
2	2.3	Professional Development and Implementation of a Multi-Tier Systems of Supports	Yes	\$40,000.00	\$0.00		
2	2.4	Parent Education Classes	Yes	\$5,000.00	\$6,000.00		
2	2.7	Summer School Mental Health Supports	Yes	\$10,800.00	\$4,869.27		
2	2.8	Engagement Task Forces	Yes	\$25,000.00	\$12,000.00		
2	2.9	Attendance Secretary	Yes	\$24,500.00	\$13,819.53		
2	2.11	Music Teacher	Yes	\$75,000.00	\$69,627.06		
3	3.2	Air Frame and Power Plant CTE Course	Yes	\$100,000.00	\$173,691.00		
3	3.3	Law Enforcement CTE Course	Yes	\$100,000.00	\$0.00		
3	3.4	General Education Preschool	Yes	\$150,000.00	\$0.00		
3	3.6	Theater Arts CTE Program	Yes	\$100,000.00	\$83,922.00		
3	3.7	Rocketry CTE Program	Yes	\$100,000.00	\$0.00		



**2022-23 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
17338096	939681	.07	5.49%	\$1,354,942.66	0.00%	7.81%	\$0.00	0.00%

# Instructions

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[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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



## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:



An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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