



LCFF Budget Overview for Parents

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

CDS Code: 15636850000000

School Year: 2024-25

LEA contact information:

Kevin Cordes

Superintendent

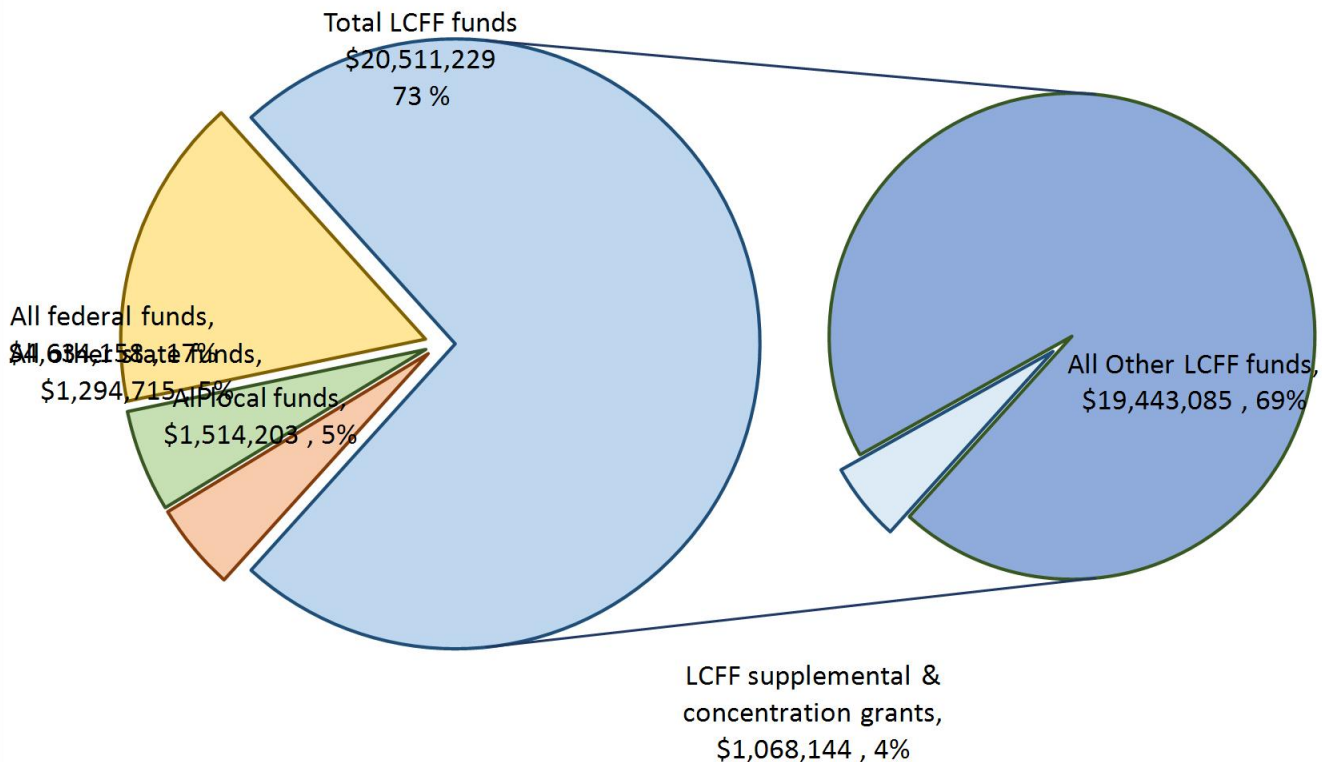
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

Projected Revenue by Fund Source

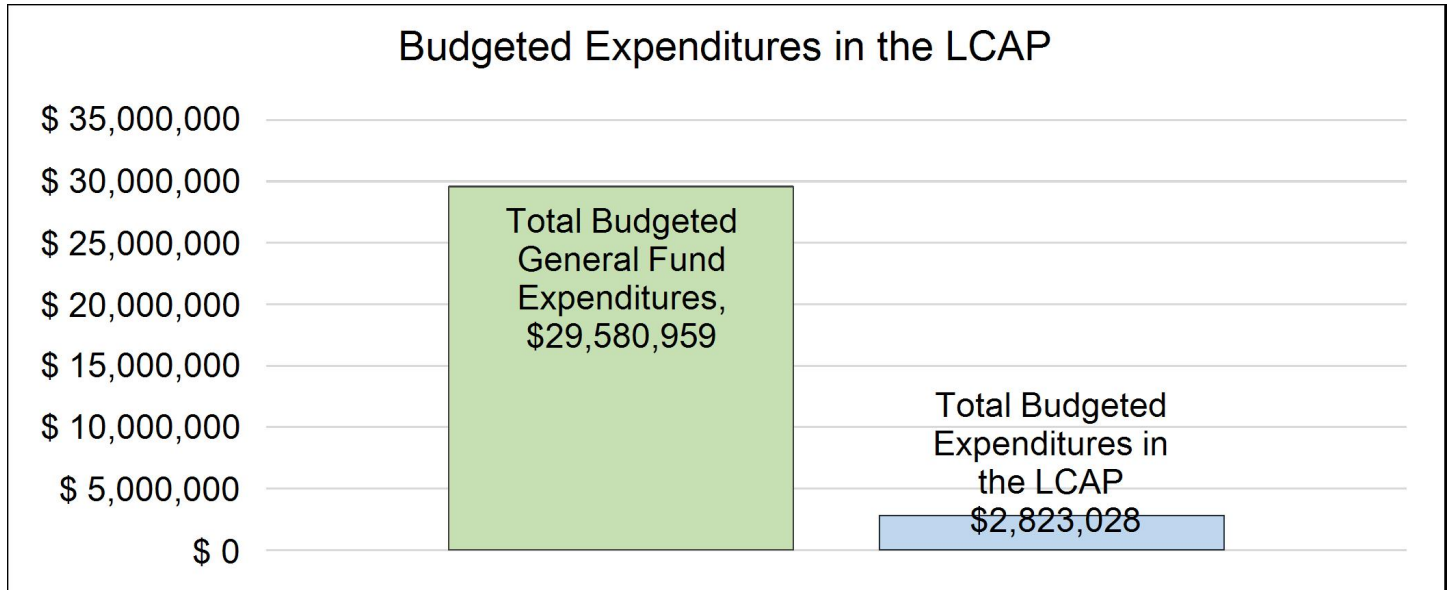


This chart shows the total general purpose revenue Muroc Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Muroc Joint Unified School District is \$27,954,304.78, of which \$20511229 is Local Control Funding Formula (LCFF), \$1294715 is other state funds, \$1514203 is local funds, and \$4634157.78 is federal funds. Of the \$20511229 in LCFF Funds, \$1068144 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 2024-25. 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 \$29580959 for the 2024-25 school year. Of that amount, \$2823028 is tied to actions/services in the LCAP and \$26,757,931 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

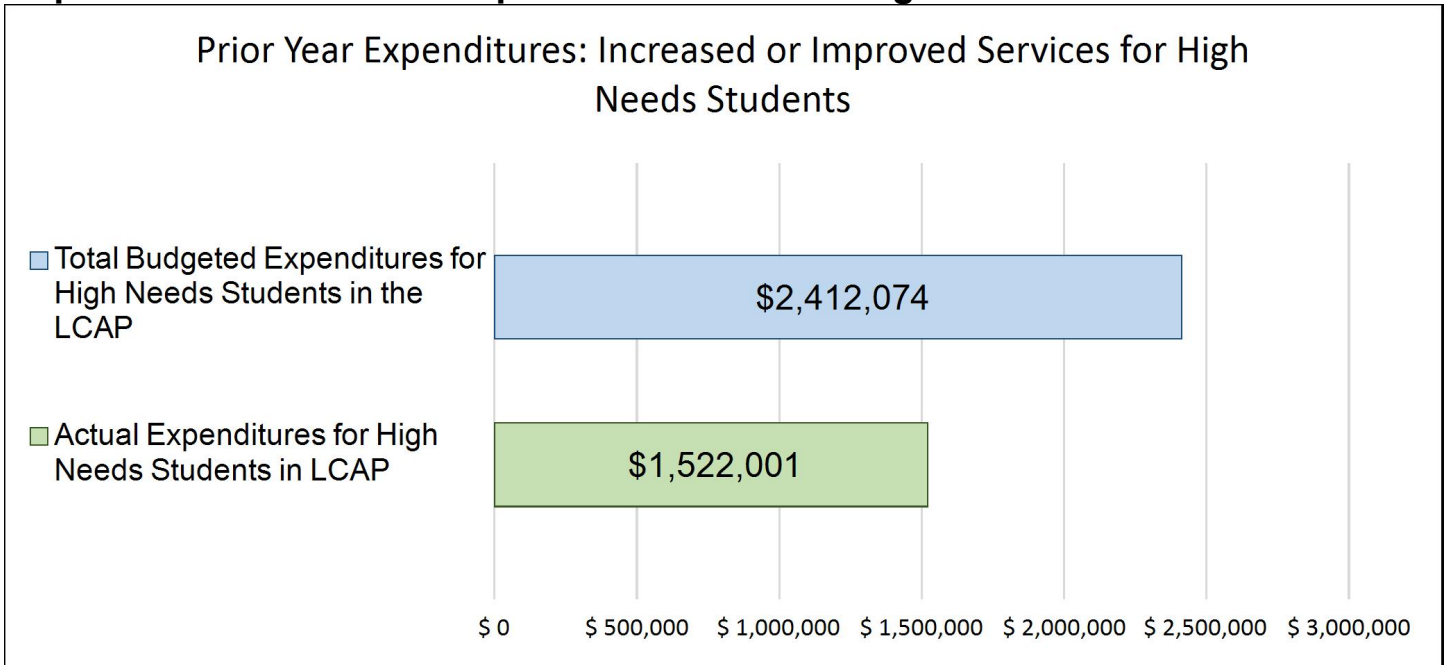
Expenditures required to meet the base minimum instruction and the facilities to house it as well as general support staff and services.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Muroc Joint Unified School District is projecting it will receive \$1068144 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 \$1612528 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Muroc Joint Unified School District's LCAP budgeted \$2412074 for planned actions to increase or improve services for high needs students. Muroc Joint Unified School District actually spent \$1522001 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$890,073 had the following impact on Muroc Joint Unified School District's ability to increase or improve services for high needs students:

Changes in identified need or alternate categorical funding sources were used since the district receives insufficient supplemental funds to perform the needed actions.



2023–24 Local Control and Accountability Plan Annual Update

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

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

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A - Monitoring Teachers Fully Credentialed and Appropriately Assigned	Using CalPads (report 4.3) Staff Teaching Assignments and SARC reports, Muroc has 86% of teachers that are fully credentialed and appropriately assigned.	From DataQuest 2020-21 Teaching Assignment Monitoring Outcomes 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.	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:	2023-2024 school year Teaching Assignment by Full-Time Equivalent (SIS) Muroc: Clear Credentialed Teachers-77% Out-of-Field-2.4% Intern-8.7% Ineffective-9.6%	Using CalPads (report 4.3) Staff Teaching Assignments and SARC reports, Muroc will have 100% of teachers that are fully credentialed and appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Clear Credentialed Teachers-85% Out-of-Field-5% Intern-1.4% Ineffective-3.6%		
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)	100% of students having access to Standards-Aligned Materials. (SIS, 2023-2024)	Using local SIS data and SARC reports we will maintain base of 100% of students having access to Standards-Aligned Material.
Priority 2A- Implementation of state board adopted academic content and performance standards for all students	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)	100% of students having access to Standards-Aligned Material. (SIS, 2023-2024)	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	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)	For the 2023-2024 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELD support aligned to the ELD Standards.				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) Socio-economically disadvantaged (-74) White (-25)(30.09% met or exceeded standards) Students with Disabilities (-122.9)(3.95% met or exceeded standards) EL: 30.64% met or exceeded standard SED: 14.69% met or exceeded standard	Math: All Students (21.62% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (8.42% met or exceeded standards) Students with Disabilities (4.17% met or exceeded standards) (Kern Integrated Data System, SIS, 2020-2021) 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) ELA:	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)	Math: All Students (-86.5 points below standard) (20.44% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (-137.9 points below standard) (6.71% met or exceeded standards) Students with Disabilities (-172.5 points below standard) (7.19% met or exceeded standards) Black or African American (-141.4 points below standard) (8.06% met or exceeded standards) Hispanic (-101.3 points below standard) (16.26%	Using the CA Dashboard CAASPP Mathematics Data Distance from Standard, decrease by a minimum of 10 points for each student group All Students (-31)(50%) English Language Learners (-81.5) (25%) Hispanic (-38.3)(50%) Socio-economically disadvantaged (-64) White (-15)(20%) Students with Disabilities (-112.9)(10%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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: 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>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) (Kern Integrated Data System, SIS, 2021-2022, 2022 CA Dashboard)</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%</p>	<p>met or exceeded standards) White (-77.1 points below standard) (24.09% met or exceeded standards) Two or more races (-101.9 points below standard) (20.97% met or exceeded standards) (2023 CA Dashboard)</p> <p>ELA: All Students (-55.6 points below standard) (29.96% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (-102.5 points below standard) (13.78% met or exceeded standards) Students with Disabilities (-137.9 points below standard) (11.04% met or exceeded standards)</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>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) (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</p>	<p>Black or African American (-110.2 points below standard)(26.23% met or exceeded standards) Hispanic (-70.5 points below standard) (23% met or exceeded standards) White (-51.2 points below standard) (33.54% met or exceeded standards) Two or more races (-60.2 points below standard)(31.75% met or exceeded standards) (2023 CA Dashboard)</p> <p>CAST: All students (21.69% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (8.2% met or exceeded standards) Students with Disabilities (9.84% met or exceeded standards)</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(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) (Kern Integrated Data System, SIS, 2021-2022)	Black or African American (9.68% met or exceeded standards) Hispanic (11.68% met or exceeded standards) White (30.72% met or exceeded standards) Two or more races (25.58% met or exceeded standards) (2023 CA Dashboard)	
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 in 2022-2023, the A-G completion rate for was 24.5% 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 2023 Ca School Dashboard and Local SIS system only 0.0% of students from Muroc completed a CTE course sequence.	Using the 2020 Ca School Dashboard and Local SIS system will increase to at least 20% of students from Muroc completing a CTE course sequence.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 2023 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% Level 2- 5.3% Level 3- 0% Level 4- 57.9%	2020/2021 ELPAC, Muroc had the following % of EL's make progress towards English Proficiency. Level 1- 8% Level 2- 42% Level 3- 25% Level 4- 25%	2021/2022 ELPAC Summative, Muroc had the following % of EL's make progress towards English Proficiency. Level 1- 13.89% Level 2- 38.89% Level 3- 8.33% Level 4- 38.89% CA dashboard showed 75% making progress towards English Language proficiency	2022/2023 ELPAC Summative, Muroc had the following % of EL's make progress towards English Proficiency. Level 1- 0.0% Level 2- 0.0% Level 3- 26.92% Level 4- 73.08% CA dashboard showed 100% making progress towards English Language proficiency	As measured by ELPAC, Muroc will increase a minimum of 5% of EL's making progress towards English Proficiency. Level 4 will be the metric that will be used to measure this progress. Level 4- 72.9%
Priority 4F – English Learner Reclassification Rate	Using local SIS data, Muroc had an English Learner Reclassification Rate of 58% in 2020.	42.31% (Kern Integrated Data System, SIS, 2020-2021)	6.62% (Kern Integrated Data System, using new state calculation, 2021-2022)	31.91% (Kern Integrated Data System, using new state calculation, 2022-2023)	Using local SIS data, Muroc will increase the English Learner Reclassification Rate to 75%.
Priority 4G – % of pupils who pass AP	Using local SIS data, Muroc in 2020, 76% of students who took an	12.6% (Kern Integrated Data	36% (College Board Data, 2021-2022)	31% (College Board Data, 2022-2023)	Using local SIS data Increase the percentage of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
exams with a score of 3 or higher	Advanced Placement exam scored a 3 or higher.	System, SIS, 2021-2022)			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.	Using SIS data, 16 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 College Board Data, Muroc in 2023, 44% of students attempted the AP Exam.	Using local SIS data, 90% of students will attempt the AP Exam.

Goal Analysis

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

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

Listed below is an itemized description of any substantive differences in planned actions and actual implementation of these actions for the 2023-2024 school year:

- **Action 1, Professional Development:** Originally, our strategy involved providing professional development to teachers across multiple domains to enhance their teaching skills and adaptability in a variety of educational areas. However, after careful evaluation of student performance and engagement metrics, it became evident that a more targeted approach was necessary. The district utilized feedback from the teachers regarding the focus of our professional development. We also observed that schools implementing AVID (Advancement Via Individual Determination) strategies showed significantly improved student outcomes, particularly in terms of college readiness and critical thinking skills. As a result, we prioritized the implementation of the AVID program. This decision was driven by the evidence supporting AVID's effectiveness in fostering an engaging, rigorous, and student-centered learning environment. By concentrating our resources on AVID training, we aim to equip our educators not only with

specific strategies to support underrepresented students but also to enhance overall instructional quality. This strategic pivot ensures that our professional development efforts are directly aligned with proven practices that increase student success and equity in education.

- Action 2, Supplemental Instructional Materials and Supplies: Our initial plan to enhance literacy support through the purchase of additional English Language Arts (ELA) intervention materials has encountered a temporary slowdown due to a sufficient supply of intervention material. This action was partially implemented this year as planned.
- Action 3, Personnel for Student Intervention: In our Local Control and Accountability Plan (LCAP), the initial strategy outlined was to hire two credentialed teachers and provide two instructional aides for English Language Arts (ELA) intervention. However, the actual implementation by Muroc Joint Unified School District has adapted to better meet the needs of our students. Understanding the critical importance of intensive intervention, the district decided to exceed its original plan by hiring three credentialed teachers, appointing one teacher to each of our elementary school sites. This decision ensures that we can offer the most intensive and tailored intervention possible, addressing the unique needs of students at each location.
- Action 4, Transportation for intervention programs: In our original Local Control and Accountability Plan (LCAP), we aimed to provide transportation for students attending our after-school intervention program. However, due to challenges in staffing an after-school credentialed intervention teacher, this transportation service became unnecessary. In response, the district redirected its efforts and resources toward enhancing the English Language Arts (ELA) intervention program during regular school hours. We expanded our approach by increasing the number of credentialed teachers dedicated to the ELA intervention from two to three, ensuring one highly qualified teacher at each elementary school site. This shift allowed us to provide a more concentrated and effective intervention program during the school day, where we could reach students more consistently and impactfully. By focusing on enhancing the quality and reach of our in-school intervention, we have been able to better meet the academic needs of our students and improve our instructional outcomes.
- Action 5, Digital Divide: In our Local Control and Accountability Plan (LCAP), we committed to achieving a 1:1 ratio of Chromebooks to students to ensure that every student has direct access to digital learning tools. We are pleased to announce that this objective has been successfully met. With the primary goal accomplished, the funding originally allocated for this purpose was efficiently redirected. It was used to update and replace end-of-life Chromebooks, thereby maintaining the integrity and functionality of our digital infrastructure. This strategic reallocation of resources ensures that our technology remains current and continues to support the educational needs of our students effectively.
- Action 6, Supplemental online academic supports programs: In our Local Control and Accountability Plan (LCAP), we outlined a specific initiative aimed at enhancing support for students requiring additional assistance in English Language Arts (ELA). This initiative involved the purchase of supplemental online academic supports to bolster our ELA programs. This action has been fully implemented. The new online resources have been integrated into our curriculum, providing targeted support that is accessible and engaging for students. These tools are designed to cater to diverse learning needs, ensuring personalized assistance that helps each student improve their ELA skills effectively.
- Action 7, Distance Learning Teachers: In our Local Control and Accountability Plan (LCAP), we initially planned to hire two additional credentialed teachers to support distance learning. This action was in response to the increased need for remote instruction options during unprecedented times. However, with the significant shift back to in person instruction, where over 99% of our student population returned to classroom settings, the demand for dedicated distance learning teachers diminished. Consequently, the need for hiring two new distance learning positions was reassessed. For the small number of students who continue on long-term independent study due to extenuating circumstances, we have opted to utilize prep buyouts for preexisting

teachers. This approach allows us to efficiently leverage the expertise and availability of our current faculty to meet the needs of these students without the need for additional hires. This adjustment ensures that all students receive the necessary support while maintaining fiscal responsibility and maximizing the use of our existing resources.

- Action 8, Supplemental materials for English Learners: In our Local Control and Accountability Plan (LCAP), we initially intended to provide our English Language Learners with a subscription to Rosetta Stone to support language acquisition. However, after careful consideration and review of available educational tools, the district decided to pivot to utilizing Lexia, a different program that we determined to be more targeted and effective for our students' specific learning needs. This strategic shift was facilitated by the fact that a subscription to Lexia had already been secured under Action 1.6 of our LCAP. Lexia offers a comprehensive, research-based approach that better aligns with our educational objectives and provides robust data tracking and personalized learning paths for students.
- 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 but one of our teacher with English Language Learners on their class roster have already attained a CLAD credential. One teacher needed to take the required classes to obtain a CLAD certification. This action was implemented.
- Action 10, English Language Coach: In our Local Control and Accountability Plan (LCAP), we set forth a committed initiative to provide English Language Learners (ELLs) with additional, individualized intensive support. A key component of this plan was the assignment of a dedicated ELD (English Language Development) Coach for all English Language Learners. This strategic move was designed to directly enhance the educational experience and outcomes of these students. The ELD Coach plays a multifaceted role, working closely with students, teachers, and administration to ensure that the individual needs and accommodations of each ELL are met effectively. This intensive, personalized approach facilitates targeted instructional strategies and support, helping to bridge any gaps in comprehension and performance. The coach also serves as a resource for teachers, offering professional development and guidance on best practices for ELD instruction, and collaborates with administrators to continually assess and refine the program. Through this action, we are ensuring that our English Language Learners receive the focused attention and support necessary to thrive academically and linguistically in our schools, thereby fulfilling our commitment to elevate the educational experience for all students. This action was fully implemented as intended.
- Action 11, Education technology specialists: In our Local Control and Accountability Plan (LCAP), we originally proposed the addition of two education technology specialists to enhance support for integrating technology into classroom settings. However, for the current year, the district has adjusted this plan and has employed just one technology specialist. This change was made possible due to the district's strategic decision to embed technology training directly into our existing professional development days and during collaborative team meetings. By incorporating these trainings into the regular professional development framework, we have been able to extend technology integration support across all staff more efficiently. This approach not only ensures that all teachers receive consistent and comprehensive training but also optimizes the use of district resources by reducing the need for multiple dedicated positions. As a result, the single education technology specialist is able to focus on providing more targeted, in-depth support where needed, while the broader training needs are met through scheduled professional development activities. This integrated approach helps maintain our commitment to enhancing educational technology use in the classroom while adapting resource allocation to meet our current capabilities and needs.
- Action 12, Credit Recovery: In our Local Control and Accountability Plan (LCAP), we identified the need to bolster support for our unduplicated pupil population, particularly in addressing challenges related to credit recovery. To meet this need, the district planned to allocate an additional credentialed teacher dedicated to supporting students in their efforts to recover credits and stay on track for

graduation. This strategic initiative has been fully implemented and is deemed a success. The additional support has had a tangible impact, significantly contributing to an increase in our graduation rates. The targeted assistance provided by this credentialed teacher has enabled students who were previously at risk of not meeting graduation requirements to successfully recover the necessary credits, thereby improving their educational outcomes.

- Action 13, Summer School: In our Local Control and Accountability Plan (LCAP), we outlined a plan to address learning loss through a targeted summer school program, initially hosted at a single school site. This program was designed to provide focused intervention for students who experienced educational disruptions, helping them to catch up and reinforce key skills. Due to increased interest and the recognized success of this initiative, we have expanded the summer school sessions to now include two elementary school sites. This expansion allows us to offer a more robust and individualized intervention program. By doubling the number of available locations, we are able to improve the student-to-teacher ratio significantly. This enhancement ensures that each student receives more personalized attention and support, which is crucial for addressing specific learning gaps effectively.
- Action 14, Designated instruction services (DIS) speech and language summer school program: In our Local Control and Accountability Plan (LCAP), we committed to enhancing support for students with disabilities who do not qualify for the extended school year but attend our targeted summer school program. Specifically, we planned to provide extended speech and language services to address their unique needs. Initially, this program was offered at one school site. However, recognizing the growing interest and need for such specialized services, we have decided to expand the program to two elementary school sites starting this year. This expansion allows us to deliver a more robust and individualized service to our students. By doubling the availability of locations, we significantly improve accessibility and can ensure that more students benefit from specialized speech and language support. This strategic enhancement is a direct response to community feedback and our ongoing assessment of student needs, ensuring that we continue to provide critical support effectively and equitably. This initiative underscores our commitment to fostering an inclusive learning environment that addresses the diverse needs of all students, particularly those requiring specialized interventions.
- Action 15, Intervention Program: In our Local Control and Accountability Plan (LCAP), we initially aimed to offer after-school academic intervention to support students in both English Language Arts (ELA) and mathematics. However, our efforts to hire a credentialed teacher for this specific role encountered challenges, and we were unable to fill the position. In response to this staffing issue, we pivoted our strategy to focus on strengthening our intervention program during regular school hours instead. By integrating targeted ELA support into the school day, we were able to ensure that all students in need could access the necessary academic assistance without the dependency on after-school availability. As a result of these adjustments, the original plan to implement an after-school academic intervention program was not executed. Instead, we directed our resources and efforts toward enhancing a robust, school-hour-based intervention program, effectively meeting the needs of our students within the existing educational structure. This modification allowed us to maintain our commitment to supporting student learning and achievement in the core academic areas.
- Action 16, Special Education Collaboration: In our Local Control and Accountability Plan (LCAP), we planned to enhance the training provided to Special Education support staff by compensating them for their participation in training sessions. Recognizing the importance of this professional development, the district took a significant step by extending all part-time paraprofessionals to a 6.25-hour position. This adjustment enabled them to participate in collaboration time, which is critical for their professional growth and the support they provide to students. We have successfully implemented this planned action. Comprehensive training sessions for the paraprofessionals are now conducted, led by Board Certified Behavior Analysts (BCBAs). This training focuses on strategies

that improve classroom management, behavioral interventions, and tailored instructional techniques that meet the diverse needs of our Special Education students.

- Action 17, Special Education Moderate/Severe Program: In our Local Control and Accountability Plan (LCAP), we outlined a strategic initiative to create a Special Education noncategorical moderate to severe program, aimed at enhancing educational and support services for students with significant needs. The district has successfully established two distinct programs to better cater to the diverse needs of our students across different age groups. The first program serves transitional kindergarteners through 6th-grade students. This program is designed to provide foundational skills and support, fostering early educational development and behavioral management in a structured environment tailored to each student's needs. The second program is tailored for students from 7th grade to 12th grade. This program places a strong emphasis on transition planning to adulthood, focusing on life skills, vocational training, and academic instruction that are crucial for helping students become more independent and prepared for life post-graduation.

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 2023-2024 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 2023-2024 LCAP Goal 1 was \$1,236,983.00. The estimated actual expenditures for the 2023-2024 LCAP Goal 1 was \$642,701.00. This is a difference of \$594,282.00. 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 0\$ as other funds were used to for this action.
- 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 \$175,000 for this particular action. The actual expenditure for this particular action item is \$195,265.00. The discrepancy was due to hiring two credentialed intervention teachers and the salary and benefit costs.
- Action 4, Transportation for intervention programs: The district budgeted \$25,000.00. The actual expenditure for this particular action is \$0 as the action was not implemented as planned.
- Action 5, Digital Divide: The district budgeted \$25,000 for this particular action. The actual expenditure for this particular action is \$25,000.00.
- Action 6, Supplemental Online Academic Supports Programs: The district budgeted \$95,000.00. The actual expenditure for this particular action item is \$25,487.00. The discrepancy is due to the costs was used to maintain the programs compared to initial purchase.

- Action 7, Distance Learning Teachers: The district budgeted \$34,000.00 for this particular action. The actual expenditure for this particular action item is \$0. 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 \$0 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 \$2,270.00. The discrepancy is due to the higher costs needed to have a teacher obtain the CLAD.
- Action 10, English Language Development Coach: The district budgeted \$115,000.00. The actual expenditure for this particular action item is \$137,804.00. The discrepancy is due to negotiated raises and higher costs of benefits.
- Action 11, Education Technology Specialists: The district budgeted \$2,500.00. The actual expenditure for this particular action item is \$2,500.
- Action 12, Credit Recovery: The district budgeted \$135,000.00. The actual expenditure for this particular action item is \$110,370.00. The discrepancy is due to the salary of the teacher for credit recovery.
- Action 13, Summer School: The district budgeted \$30,000.00. The actual expenditure for this particular action item is \$0. Other funding was used for this action item.
- Action 14, Designated Instruction and Services (DIS) Speech and Language Summer School Program: The district budgeted \$5,000.00. The actual expenditure for this particular action item is \$0. Other funding was used for this action item.
- 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 \$114,983.00 for this particular action. The actual expenditure for this particular action item is \$70,793.00.
- 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 \$75,482.00. The discrepancy was due to the salary difference for the teacher.

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

- Action 1: Our professional development action item in the LCAP has proven effective, as evidenced by positive teacher feedback collected through surveys. Educators have consistently reported that the training sessions are valuable, relevant, and directly applicable to their classroom practices. This feedback underscores the success of our professional development initiatives in enhancing teaching quality and improving student outcomes. Moving forward, the district will utilize professional development feedback surveys to assess the effectiveness of this particular action.
- Action 2: In our Local Control and Accountability Plan (LCAP), we outlined an initiative to boost literacy support by acquiring additional English Language Arts (ELA) intervention materials. While this plan remains a priority, its implementation has experienced a temporary slowdown. The main constraint halting progress is that our district has reached its current capacity regarding

intervention staffing. This action item is deemed partially effective due to our interventionists having a sufficient supply of intervention curriculum. This Action is deemed partially effective when referencing Priority 1B and Priority 2A where 100% of students having access to Standards-Aligned Material.

- Action 3: This action can be seen as ineffective when reviewing the current metrics assigned to Action 3. However, when reviewing local data (DIBELS), we have observed an impressive average increase of 107 points in the composite scores of students participating in the intervention programs. This significant improvement in student literacy demonstrates the value of our adjusted approach, affirming our commitment to making strategic decisions that directly benefit our students' educational experiences and outcomes. We will be making changes to the metrics moving forward.
- Action 4: As the after-school program was not staffed, and thus the transportation service for it became unnecessary, the original action concerning the provision of transportation for the after-school intervention was deemed ineffective.
- Action 5: This action is deemed effective. The district has a 1:1 ratio of Chromebooks to students.
- Action 6: In our Local Control and Accountability Plan (LCAP), we focused on enhancing support for students who require additional assistance in English Language Arts (ELA). This initiative, aimed at bolstering our ELA programs, involved the purchase and implementation of supplemental online academic supports. These resources have now been fully integrated into our curriculum, providing targeted and accessible support that is both engaging and effective for our students. The effectiveness of this action has been evaluated by examining the rate of English Language Learner (ELL) that are reclassified within our district, which stands at 32% and 100% are making progress towards English language proficiency. This rate is notably higher than the state average, demonstrating the positive impact of our targeted interventions on students' ELA proficiency. The integration of these online tools has allowed us to offer personalized assistance that caters to the diverse learning needs of our students, ensuring that each one has the opportunity to improve their skills in English Language Arts.
- Action 7: The plan to hire two additional teachers for this purpose was reassessed and ultimately deemed unnecessary. As a result, this action was considered ineffective in the context of our current educational environment and needs.
- Action 8: The district transitioned from Rosetta Stone to Lexia to better support our English Language Learners. This strategic shift, facilitated by existing resources under Action 1.6, has proven effective, evidenced by a 32% reclassification rate. Lexia's targeted interventions and data-driven approach have significantly enhanced our students' language acquisition and aligned with our educational goals.
- Action 9: In our Local Control and Accountability Plan (LCAP), we have ensured that all teachers with English Language Learners in their classrooms are CLAD certified. This certification is crucial for providing appropriate and effective instruction tailored to the needs of these students. The implementation of this action is deemed effective which is supported by our English Language Learner reclassification rate of 32% and 100% are making progress towards English language proficiency.
- Action 10: This strategic action was fully implemented as planned and is deemed highly effective, a success underscored by our English Language Learner reclassification rate of 32% and 100% are making progress towards English language proficiency. Through this initiative, we are fulfilling our commitment to enhance the educational journey of our ELL students, ensuring they receive the necessary support to thrive academically and linguistically within our schools.
- Action 11: In our initial Local Control and Accountability Plan (LCAP), we proposed adding two education technology specialists to bolster support for integrating technology into classroom settings. However, over the current year, the district reassessed and adjusted this plan, ultimately deciding to hire only one technology specialist. This change was facilitated by the district's strategic decision to embed technology training directly into our existing professional development days and during collaborative team meetings. Integrating these trainings into the established professional development framework has allowed us to extend technology

integration support more efficiently across all staff. This approach ensures that all teachers receive consistent and comprehensive training and optimizes the use of district resources by reducing the need for multiple dedicated positions. Consequently, the single education technology specialist can focus on providing more targeted, in-depth support where it is most needed, while the broader training needs of the faculty are met through scheduled professional development activities. This integrated approach maintains our commitment to enhancing the use of educational technology in the classroom while adapting our resource allocation to meet our current capabilities and needs. Although the action to hire two specialists was not fully implemented, and thus the original goal was not met, this adaptation reflects our ongoing evaluation and strategic adjustment of plans to better serve our educational community. Therefore, we consider the initial action of hiring two technology specialists as ineffective in its original form but effective in its revised capacity to meet the district's evolving needs.

- Action 12: This action item has proven to be highly effective, as evidenced by our impressive district graduation rate of 92.5%. More notably, the graduation rate at Boron Jr/Sr High School has reached 89%, surpassing the California state average. This achievement underscores the effectiveness of our targeted approach in supporting at risk students and highlights our commitment to ensuring that all students have the opportunity to succeed and graduate.
- Action 13: This action can be seen as ineffective when reviewing the current metrics assigned to Action 13. However, when reviewing enrollment numbers for summer school, we have seen a 19% growth from year to year. Furthermore, the program has demonstrated its accessibility and impact on underserved populations, with 38% of the participants benefiting from the Free or Reduced Lunch program. When reviewing local data (DIBELS), we have observed an impressive average increase of 107 points in the composite scores of students participating in the intervention programs. These metrics not only underscore the effectiveness of our expanded summer school program but also highlight our commitment to supporting all students, particularly those most in need of additional academic assistance.
- Action 14: This action can be seen as ineffective when reviewing the current metrics assigned to Action 14. The effectiveness of this action is evidenced by improvements in Indicator 5a—least restrictive environment Regular Class 80% or more—where we have seen a 6% improvement. This progress indicates that our efforts are successfully contributing to a more inclusive educational setting, affirming the value of expanding our DIS speech and language summer program.
- Action 15: This action is deemed ineffective because the district was unable to implement the initially intended after-school academic intervention program.
- Action 16: Action 16 may appear ineffective based on current metrics. However, the positive outcomes detailed in the Muroc Joint Unified School District 2022-2023 Targeted Review Data tell a different story. Specifically, we met the target for suspension rate of students with disabilities, highlighting the impact of improved training and support for our staff on student behavior and disciplinary measures.
- Action 17: This action can be seen as ineffective when reviewing the current metrics assigned to Action 17. However, Muroc has been able to retain all students within our own programs, without the need to send any students to outside programs such as those provided by the Kern County Superintendent of Schools (KCSOS), neighboring districts, or Nonpublic Schools. By developing and implementing these tailored programs, we have not only enhanced the inclusivity and reach of our special education services but also affirmed our commitment to providing high-quality, specialized education within our own district facilities. Muroc Joint Unified School District will monitor effectiveness moving forward by looking at the total amount of special education referrals to outside agencies.

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.

Actions moving forward unchanged in the 2024-2027 LCAP cycle will be: Action 2, Action 5, Action 10, Action 13, Action 16, Action 17

Actions that will be changed in the 2024-2027 LCAP cycle will be:

- Action 1: Action 1 moving forward in the 2024-2027 LCAP with PD feedback surveys being added as a metric to monitor effectiveness.
- Action 2: Action 2 moving forward in the 2024-2027 LCAP due to the program expanding and the district having to repurchase consumables for Leveled Literacy Intervention.
- Action 3: In regards to our ELA intervention action item, we will use the DIBELS progress monitoring tool as an additional metric to evaluate the effectiveness of our ELA intervention.
- Action 4: We will discontinue Action 4 to focus resources on enhancing in-school ELA intervention.
- Action 6: In regards to the Supplemental Online Academic Supports Programs, the district will look to add ELL reclassification rate as a metric to monitor for effectiveness.
- Action 7: We will discontinue Action 7
- Action 8: Action 8 moving forward in the 2024-2027 LCAP with ELL reclassification rate being added as a metric to monitor effectiveness.
- Action 9: We will discontinue Action 9
- Action 11: We will continue Action 11, but reduce the addition from two education technology specialists to one.
- Action 12: Action 12 moving forward in the 2024-2027 LCAP with graduation rate being added as a metric to monitor effectiveness.
- Action 13: Action 13 moving forward in the 2024-2027 LCAP with Dibels progress monitoring being added as a metric to monitor effectiveness.
- Action 14: Action 14 moving forward in the 2024-2027 LCAP with Indicator 5a being added as a metric to monitor effectiveness.
- Action 15: We will discontinue Action 15
- Action 16: Action 16 moving forward in the 2024-2027 LCAP with the Targeted Review Data for suspension being added as a metric to monitor effectiveness.
- Action 17: Action 17 moving forward in the 2024-2027 LCAP. Muroc Joint Unified School District will monitor effectiveness moving forward by looking at the total amount of special education referrals to outside agencies.

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.

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)	Branch Elementary: 96.24% Desert Jr/Sr High School: 95.79% West Boron Elementary: 85.98% Boron Jr/Sr High School: 88.02% Bailey Elementary: 96.41% (Facility Inspection Tool 2023-2024)	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 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	in 2023-2024, <1% of parents participated in responding back to district survey	Using Local Surveys, Muroc will increase to 50% parent participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	in responding back to district surveys.				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 delivered to unduplicated students and families.	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)	100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families. (2023-2024 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 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)	100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families. (2023-2024 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)	Muroc has an 91.05% attendance rate (2023-2024 Kern Integrated Data System, SIS)	Using Local data from SIS system, Muroc will increase the attendance rate and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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%	2023 CA Dashboard shows All students 33.0% English Learners 54.5% Socioeconomically Disadvantaged 55.6%	Using CA Dashboard data, Muroc will reduce the Chronically Absent student data by 1.5% every year with the goal reaching 10% or lower.
Priority 5C – Middle School Dropout rate	Using CALPADS End of Year Report 2019-2020 = 0% was reported for Middle School Dropout Rate.	0% for Middle School Dropout Rate. (2021-2022 Kern Integrated Data System, SIS)	0% for Middle School Dropout Rate. (2022-2023 Kern Integrated Data System, SIS)	0% for Middle School Dropout Rate. (2023-2024 Kern Integrated Data System, SIS)	Using CALPADS End of Year reports, Muroc will maintain baseline of 0% for Middle School Dropout Rate.
Priority 5D – High School Drop Out Rate	Using Local 2020 data from SIS system, Muroc had a High School Drop Out Rate of 1.5%	High School Drop Out Rate to 0%. (2021-2022 Kern Integrated Data System, SIS)	High School Drop Out Rate to 0%. (2021-2022 Kern Integrated Data System, SIS)	High School Drop Out Rate to 0%. (2023-2024 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)	92.5% Graduation Rate All students 87.8% Graduation Rate Socioeconomically Disadvantaged (2022-2023 CA Dashboard)	Using Local data from SIS system, Muroc will increase the High School Graduation Rate to 100%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	CA Dashboard 2022-2023 All students- Status Red, 5.8% English Learners- Yellow, 4.2% Socioeconomically Disadvantaged- Red, 11.3%	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)	Expulsion rate: <1% (2023-2024 SIS)	Using Local data from SIS system, Muroc will maintain at or below 0.10% for all student expulsions.
Priority 6C Muroc Climate Survey - Students	Muroc Climate Survey - Students 2021-2022 Elementary School connectedness- 0% Perceived school safety- 0% Meaningful participation- 0% Jr/Sr high School connectedness- 0%	2021-2022 Elementary School connectedness- 90% Perceived school safety- 100% Meaningful participation- 42.89% Jr/Sr high School connectedness- 60% (Local Climate Survey)	2022-2023 Elementary School connectedness- 89% Perceived school safety- 95% Meaningful participation- 51% Jr/Sr high School connectedness- 63% (Local Climate Survey) Student Connectedness Survey given in March 2023 Muroc Student Connectedness Survey - Students	2023-2024 Elementary School connectedness- 88% Perceived school safety- 93% Meaningful participation- 54% Jr/Sr high School connectedness- 67% (Local Climate Survey) Student Connectedness Survey given in March 2024 Muroc Student Connectedness Survey - Students	Data from California Healthy Kids parent engagement survey will show: Elementary School connectedness- 80% Perceived school safety- 80% Meaningful participation- 75% Jr/Sr high School connectedness- 75%
Student Connectedness Survey given in March 2023					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			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%	grades 3-12, 2023-2024 Easy to talk to staff- 70% Staff care about me- 70% Adult notice my absence - 72% Participate in school events - 27% Chances for students to get involved - 41% Feel like I belong- - 60%	

Goal Analysis

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

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

Listed below is an itemized description of any substantive differences in planned actions and actual implementation of these actions for the 2023-2024 school year:

- Action 2.1: In response to the COVID-19 pandemic, the district implemented a plan to assign an additional school nurse to West Boron Elementary and Boron Junior-Senior High School, with the primary goals of conducting comprehensive contact tracing and providing on-site COVID-19 testing. The actual implementation of this plan was largely successful, with the nurse playing a critical role in identifying and isolating COVID-19 cases, administering tests, and providing ongoing health education to the school community. The implementation faced challenges, particularly in managing COVID-19 test kits, balancing increased workloads, and adapting quickly to new COVID-19 guidelines. Despite these obstacles, the initiative succeeded in preventing large-scale outbreaks, enhancing health literacy, and fostering community trust. As the pandemic subsided in the Spring of 2021, the need for a dedicated additional nurse decreased, and the position was left unfilled due to attrition.
- Action 2.2: The Muroc Joint Unified School District successfully implemented a more robust Multi-Tiered System of Supports (MTSS) for social-emotional support as planned, with no deviations from the original action plan. By hiring two social workers and an

additional school psychologist, the district significantly enhanced its capacity to address the diverse social-emotional needs of its students. This initiative enabled the provision of individualized counseling for students in crisis, ensuring timely and personalized support. Furthermore, small group counseling sessions were established to target and improve specific social-emotional skill deficits among students. The social workers played a crucial role in connecting families with necessary resources, thereby extending support beyond the school environment and fostering a comprehensive network of care. This successful implementation underscores the district's commitment to the well-being of its students and the effectiveness of strategic resource allocation in building a supportive educational framework.

- Action 2.3: The Muroc Joint Unified School District's planned action was to invest in and provide training to construct a comprehensive Multi-Tiered System of Supports (MTSS). The district prioritized the social-emotional aspect of MTSS, allocating resources to enhance the well-being and emotional resilience of students. Additionally, the district focused on implementing AVID (Advancement Via Individual Determination) strategies to strengthen Tier 1 supports. These AVID strategies aimed to improve overall instructional practices and create a supportive learning environment for all students. By concentrating on these areas, the district successfully bolstered its foundational supports, ensuring that students receive high-quality, inclusive education while addressing their social-emotional needs effectively. This dual focus on social-emotional support and academic strategies underscores the district's commitment to fostering a holistic and supportive educational framework.
- Action 2.4: The Muroc Joint Unified School District's planned action was to provide parent education classes twice during the school year, aiming to equip parents with strategies to create supportive and positive learning environments at home. These trainings were intended to enhance parental involvement and support for student learning. However, the district decided to reallocate this resource to focus on providing social work services as articulated in Action 2.2. This shift in focus was aimed at addressing the needs of the district's most vulnerable students. By prioritizing social work services, the district sought to offer targeted support to students facing significant challenges, ensuring they receive the necessary resources and assistance to succeed academically and emotionally. This strategic decision reflects the district's commitment to maximizing the impact of its resources on the students who need it most.
- Action 2.5: The Muroc Joint Unified School District has successfully implemented and continues to support Google Suites as a vital tool for enhancing academic lessons and providing accessibility to students. Google Suites facilitates a dynamic and interactive learning environment, enabling teachers to create and share engaging digital content. This platform ensures that all students, including those on short and long-term independent study, can stay current with their classes. By leveraging Google Suites, the district promotes continuous learning and collaboration, allowing students to access assignments, resources, and feedback in real time. This ongoing support underscores the district's commitment to integrating technology in education, ensuring that every student has the tools needed to succeed regardless of their learning circumstances.
- Action 2.6: The Muroc Joint Unified School District's planned action for the previous years included prioritizing enhanced health and safety measures to address the challenges posed by COVID-19, such as purchasing face masks, face shields, and other protective equipment. However, due to the significant subsiding of COVID-19, this action was not implemented. The district found that the enhanced safety measures were no longer necessary to the same extent, leading to a reduction in the procurement and use of such items. This shift allowed the district to reallocate resources and adjust its focus to other pressing needs while maintaining a safe and healthy learning environment.
- Action 2.7: The Muroc Joint Unified School District successfully implemented its planned action of providing summer school mental health supports, with no substantive differences between the planned action and the actual implementation. As intended, the district staffed multiple mental health professionals during the summer school session to offer social-emotional support throughout its entire duration. These professionals were available to address students' mental health needs, ensuring that they received continuous and

comprehensive care. This consistent support helped students navigate the challenges of summer learning and reinforced the district's commitment to their well-being.

- Action 2.8: The planned action for Boron Junior-Senior High School was to create an engagement task force dedicated to planning and supporting the MTSS initiative. In practice, the Muroc Joint Unified School District restructured its approach by reorganizing collaboration time and providing two additional non-student professional development days. The role of the engagement task force was integrated into this reorganized collaboration time and the additional professional development days. This allowed the task force to effectively plan and support the MTSS initiative within the existing framework of staff collaboration and professional growth. This approach ensured that the district's commitment to the MTSS initiative was maintained while optimizing the use of time and resources to enhance overall educational outcomes.
- Action 2.9: In the Muroc Joint Unified School District's Local Control and Accountability Plan (LCAP), a strategic action was fully implemented to address the issue of chronic absenteeism and truancy at Boron Junior-Senior High School. Recognizing the critical impact of regular attendance on student success, the district allocated resources to establish a dedicated attendance secretary position at the school. This role was specifically tailored to monitor attendance patterns, engage with students and families, and implement interventions aimed at improving attendance rates. By having a dedicated attendance secretary, Boron Junior-Senior High School was better equipped to identify at-risk students early, provide targeted support, and thereby reduce rates of absenteeism and truancy. This initiative reflects the district's commitment to enhancing student engagement and academic achievement through focused, actionable measures.
- Action 2.10: In response to the COVID-19 shutdown, Muroc Joint Unified School District implemented a planned action within our Local Control and Accountability Plan (LCAP) to maintain open lines of communication and provide targeted support to both teachers and students. To achieve this, the district initiated the production of weekly engagement videos and surveys. These resources were designed to keep our educational community connected and informed, facilitating a continuous dialogue and allowing the district to respond promptly to the evolving needs of our stakeholders. As the pandemic subsided, the initial high frequency of weekly videos and surveys was reevaluated and deemed no longer necessary due to the stabilization of traditional educational processes. For the 2023-2024 school year, the district has scaled back, producing only a handful of videos, aligning with current needs and focusing on strategic communication efforts.
- Action 2.11: In the Muroc Joint Unified School District's Local Control and Accountability Plan (LCAP), a significant planned action was the expansion of our music education offerings beyond the district's baseline program. To achieve this, the district committed to hiring an additional music teacher, enhancing the availability and scope of our music programs. This initiative was aimed at enriching the educational experience and broadening the artistic opportunities available to students. As a result, both West Boron Elementary and Boron Junior-Senior High School now benefit from the presence of a dedicated music teacher. This addition has allowed us to offer a more robust music curriculum, fostering a deeper engagement with the arts, enhancing student skills, and cultivating a more vibrant school culture.

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 2023-2024 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 2023-2024 LCAP Goal 2 was \$461,500.00. The estimated actual expenditures for the 2023-2024 LCAP Goal 2 was \$383,436.00. This is a difference of \$78,064.00. 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 \$263,041.00. The discrepancy is due to salary adjustments.
- 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. 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 \$0. The district did not implement this action due to lack of interest.
- Action 5, Instructional platform: The district budgeted \$5200.00. The actual expenditure for this particular action item is \$9,000.00. The discrepancy is due to increase in costs of 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 \$0 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 \$0. Other funding was used for this action item.
- Action 8, Engagement Task Force: The following action was implemented. The district budgeted \$25,000. The actual expenditures was \$0. The district did not pay any stipends for this action.
- Action 9, Attendance secretary: The district budgeted \$24,500.00. The actual expenditure for this particular action item is \$22,716.00. The discrepancy was due to salary difference.
- Action 11, Music Teacher: The district budgeted \$75,000.00. The actual expenditure for this particular action item is \$88,680.00. The discrepancy is due to negotiated raises in salary.

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

- Action 2.1: In response to the COVID-19 pandemic, Muroc Joint Unified School District developed and implemented a strategic plan as part of our Local Control and Accountability Plan (LCAP) to enhance our health services. This included assigning an additional school nurse to both West Boron Elementary and Boron Junior-Senior High School. The primary objectives of this initiative were to conduct comprehensive contact tracing and provide on-site COVID-19 testing. The implementation of this plan proved largely successful, with the additional nurse playing a pivotal role in identifying and isolating COVID-19 cases, administering tests, and providing essential health education to our school community. However, the implementation faced several challenges, including

difficulties in managing the availability of COVID-19 test kits, handling the increased workload, and quickly adapting to frequently changing COVID-19 health guidelines. Despite these challenges, the initiative was instrumental in preventing large-scale outbreaks, enhancing health literacy among students and staff, and fostering a sense of trust within the community. As the pandemic subsided, the demand for a dedicated additional nurse diminished, leading to the position being left unfilled due to attrition. Nevertheless, the action was successful, as evidenced by the comprehensive contact tracing and testing capabilities it enabled, which were crucial in our efforts to manage health and safety during the pandemic. This Action item will be not moving forward to the 2024-2027 LCAP cycle.

- Action 2.2: Action 2.2 is effective, evidenced by an 8% increase in our Student Connectedness Survey for the question "How easy is it to talk to staff?" (from 62% to 70%), and a 7% increase for "Do staff care about me?" (from 63% to 70%).
- Action 2.3: Action 2.3 is effective, evidenced by Priority 5A Attendance Rates which demonstrates an 1.5% increase in attendance rate.
- Action 2.4: Action 2.4 is ineffective and will be discontinued. This Action item will be not moving forward to the 2024-2027 LCAP cycle.
- Action 2.5: The Muroc Joint Unified School District has effectively implemented and continuously supports Google Suites. This action is effective, evidenced by the district successfully maintained a high graduation rate of 93%.
- Action 2.6: Action 2.6 is ineffective because the specific health measures were not fully implemented as initially planned due to a reduced need for COVID-19 safety measures.
- Action 2.7: Action 2.7 is effective, evidenced by Priority 5A Attendance Rates which demonstrates an 1.5% increase; Evidenced by Priority 5C and Priority 5D which demonstrates a 0% dropout rate for middle and high school.
- Action 2.8: Action 2.8 is ineffective and was not implemented as articulated. This Action item will be not moving forward to the 2024-2027 LCAP cycle.
- Action 2.9: Action 2.9 is effective, evidenced by Priority 5A Attendance Rates which demonstrates an 1.5% increase in attendance rate.
- Action 2.10: This action item is deemed ineffective post-pandemic as the need to communicate through weekly videos and surveys diminished with the return to regular school operations.
- Action 2.11: The effectiveness of this expansion is clearly demonstrated by our ability to offer a diverse range of music programs that cater to varying levels of skill and interest, thereby ensuring comprehensive musical education that meets the needs of all students. This action is deemed effective and underscores our commitment to enhancing the educational landscape through the integration of the arts, which plays a crucial role in the holistic development of our students.

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

Actions moving forward unchanged in the 2024-2027 LCAP cycle will be: Action 2.5, Action 2.11

Actions that will be changed in the 2024-2027 LCAP cycle will be:

- Action 2.2: Action 2.2 moving forward in the 2024-2027 LCAP with the following metrics added to measure effectiveness: Total number of eligible Students with Disabilities, Indicator 5A Least Restrictive Environment of 80% or more, and graduation rate.
- Action 2.3: We will discontinue Action 2.3 and allocate funding to sustain Action 2.2.
- Action 2.4: We will discontinue Action 2.4
- Action 2.6: We will discontinue Action 2.6
- Action 2.7: Action 2.7 moving forward in the 2024-2027 LCAP with the following metrics added to measure effectiveness: Total number of eligible Students with Disabilities, Indicator 5A Least Restrictive Environment of 80% or more, dropout rates, and graduation rate.
- Action 2.8: We will discontinue Action 2.8
- Action 2.9: Action 2.9 moving forward in the 2024-2027 LCAP with the following metrics added to measure effectiveness: Connected Survey for Boron Junior-Senior High School ("Staff care about me", "Adult notice my absence").
- Action 2.10: We will discontinue Action 2.10

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.

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)	100% of students, including unduplicated students, have access to all required areas of broad coursework. (2023 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.
Priority 7B – Course Access Unduplicated Pupils	Using local SIS data and SARC reports, 100% of unduplicated students had access to general education programs and services. English Learners: 100% of The EL students were instructed in at least	100% of unduplicated students had access to general education programs and services. (2021-2022 SARC)	100% of unduplicated students had access to general education programs and services. (2021-2022 SARC)	100% of unduplicated students had access to general education programs and services. (2023 SARC)	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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 EL students being instructed in at least 30 minutes of daily designated ELD instruction through small group, partner, and one-on-one direct instruction while the rest of their classmates were doing asynchronous learning. Integrated ELD instruction continued to be embedded within all aspects of each grade level curriculum, taught all day, every day as measured by observation and consultation with teachers.</p> <p>Maintain baseline of 100% of enrolled foster youth and their families will be aware of programs and services and have access to desired programs and services as measured by individual interviews.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)	100% of Students with Disabilities had access to and received special education programs and services in the least restrictive environment. (2023-2024 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)	0% of students from Muroc completed a CTE course sequence. (2023-2024) California Dashboard)	Using the 2020 Ca School Dashboard and Local SIS system will increase to at least 20% of students from Muroc completing a CTE course sequence.
Priority 4H – Pupil Achievement Early Assessment Project (EAP) College Preparedness	Using SIS data, 0 students were enrolled in EAP.	11% of students are considered ready for college level coursework (2021-2022 California Dashboard)	0% of students are considered ready for college level coursework (2022-2023 Local SIS data)	Using SIS data, 16 students were enrolled in EAP.	Using SIS data, at least 5 or more students will be

Goal Analysis

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

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

Listed below is an itemized description of any substantive differences in planned actions and actual implementation of these actions for the 2023-2024 school year:

- Action 3.1: In our Local Control and Accountability Plan (LCAP), the Muroc Joint Unified School District prioritized the enhancement of technological capabilities and course offerings by constructing a Technology Media Lab at each of our high schools. This strategic initiative was implemented as planned, without deviation from the initial proposal. The completion of these Technology Media Labs represents a significant step forward in our commitment to integrating modern technology into our educational framework. These state-of-the-art facilities are equipped with advanced media production and technology tools that provide students with hands-on experience in digital creation and media literacy. By offering new courses that leverage these technologies, we are not only expanding our curriculum but also enhancing our students' readiness for post-secondary education and careers in technology and media. This successful implementation underscores our district's dedication to fostering a future-ready learning environment where students can explore innovative and relevant educational pathways. The district secured external funding support for this particular action.
- Action 3.2: In the Muroc Joint Unified School District's Local Control and Accountability Plan (LCAP), we have successfully fully implemented the Air Frame and Power Plant Career Technical Education (CTE) Course. This specialized course is designed to provide our students with hands-on experience and knowledge in the field of aviation maintenance, preparing them for careers in industries that are critical to our national economy and defense. A significant feature of this course is the opportunity it offers for students to engage in job shadowing with the United States Air Force, providing them with invaluable real-world experience and insights into the aviation industry.
- Furthermore, our collaboration with Northrop Grumman enhances this initiative, as they conduct interviews with students who have completed this CTE pathway. This partnership not only bridges the gap between education and industry but also opens up potential employment opportunities for our students, giving them a significant advantage in the job market. By implementing this course, our district has significantly expanded the vocational and technical education options available to our students, ensuring they have access to high-quality, relevant educational experiences that lead to promising career paths. The district secured external funding support.
- Action 3.3: In the Muroc Joint Unified School District's Local Control and Accountability Plan (LCAP), an initial plan was set forth to create a Law Enforcement Career Technical Education (CTE) course, aimed at providing students with specialized training and insights into careers in law enforcement. Unfortunately, the designated instructor for this course became unavailable at the last minute, prompting the need for a swift reevaluation of our available resources and strategic objectives. In response to this unforeseen challenge, the district pivoted to offering a Construction Technology CTE pathway. This adjustment aligns well with the current demand for skilled professionals in the construction industry and provides our students with practical, hands-on training in a field with robust job opportunities. By redirecting our focus to Construction Technology, the district has ensured that students still receive valuable career-oriented education, despite the setbacks faced with the Law Enforcement course.
- Action 3.4: In the Muroc Joint Unified School District's Local Control and Accountability Plan (LCAP), there was an initial intention to establish a tuition-free general education preschool program, with enrollment prioritized for the unduplicated pupil population. This program was aimed at providing early educational opportunities to enhance readiness and equity from a young age, particularly for students who might not otherwise have access to high-quality early childhood education. With the statewide implementation of Universal Prekindergarten (UPK), the district has strategically shifted its focus to prioritize staffing and resources for this broader initiative. The pivot to UPK is informed by the gradual expansion of Transitional Kindergarten (TK), where each subsequent year, the age eligibility requirement for TK is set to become younger. This expansion means that more children will be eligible for early education sooner, significantly increasing the need for well-prepared educational programs to accommodate younger learners. The district's adaptation to focus on UPK reflects a commitment to aligning with state educational policies and maximizing the impact of

our resources to benefit the youngest learners. By investing in UPK, the district ensures that we are not only complying with evolving state mandates but also providing comprehensive, accessible early childhood education that sets a strong foundation for lifelong learning.

- Action 3.5: In the Muroc Joint Unified School District's Local Control and Accountability Plan (LCAP), we have successfully implemented a new initiative aimed at supporting our special education students districtwide. The Transition to Adulthood program has been fully established to provide these students with essential life skills, preparing them for gainful employment and a successful transition into adulthood. This program is specifically designed to equip students with practical abilities, including job readiness skills, financial literacy, and day-to-day living competencies, tailored to enhance their independence and employability. The implementation of this program reflects our district's commitment to inclusivity and support for all students, ensuring they receive the tailored education and resources necessary to thrive beyond the classroom. By focusing on life skills, the Transition to Adulthood program addresses a critical need within the special education community, fostering students' ability to secure employment and navigate the complexities of adult life effectively. This initiative not only benefits the students directly involved but also enriches our broader educational mission to empower every student with the skills and confidence needed to succeed in their personal and professional lives.
- Action 3.6: In the Muroc Joint Unified School District's Local Control and Accountability Plan (LCAP), one of our strategic objectives was the creation of a Theater Arts Career Technical Education (CTE) course. This action has been successfully completed and implemented according to the initial plan. The introduction of the Theater Arts CTE course marks a significant enhancement to our arts education offerings, providing students with a structured, curriculum-based pathway to explore and develop their talents in the performing arts.
- Action 3.7: In the Muroc Joint Unified School District's Local Control and Accountability Plan (LCAP), we set a strategic objective to create a Rocketry Career Technical Education (CTE) course. I am pleased to announce that this plan has been successfully executed and completed as intended. The introduction of the Rocketry CTE course represents a significant milestone in our commitment to expanding our educational offerings, particularly in fields that engage students in hands-on, experiential learning that ties directly to the science, technology, engineering, and mathematics (STEM) disciplines. This course provides students with an opportunity to delve into the principles of aerospace engineering and mechanics, fostering a practical understanding of physics and engineering through the construction and launching of model rockets. What makes the completion of this course particularly noteworthy is that it was funded through an alternative funding source, which allowed us to allocate our regular budgetary resources to other educational needs while still achieving this ambitious goal. The successful establishment of the Rocketry CTE course not only enhances our curriculum but also broadens students' career prospects in the burgeoning aerospace industry, reflecting our district's ongoing commitment to providing innovative and relevant educational pathways.
- Action 3.8: In the Muroc Joint Unified School District's Local Control and Accountability Plan (LCAP), a key initiative was the development of a Construction Technology Career Technical Education (CTE) course. This strategic action has been successfully executed and completed as planned. The introduction of the Construction Technology CTE course represents a significant enhancement to our vocational education offerings, providing students with practical, hands-on training in various construction disciplines. This course equips students with the essential skills and knowledge needed for careers in the construction industry, one of the fastest-growing sectors in the economy. By learning through real-world projects and applications, students gain valuable experience that prepares them for immediate employment opportunities or further education in specialized trades.

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 2023-2024 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 2023-2024 LCAP Goal 3 was \$665,000.00. The actual expenditures was \$317,613.00. This is a difference of \$347,387.00. 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 \$110,620.00. The discrepancy is due to salary changes.
- 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 \$150,000 for this particular action. The actual expenditures for this particular action item is \$0. The discrepancy is due to the district using other funding.
- 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 \$110,370.00. The discrepancy is due to salary adjustments.
- Action 6, Theater Arts CTE Course. The district budgeted \$100,000 for this particular action. The actual expenditures for this particular action item is \$85,021.00. The discrepancy is due to salary adjustments.
- Action 7, Rocketry CTE Course. The district budgeted \$100,000 for this particular action. The actual expenditures for this particular action item is \$65,993.00. The discrepancy is due to salary adjustments.
- Action 8, Construction Technology CTE Program: The district budgeted \$100,000 for this particular action. The actual expenditures for this particular action item is \$106,698.00. The discrepancy is due to salary for the teacher.

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

- Action 3.1: Action 3.1 is effective, evidenced by the increased enrollment in our CTE Pathways (19% of all high school students are in Theater Arts CTE, 24% of all high school students are in Air Frame and Power Plant CTE, 6% of all high school students are in Construction Technology CTE)
- Action 3.2: Action 3.2 appears ineffective based on Priority 4C, with 0% of students completing Career Technical Education Pathways, due to a coding issue in CALPADS. However, its effectiveness is shown by increased enrollment in the Air Frame and Power Plant program, with 100 students enrolled, representing 24% of the high school population.

- Action 3.3: Action 3.3 is ineffective and will be discontinued. This Action item will be not moving forward to the 2024-2027 LCAP cycle.
- Action 3.4: Action 3.4 is ineffective and will be discontinued. This Action item will be not moving forward to the 2024-2027 LCAP cycle.
- Action 3.5: Action 3.5 is effective. Previously, Muroc Joint Unified might have needed to contract services for our special education students with entities like the Kern County Superintendent of Schools, NPS schools, and neighboring districts. However, with the Transition to Adulthood program, we are now able to provide these essential services in-house. This not only streamlines our support system but also ensures that our students receive a consistent, high-quality educational experience that is directly managed within our district, enhancing both program effectiveness and cost efficiency.
- Action 3.6: Action 3.6 appears ineffective based on Priority 4C, with 0% of students completing Career Technical Education Pathways, due to a coding issue in CALPADS. However, its effectiveness is shown by increased enrollment in the Theater Arts CTE program, with 77 students enrolled, representing 19% of the high school population.
- Action 3.7: Action 3.7 appears ineffective based on Priority 4C, with 0% of students completing Career Technical Education Pathways, due to a coding issue in CALPADS. However, its effectiveness is shown by increased enrollment in the Rocketry CTE program, with 26 students enrolled, representing 6% of the high school population.
- Action 3.8: Action 3.8 appears ineffective based on Priority 4C, with 0% of students completing Career Technical Education Pathways, due to a coding issue in CALPADS. However, its effectiveness is shown by increased enrollment in the Construction Technology CTE program, with 26 students enrolled, representing 6% of the high school population.

In the Muroc Joint Unified School District's Local Control and Accountability Plan (LCAP), the addition of various Career Technical Education (CTE) pathways and the implementation of the Special Education Transition to Adulthood program have been significant milestones. These initiatives have been instrumental in enhancing our educational offerings and supporting our students' diverse learning needs and career aspirations. The success of these programs is clearly reflected in the improved graduation outcomes observed across the district. Overall, our graduation rate has seen a commendable increase of 1.2%, while the graduation rate among our Socioeconomically Disadvantaged student population has impressively increased by 5%.

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.

Actions that will be changed in the 2024-2027 LCAP cycle will be:

- Action 3.1: We will discontinue Action 3.1
- Action 3.2: Action 3.2 moving forward in the 2024-2027 LCAP with the following metrics added to measure effectiveness: Total number of students enrolled in the Air Frame and Power Plant program and graduation rate.
- Action 3.3: We will discontinue Action 3.3
- Action 3.4: We will discontinue Action 3.4

- Action 3.5: Action 3.5 moving forward in the 2024-2027 LCAP. To measure the effectiveness of our newly created special education program, we will track the total number of students for whom we are unable to provide services and must instead rely on external entities such as the Kern County Superintendent of Schools, nonpublic schools, and other school districts.
- Action 3.6: We will discontinue Action 3.6
- Action 3.7: We will discontinue Action 3.7
- Action 3.8: Action 3.8 moving forward in the 2024-2027 LCAP with the following metrics added to measure effectiveness: Total number of students enrolled in the Construction Technology Career Technical Education program and graduation rate.

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.

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% met or exceeded standards)</p> <p>CAST: Socio-economically disadvantaged (12.18% met or exceeded standards)</p>	N/A goal created June 2023	N/A goal created June 2023	<p>Math: Socio-economically disadvantaged (-137.9 points below standard) (6.71% met or exceeded standards)</p> <p>ELA: Socio-economically disadvantaged (-102.5 points below standard) (13.78% met or exceeded standards)</p> <p>CAST: Socio-economically disadvantaged (8.2% met or exceeded standards)</p>	Using the CA Dashboard CAASPP Mathematics Data Distance from Standard, decrease by a minimum of 10 points for each student group All Students (-31)(50%) English Language Learners (-81.5) (25%) Hispanic (-38.3)(50%) Socio-economically disadvantaged (-64) White (-15)(20%) Students with Disabilities (-112.9)(10%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5B – Chronic Absences	CA Dashboard shows All students 32.1% Socioeconomically Disadvantaged 50%	N/A goal created June 2023	N/A goal created June 2023	CA Dashboard shows All students 33% Socioeconomically Disadvantaged 55.6%	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 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% Out-of-Field-22.5% Intern-2.9% Ineffective-8.8%</p> <p>As compared to</p> <p>Kern: Clear Credentialed Teachers-80.8%</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 had 10% of its teaching staff qualify as a Ineffective. (Local data)</p> <p>2022-2023 school year Teaching Assignment by Full-Time Equivalent (SIS)</p> <p>Muroc: Clear Credentialed Teachers-65.7% Out-of-Field-22.5% Intern-2.9% Ineffective-8.8%</p> <p>As compared to</p> <p>Kern:</p>	For the 2023-2024, Muroc Joint Unified School District's Title 1 schools will reduce Ineffective Teachers by 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>			<p>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	Title 1 Elementary School (West Boron Elementary) Back to School Attendance Rate: 71%	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 Attendance Rate : 51%	N/A goal created June 2023	N/A goal created June 2023	Title 1 Junior-Senior High School (Boron Jr/Sr High School) Back to School Orientation Attendance Rate : 55%	For the 2023-2024, Boron Jr/Sr High School will increase its baseline participation rate by 5%
Priority 6C Muroc Climate Survey – Students	Muroc Climate Survey - Students 2021-2022 Elementary School connectedness- 0%	2021-2022 Elementary School connectedness- 90% Jr/Sr high School connectedness- 60%	2022-2023 Elementary School connectedness- 89% Jr/Sr high School connectedness- 63%	2023-204 Spring Elementary School connectedness- 67% Jr/Sr high School connectedness- 56%	Data from California Healthy Kids parent engagement survey will show:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Jr/Sr high School connectedness- 0%	(Local Climate Survey)	(Local Climate Survey)	(Kern Connectedness survey)	Elementary School connectedness- 80% Jr/Sr high School connectedness- 75%

Goal Analysis

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

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

Listed below is an itemized description of any substantive differences in planned actions and actual implementation of these actions for the 2023-2024 school year:

- Action 4.1: In the Muroc Joint Unified School District's Local Control and Accountability Plan (LCAP), we planned to enhance our educational support by hiring a third intervention teacher to address deficiencies in both English Language Arts (ELA) and Mathematics. This action has been fully executed, with the district now employing three full-time intervention teachers, each stationed at one of our elementary school sites. However, a substantive modification to the initial plan was made in our implementation process. After assessing the specific needs within our student population, we decided to prioritize interventions in literary skills over mathematics. As a result, while our original intention included a dual focus, the actual deployment has been solely on bolstering ELA capabilities. This decision was informed by a more pressing observed need to enhance reading and writing skills, which are foundational for student success across all academic subjects. By concentrating our resources on literary skills, we aim to provide a strong base that will support improved academic performance across the board. This focused approach reflects our commitment to adapting our strategies to meet the most immediate needs of our students, ensuring effective use of our resources to foster academic achievement.
- Action 4.2: In the Muroc Joint Unified School District's Local Control and Accountability Plan (LCAP), a key action item involved the hiring of an additional social worker to bolster the support system within our schools. This strategic initiative was aimed at promoting a foundation of positive discipline, creating a safe climate, and fostering academic success and mental and emotional wellness among students. The goal was to develop and sustain a caring and supportive school environment through targeted social work interventions. This plan has been successfully executed, and we are pleased to report that the Muroc Joint Unified School District now employs two full-time social workers. With this addition, our capacity to address the diverse needs of our student body has significantly increased. The social workers play a crucial role in our educational ecosystem, providing much-needed support that encompasses behavioral coaching, mental health counseling, and the development of positive school-wide practices. Their presence enhances our ability to create a nurturing environment that supports the holistic development of every student, aligning

with our district's commitment to comprehensive education and the well-being of our community. This successful implementation underscores our ongoing dedication to creating an educational atmosphere that prioritizes the health and success of our students.

- Action 4.3: In the Muroc Joint Unified School District's Local Control and Accountability Plan (LCAP), a strategic initiative was set to increase the salary schedule for our teachers, aligning it with competitive rates offered by surrounding school districts in Kern County. This planned action was driven by our commitment to recruit and retain highly qualified teachers, recognizing that competitive compensation is crucial in attracting and maintaining top talent in the educational field. The adjustment to the salary schedule is part of a broader effort to ensure that our district remains an attractive option for skilled educators who are essential to delivering high-quality education. By offering salaries that are competitive with neighboring districts, we aim to not only retain our current dedicated staff but also attract new teachers who can bring fresh perspectives and expertise to our classrooms. This initiative is a key component of our strategy to enhance the overall educational environment, which is directly linked to improved student outcomes. Through this increase in the salary schedule, we demonstrate our commitment to investing in our educators, acknowledging their vital role in shaping the future of our students and the community at large.

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 2023-2024 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 2023-2024 LCAP Goal 4 was \$476,274.00. The estimated actual expenditures for Goal 4 was \$283,036.00. This is a difference of \$193,238.00. The substantive differences for the specific actions are below:

- Action 1, Intervention Teacher: The district budgeted \$140,018.00 for this action item. The actual expenditure for this action item was \$143,208.00. The discrepancy was due to salary adjustments.
- Action 2, Social Worker: The district budgeted \$136,256.00 for this action item. The actual expenditure for this action item was \$139,828.00. The discrepancy is due to salary adjustments.
- Action 3, Teacher recruitment and retention: The district budgeted \$200,000.00 for this action item. The actual expenditure for this action item was \$0. The discrepancy is due to the district using other funding for this action.

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

- Action 4.1: The hiring of an additional intervention teacher, appears ineffective based on Priority 4A Statewide Assessments, as we have observed a decline in math, ELA, and science test scores among socio-economically disadvantaged students. However, local DIBELS progress monitoring data shows a significant average increase of 107 points in the composite scores of students participating in the intervention programs.

- Action 4.2: The hiring of an additional social worker, is deemed effective due to the increased attendance rates at West Boron Elementary and Boron Junior-Senior High School, particularly during back-to-school periods (WBES Attendance Rate: 71%, BHS Attendance Rate: 55%).
- Action 4.3: In the Muroc Joint Unified School District's Local Control and Accountability Plan (LCAP), we strategically aimed to increase the salary schedule for our teachers, aligning it with competitive rates offered by surrounding school districts in Kern County. This initiative was driven by our commitment to recruit and retain highly qualified teachers, understanding that competitive compensation is key to attracting and maintaining top talent in the educational field. The adjustment to the salary schedule was part of a broader effort to ensure that our district remains an attractive option for skilled educators who are essential to delivering high-quality education. By offering salaries that are competitive with neighboring districts, we aimed not only to retain our current dedicated staff but also to attract new teachers who can bring fresh perspectives and expertise to our classrooms. This initiative has proven effective, as indicated by the significant improvement in teacher effectiveness and retention rates. In the 2021-2022 school year, Muroc Joint Unified School District had 16.9% of its teachers categorized as ineffective. By the 2023-2024 school year, this percentage decreased to 9.62%, demonstrating a marked improvement in teacher quality. Additionally, teacher retention has shown positive trends (increase of 20%). For the 2022-2023 school year, we had 30 new teachers attend the New Teachers Orientation, whereas for the 2024-2025 school year, we anticipate only 10 new teachers will need to attend. This decrease in new teacher orientations indicates a higher retention rate of experienced teachers, further underscoring the success of our strategic salary adjustments. Through this increase in the salary schedule, we have affirmed our commitment to investing in our educators, acknowledging their critical role in shaping the future of our students and the community at large. This action not only enhances our educational environment but is directly linked to improved student outcomes.

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.

Actions that will be changed in the 2024-2027 LCAP cycle will be:

- Action 4.1: Action 4.1 moving forward in the 2024-2027 LCAP with the following metrics added to measure effectiveness: DIBELS Progress Monitoring Tool.
- Action 4.2: Action 4.2 moving forward in the 2024-2027 LCAP with the following metrics added to measure effectiveness: Muroc Student Connected Survey, Social Worker Effectiveness Survey
- Action 4.3: Action 4.3 moving forward in the 2024-2027 LCAP and fall under Goal 1 with the following metrics added to measure effectiveness: Teacher vacancy percentage at the start of each school year, teacher school experience survey, and teacher retention rate.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

Muroc Joint Unified School District is a TK-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 six school sites. A comprehensive junior-senior high school and TK-6 elementary school are located in Boron and a comprehensive junior/senior high school, a TK-2 and 3-6 elementary schools 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. West Boron Elementary School in Boron was identified to receive Equity Multiplier funding for the 2024-2025 school year.

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: Annual Performance

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

The following is a reflection of the CA dashboard for the Muroc JUSD and the schools it serves.

Successes:

Muroc as a district had increases in ELA for English Learners (36.8 points) and Filipino (5.5 points) student groups. There was an increase in Math for White (7.2 points), English Learners (43.4 points), and Filipino (33.4 points) student groups. Muroc had a decrease of Chronic Absenteeism for White (0.9%), two or more races (3%) and Asian (6.4%) student groups.

Boron Jr/Sr High School was orange for both ELA and Math with an increase of 20.1 points for ELA and an increase of 36.1 points for Math. There was an increase in ELA for White (75.5 points) student group. There was an increase in Math for Students with Disabilities (15.4 points), Hispanic (27.5 points), and White (62.4 points) student groups. Boron had a decrease for Suspensions for English Learner (5.6%) student group. Boron also was orange for Chronic Absenteeism with a decrease of 2.3% and Socio Economically Disadvantaged (1.3%), White (7.6%), and African American (26.7%) student groups.

Desert Jr/Sr High School had a decrease in Suspensions for Socio Economically Disadvantaged (4.8%) and Students with Disabilities (4.3%) student groups. Desert had a decrease in Chronic Absenteeism for all students (6.1%) and Student with Disabilities (5.8%), African American (1.8%), Hispanic (4%), White (3.3%), and two or more races (21.9%) student groups.

Bailey Elementary School was Blue in Suspensions for all student groups.

Branch Elementary School had an increase in ELA for Student with Disabilities (8.5 points) student group. Branch was Yellow in Math with increases for all students (9.9 points) and increases for Students with Disabilities (20.4 points), African American (4.1 points), Hispanic (9.8 points), and White (10.5 points) student groups. Branch was Green for Suspensions with a decline in all students (1.2%), and a decline for Socio Economically Disadvantaged (2.4%), Students with Disabilities (0.8%), Hispanic (5.1%), and Two or More Races (2.1%) student groups. Branch had a decline in Chronic Absenteeism for White (1.1%) student group.

West Boron Elementary School was orange for Chronic Absenteeism with a decline for all students (2.3%) and a decline for Students With Disabilities (8.4%), White (2.3%), and African American (6.7%) student groups.

Challenges:

Muroc was red in Suspensions (5.8%) and Chronic Absenteeism (33%) for all students . Muroc was red for the following indicators and student groups:

ELA- Socio Economically Disadvantaged (-102.5 pts), Students with Disabilities (-137.9 pts.), African American (-110.2 pts), and Hispanic (-70.5 pts).

Math- Socio Economically Disadvantaged (-137.9 pts), Students with Disabilities (-172.5 pts), African American (-141.2 pts), Hispanic (-101.3 pts) and two or more races (-101.9 pts).

Suspension- Socio Economically Disadvantaged (11.3%), Students with Disabilities (8.9%), African American (13.8%), and Hispanic (6.5%).

Chronic Absenteeism- Socio Economically Disadvantaged (55.6%), Students with Disabilities (45.1%), African American (58.7%), Hispanic (40.2%) and English Learners (54.5%).

College and Career Indicator (CCI)- Socio Economically Disadvantaged (7.1%), Students with Disabilities (5.6%)

Each school was red in at least one indicator:

Boron Jr/Sr High School- Suspension (11.9%), College and Career Indicator (4.5%)
Desert Jr./ Sr High School- ELA (- 45.5 pts)
Bailey Elementary School- Chronic Absenteeism (23.3%)
Branch Elementary School- Chronic Absenteeism (22.8%)
West Boron Elementary School- ELA (-90.3 pts), Math (-116.7 pts), Suspension (12.3%)

Each school had at least one student in red for a state indicator:

Boron Jr/Sr High School:

ELA- Socio Economically Disadvantaged (-158.9 pts), Hispanic (-147.3 pts)
Math- Socio Economically Disadvantaged (183.5 pts)
Suspension- Socio Economically Disadvantaged (14.1%), Students with Disabilities (14%), Hispanic (10.6%)
Chronic Absenteeism- Hispanic (68.8%)
College and Career- Socio Economically Disadvantaged (3.3%), Students with Disabilities (0%)

Desert Jr/Sr High School:

ELA- Students with Disabilities (-145.5 pts), Hispanic (-53.3 pts), White (-52.3 pts), Two or More Races (-64.8 pts)
Math- Students with Disabilities (-193 pts), Two or More Races (-129.7 pts), White (-98.3)
Suspension- Two or more Races (10.3%)
College and Career Indicator (CCI)- Students with Disabilities (6.7%)

Bailey Elementary School:

Chronic Absenteeism- Socio Economically Disadvantaged (42%), Students with Disabilities (28.6%), Hispanic (32.3%)

Branch:

Math- Socio Economically Disadvantaged (-114.1 pts),
Chronic Absenteeism- Socio Economically Disadvantaged (40.6%), Students with Disabilities (39.2%), Hispanic (29.1%), Two or More Races (21.3%)

West Boron Elementary School:

ELA- Socio Economically Disadvantaged (-96.6 pts), Hispanic (-93.6 pts), White (-98.9 pts)
Math- Socio Economically Disadvantaged (-126.8 pts), Hispanic (116.3 pts), White (124.1 pts)
Suspension- Socio Economically Disadvantaged (15.4%), Hispanic (12.9%), White (11.2%), African American (16.7%), Students with Disabilities (22.9%)
Chronic Absenteeism- Socio Economically Disadvantaged (60.9%), Hispanic (54.9%)

To address the Chronic Absenteeism Red Indicators, Muroc will be implementing the following: Advancement Via Individual Determination (AVID), Credit Recovery, Digital Divide, Extended Mental Health Supports, Attendance Secretary, Instructional Platform and Program, Professional Development, Social Worker (Goal and Action #: 1.8, 1.9, 1.13, 2.2, 2.3, 4.2, 4.4) to provide XXX. This action will be used on an LEA-wide basis therefore addressing the district, schools, and student groups that had a red indicator on the 2023 Ca Dashboard in

Chronic Absenteeism with the exception of Goal and Action # 2.3, 4.2 and 4.4. Goal 2.3 will target Boron Junior-Senior High School, Goal 4.2 and 4.2 will target West Boron Elementary.

To address the ELA and Mathematics Red Indicators, Muroc will be implementing the following: Professional Development, Targeted Intervention, Supplemental Academic Supports Programs, English Learner Instructional Coach, Teacher Recruitment and Retention, Advancement Via Individual Determination (AVID), MTSS Social Emotional Supports, Extended Mental Health Supports, Intervention Teacher (Goal and Action #: 1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 2.1, 2.2, 4.3). This action will be used on an LEA-wide basis therefore addressing the district, schools, and student groups that had a red indicator on the 2023 Ca Dashboard in ELA and Mathematics with the exception of Goal and Action # 4.4. Goal 4.4 will target West Boron Elementary.

To address the Low College and Career Indicators, Muroc will be implementing the following: Air Frame and Power Plant CTE Course, Construction Technology CTE Program (Goal and Action #: 3.1, 3.4). This action will be used on an LEA-wide basis therefore addressing the district, schools, and student groups that had a Low indicator on the 2023 Ca Dashboard in College and Career Indicator with the exception of Goal and Action # 3.4. Goal 3.4 will target Boron Junior-Senior High School.

To address the Suspension Red Indicators, Muroc will be implementing the following: MTSS Social Emotional Supports, Extended Mental Health Supports, Attendance Secretary, Music Teacher, Instructional Platform and Program, Intervention Teacher (Goal and Action #: 2.1, 2.2, 2.3, 2.4, 2.5). This action will be used on an LEA-wide basis therefore addressing the district, schools, and student groups that had a red indicator on the 2023 Ca Dashboard in Suspension with the exception of Goal and Action # 2.3. Goal 2.3 will target Boron Junior-Senior High School.

Muroc will address the challenges identified by the CA Dashboard by providing action items to support students and increase student achievement. This includes but not limited to professional development, targeted interventions, Social Emotional Learning, supplemental online academic supports, English Learner Coach, standards aligned curriculum, AVID, Educational Technology Specialist, credit recovery, Speech services, Summer programs, and CTE programs.

Reflections: Technical Assistance

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

Muroc JUSD has been identified for Differentiated Assistance based on the 2023 California School Dashboard for the following student groups:

African American- CAASPP, Chronic Absenteeism, Suspension

Hispanic- CAASPP, Chronic Absenteeism, Suspension

Socio Economically Disadvantaged- CAASPP, Chronic Absenteeism, Suspension, CCI

Students with Disabilities- CAASPP, Chronic Absenteeism, Suspension

A group of district and site leaders have been working with Kern County Superintendent of School support. A review of state and local data including a deep dive into student performance was conducted for all areas of the Dashboard. Working collaboratively over several

collaboration days, three problem of practice and root causes have been identified. These were shared with all educational partners and edited based on feedback and survey results. The district is currently developing an action plan for implementation of the selected strategies to address the root causes with short term and long term expected outcomes and progress monitoring embedded.

The District just completed year two of AVID implementation. We also observed that schools implementing AVID (Advancement Via Individual Determination) strategies showed significantly improved student outcomes, particularly in terms of college readiness and critical thinking skills. As a result, we prioritized the implementation of the AVID program. This decision was driven by the evidence supporting AVID's effectiveness in fostering an engaging, rigorous, and student-centered learning environment. By concentrating our resources on AVID training (Goal 1.8), we aim to equip our educators not only with specific strategies to support underrepresented students but also to enhance overall instructional quality. This strategic pivot ensures that our professional development efforts are directly aligned with proven practices that increase student success and equity in education. Our AVID implementation has proven effective, as evidenced by positive teacher feedback collected through surveys. Educators have consistently reported that the training sessions and AVID implementation in the classroom setting are valuable, relevant, and directly applicable to their classroom practices.

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.

West Boron Elementary School

Support for Identified Schools

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

Muroc JUSD supports West Boron Elementary School in developing CSI plans through personalized training with the district leadership and the school staff to review CSI eligibility, California School Dashboard, Student Group Analysis and the next steps. The Comprehensive Needs Assessment process included an analysis of state and local data and annual review to identify resource inequities, and ensure the comprehensive plans best serve the needs of those students who are failing or at-risk of failing to meet the challenging state academic standards. West Boron's CSI SPSA and Title 1 plan are aligned to the Muroc JUSD LCAP, developed using state & local data in the comprehensive needs assessment, resource inequity analysis, annual review and plan development. West Boron will also go through the WASC accreditation process starting in 2024-2025 school year. The WASC Action Plan developed during the initial visit will be the needs assessment process. Action 4.1, 4.2, and 4.3 are specific actions to support West Boron Elementary (Instructional Coach, Professional Development, Intervention Teacher). Muroc Joint Unified School District will look to hire a math coach specifically for West Boron Elementary with the sole purpose of enhancing the quality of math instruction. This coach will provide targeted professional development, equipping teachers with effective strategies for teaching math. Muroc Joint Unified School District will also look to provide West Boron Elementary with more targeted professional development that is essential to addressing the unique needs of socioeconomically disadvantaged students. Targeted professional development programs, such as Ruby K. Payne's Framework for Understand Poverty and training on the Culture of Poverty and its Relation to Education can equip teachers with the knowledge and skills to better understand and

support these students. Muroc Joint Unified School District has provided West Boron Elementary with a dedicated intervention teacher. This intervention teacher has provided targeted intensive ELA intervention utilizing researched based Leveled Literacy Intervention Curriculum.

Monitoring and Evaluating Effectiveness

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

West Boron's SPSA annual review, comprehensive needs assessment and SPSA development process is monitored by the district administration. District administration meets 1:1 with the principal to debrief the meeting and provide targeted coaching for the principal. District administration will meet quarterly with West Boron to monitor plan implementation and effectiveness to support student and school improvement as well as the annual review of planned actions and expenditures. As part of the WASC process, all educational partners will start the self-study process to maintain accreditation and maintain a process of improvement. Metrics that will be used to determine effectiveness of plan are as follows: 4.1, 4.2, 4.3, 4.4, and 4.5.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	The district conducted a needs assessment on 4/26/2024 and 5/10/2024. The teachers conducted a data dive, established a root cause, and multiple problem of practices. Feedback was used to develop action items for LCAP. The action items of the LCAP was shared with all staff at each school site.
Students	Students were given surveys regarding school programs and connectedness in May of 2024. Survey consisted of three domains: Connectedness, Perceived School Safety, and Meaningful Participation. The feedback was used to develop the LCAP.
Principals	The district conducted a needs assessment on 4/25/2024 with administrators. The administrators conducted a data dive, established a root cause, and multiple problem of practices. Feedback was used to develop action items for LCAP. The action items of the LCAP was shared with all administrators.
District Task Force (Teachers, Principal, Administrators, Local Bargaining Unit Presidents, Bargaining Members, Parents, Classified Staff)	The district used a task force with teachers, classified and bargaining units leaders to review actions and gather feedback throughout the year. The task force reviews State and local data, site issues, and current initiatives of the district. The task force meets quarterly at the district office. The feedback was used to develop the LCAP.
Bargaining Unit	Bargaining unit members and leadership are involved in all district and site meetings regarding school programs and gathering of feedback for the LCAP. They have been involved with the data dive, root cause, and the creation of the problem of practices.

Educational Partner(s)	Process for Engagement
Parents	The district conducted a needs assessment at each site with their respective parent advisory committees in April and May of 2024. The needs assessment consisted of the following: data dive, established a root cause, and multiple problem of practices. Parents are also invited to attend Coffee with the Principal at their child’s school of attendance to provide formal and informal input
Equity Multiplier Funding for West Boron Elementary	The district and site administration met with all staff and the School Site Council to gather feedback to develop Goal 4 on May of 2024 to develop the Equity Multiplier focus goal in the LCAP. The teachers conducted a data dive, established a root cause, and multiple problem of practices.
SELPA Consultation	On 1/31/2024, Muroc Joint Unified School District Leadership and the SELPA Executive Director reviewed data specific to special education, establish a root cause, and a problem of practice. This was used in the development of the LCAP
Other School Personnel	<p>On 2/12/2024 The Mid-Year Review of the LCAP was presented to the board. The LCAP public hearing was on 6/17/2024. The LCAP was adopted on 6/24/24. Before the adoption of the LCAP at the June 24, 2024 Board Meeting, a public hearing was held to seek recommendations and comments from members of the public on June 17, 2024. The agenda for this public hearing was posted on June 13, 2024 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.</p> <p>Monthly Edwards Air Force Base Partnership Meetings (MSG, Security Forces, Emergency Management, Office of Inspector General, Safety, parent group)</p>
District Advisory Committee	The district also shared the results of the teacher, administrator needs assessments, student surveys, and various other feedback used to create the LCAP to the District Advisory Committee (DAC) on 5/30/2024.

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

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 2023-2024 school year as follows:

Based on the feedback from the surveys and meetings with our educational partners, the goals and action items were developed to address the needs of our students. Specifically, the educational partners at West Boron Elementary School were consulted in the development of the focus goal as an Equity Multiplier school.

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.

2024-25 Local Control and Accountability Plan for Muroc Joint Unified School District

Goal 1:

- Professional Development (teachers, administrators, principals)
- Targeted Intervention (parents, teachers, principals, administration)
- English Learner Instructional Coach (parents, teachers, principals, administration)
- Teacher Recruitment and Retention (teachers, bargaining unit president and members)
- AVID implementation (teachers, administrators, principals)
- Credit Recovery (students, parents, teachers, administrators, principals)

Goal 2:

- MTSS Social Emotional Supports (parent, students, teacher, principal, administrators)
- Extended Mental Health Supports (parent, students, teacher, principal, administrators)

Goal 3:

- Air Frame and Power Plant CTE Course (parent, students, teacher, principal, administrators)
- Construction Technology CTE Course (parent, students, teacher, principal, administrators)

Goal 4:

- Instructional Coach (teachers, principals, administration)
- Targeted Professional Development (teachers, administrators, principals)
- Social Worker to support students' social emotional needs (parents, students, teachers, principals, administrators)

- Additional Intervention Teacher (parents, teachers, principals, administration)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students and targeted underperforming student groups identified by the California Dashboard will demonstrate growth towards academic growth in English Language Arts, Math and Science as measured with state and local indicators.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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).

- 30% of all students in grade 3-8 and 11 met or exceeded standard in English Language Arts on the Smarter Balanced Assessments and 20% of all students in grade 3-8 and 11 met or exceeded standard in Math on the Smarter Balanced Assessments
- However, only 14% of socio-economically disadvantaged students met or exceeded standards in English Language Arts 7% of socio-economically disadvantaged students in grade 3-8 and 11 met or exceeded standard in Math on the Smarter Balanced Assessments.

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

- Provide continuous Instructional support for ELA and math
- 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

The district plans to improve ELA and Math performance through actions that support and improve student learning and will measure progress towards this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Monitoring Teachers fully credentialed and appropriately assigned. Percentage of teachers appropriately assigned.</p> <p>Source: School Information System (SIS), Data Quest State Priority: 1A</p>	<p>2023-2024 school year Teaching Assignment by Full-Time Equivalent</p> <p>Muroc SIS: Clear Credentialed Teachers-87% Out-of-Field-2.4% Intern-8.7% Ineffective-9.6%</p> <p>2022-2023 Teaching Assignment Monitoring Outcomes, Data Quest: Clear Credentialed: 78.1% Out of field: 1.0% Ineffective: 20.9%</p>			<p>Muroc: Clear Credentialed Teachers-100% Out-of-Field-0% Intern-0% Ineffective-0%</p>	
1.2	<p>Pupil Access to standards-aligned materials. Percentage of students that have access to standards-aligned materials.</p> <p>Source: SIS State Priority: 1B</p>	<p>For the 2023-2024, 100% of students having access to Standards-Aligned Materials.</p>			<p>100% of students having access to Standards-Aligned Materials.</p>	
1.3	<p>Implementation of state adopted academic content and performance standards for all</p>	<p>For the 2023-2024, 100% of students having access to</p>			<p>100% of students having access to Standards-Aligned Materials.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students. Percentage of students having access to Standards-Aligned Material. Source: SIS State Priority: 2A	Standards-Aligned Material.				
1.4	Enable EL's access to CCSS and ELD standards. Percentage of English Learners that received integrated ELD support aligned to the ELD Standards. Source: Classroom Observations, Lexia State Priority: 2B	For the 2023-2024 school year, 100% of English Learners receive integrated ELD support aligned to the ELD Standards.			100% of English Learners receive integrated ELD support aligned to the ELD Standards.	
1.5	Average distance from Standard (DFS) and met or exceeded Standard on CAASPP ELA and Math assessment Source: Ca Dashboard, CAASPP Results State Priority: 4A	For the 2023-2024: Math: All Students (-86.5 points below standard) (20.44% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (-137.9 points below standard) (6.71% met or exceeded standards) Students with Disabilities (-172.5 points below standard)			Based on the California Dashboard data distance from standard, a decrease of 5 points per year, 15 points over three years. This measurement is for all students, unduplicated student groups and student groups identified as red in 2023.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>(7.19% met or exceeded standards) Black or African American (-141.4 points below standard) (8.06% met or exceeded standards) Hispanic (-101.3 points below standard) (16.26% met or exceeded standards) White (-77.1 points below standard) (24.09% met or exceeded standards) Two or more races (-101.9 points below standard) (20.97% met or exceeded standards)</p> <p>ELA: All Students (-55.6 points below standard) (29.96% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (-102.5 points below standard) (13.78% met or exceeded standards) Students with Disabilities (-137.9 points below standard)</p>			<p>Based on the CAASPP results, a 3% increase of students who met or exceeded standard, 9% over three years. This measurement is for all students, unduplicated student groups and student groups identified as red in 2023.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>(11.04% met or exceeded standards) Black or African American (-110.2 points below standard)(26.23% met or exceeded standards) Hispanic (-70.5 points below standard) (23% met or exceeded standards) White (-51.2 points below standard) (33.54% met or exceeded standards) Two or more races (-60.2 points below standard)(31.75% met or exceeded standards)</p> <p>CAST: All students (21.69% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (8.2% met or exceeded standards) Students with Disabilities (9.84% met or exceeded standards) Black or African American (9.68% met or exceeded standards)</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic (11.68% met or exceeded standards) White (30.72% met or exceeded standards) Two or more races (25.58% met or exceeded standards)				
1.6	%of pupils that have successfully completed A-G requirements Source: Ca Dashboard State Priority: 4B	2023 the A-G completion rate for was 23% for Muroc.			Using CA Dashboard, the A-G completion rate will increase by 10%	
1.7	% of pupils that have successfully completed Career Technical Educations Pathways Source: Ca Dashboard State Priority: 4C	Using the 2023 Ca School Dashboard only 0.0% of students from Muroc completed a CTE course sequence.			Using the California Dashboard 10% of high school students will complete a CTE course sequence.	
1.8	The percentage of students who have successfully completed both types of courses described above in (B) and (C) Source: CA Dashboard State Priority: 4D	Using the 2023 Ca School Dashboard only 0.0% of students from Muroc completed B and C			10% of the graduating seniors will complete both A-G requirements and a CTE pathway.	
1.9	% of EL's who make progress toward English Proficiency	2023 ELPAC Summative, Muroc had the following % of EL's			As measured by ELPAC, Muroc will increase a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: ELPAC, Ca Dashboard State Priority: 4E	make progress towards English Proficiency. Level 1- 13.89% Level 2- 38.89% Level 3- 8.33% Level 4- 38.89% 2023 CA dashboard showed 100% making progress towards English Language proficiency			minimum of 5% of EL's making progress towards English Proficiency. Level 4 will be the metric that will be used to measure this progress. Level 4- 72.9%	
1.10	English Learner Reclassification Rate percentage Source: Kern integrated Data System State Priority: 4F	2023 6.62% of English Learners were re-classified			Using Kern Integrated Data System, the reclassification will be 15%	
1.11	% of pupils who pass AP exams with a score of 3 or Higher Source: College Board Data State Priority: 4G	2023 31% of the students who took the AP exam passed with a score of 3 or higher			The % of pupils who pass AP exams with a score of 3 or higher will increase to 40%	
1.12	The percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	2023 0%			10% of the graduating seniors will demonstrate college preparedness pursuant to the Early Assessment Program or any	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard State Priority: 4H				subsequent assessment of college preparedness	
1.13	Percentage rate of student proficiency on ELA/Math/Science SBAC Focus Interim Assessments Blocks (FIAB) Source: California Educator Reporting System (CERS) State Priority: 4A	Spring 2024 20% of students are above standard in ELA, Math and Science based on their FIAB scores			There will be an increase of 10% in students being above standard for ELA, Math and Science using the FIAB.	
1.14	% of students identified as Chronic Absent Source: CA Dashboard State Priority: 5B	2023-2024 All students 33.0% English Learners 54.5% Socioeconomically Disadvantaged 55.6%			The district will decrease the chronic absence rate by 5% for all students, unduplicated student groups, and all students groups identified as red on the California Dashboard.	
1.15	% of students who have access and enrolled in a broad course of study Source: Local SIS data and SARC reports State Priority: 7A	100% of students, including unduplicated students, have access to all required areas of broad coursework.			The district will maintain 100% of students, including unduplicated students, have access to all required areas of broad coursework.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	<p>% of unduplicated students have access to general education programs and services</p> <p>Source: Local SIS data and SARC reports State Priority: 7B</p>	<p>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. 100% of enrolled foster youth and their families will be aware of programs and services as measured by individual interviews.</p>			<p>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</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					teachers. Maintain baseline of 100% of enrolled foster youth and their families will be aware of programs and services and have access to desired programs and services as measured by individual interviews.	
1.17	% of students with disabilities have access to and received special education programs and services in the least restrictive environment. Source: IEP audits State Priority: 7C	100% of Students with Disabilities had access to and received special education programs and services in the least restrictive environment.			The district will maintain baseline of 100% of Students with Disabilities having access to and receiving special education programs and services in the least restrictive environment.	
1.18	% of graduating seniors with 2 or more dual enrollment college credit Source: SIS State Priority: 8	For the 2023-2024, 20 seniors graduated in 2024 with 2 or more dual enrollment college credit			Increase to 30 seniors graduating with 2 or more dual enrollment college credit	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	% of teachers who are considered AVID trained (attended a 3 day training in person/virtual) Source: AVID Registration Data State Priority: 8	For the 2023-2024, 55% of the teachers districtwide have been AVID trained (Taken a 3 day training)			90% of the teachers will be AVID trained	
1.20	Overall percentage level of implementation of AVID at each school site Source: AVID Coaching & Certification Instrument (CCI) State Priority: 8	For the 2023-2024: Bailey - AVID Certified Site Branch - Non-Certified Site West Boron Elementary - Non-certified Site Desert- Non-certified site Boron- Non-certified Site			All 5 sites will be AVID certified site	
1.21	Standard scores for DIBELS Universal Screening/Progress Monitoring Source: DIBELS State Priority: 8	For the 2023-2024, The average composite score for each grade is: K - 350 Grade 1- 379 Grade 2- 369 Grade 3- 362 Grade 4- 370 Grade 5- 384 Grade 6- 382			The average composite score for each grade will increase by 20 points.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.22	Graduation rate percentage Source: Ca Dashboard State Priority: 5E	For the 2023-2024: 92.5%			Increase graduation rate to 98%	
1.23	Teacher vacancies at the start of school Source: SIS State Priority: 8	For the 2023-2024: There were 0 vacancies			Maintain 0 vacancies	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Muroc Joint Unified School District (MJUSD) is dedicated to enhancing the professional skills of our staff to foster better student engagement and overall educational outcomes. To achieve this, MJUSD will provide two non-student days dedicated to targeted professional development. These sessions will focus on critical areas including trauma-informed school practice, Universal Design for Learning (UDL), whole student education, and classroom management. The professional development will help staff understand and implement strategies to support students affected by trauma, design flexible learning environments that accommodate individual differences, emphasize holistic student development, and maintain productive classroom environments. The budget for this initiative includes compensation for all participating staff and fees for expert presenters. By investing in these professional development days, MJUSD aims to create a more engaging, supportive, and effective educational experience for all students. This will address the ELA and Math Red Indicators on the CA Dashboard for the District, schools, and all student groups.	\$150,000.00	Yes
1.2	Targeted Intervention	The district will implement a targeted intervention program in English Language Arts (ELA) and Mathematics, specifically designed for the unduplicated pupil population and low performing student groups (African American, Hispanic, Two or more, Students with disabilities, Low socio-economic). This action focuses on providing additional support and utilize Leveled Literacy Intervention, a research-based intervention curriculum, to close learning gaps and foster student success. The district will continue to provide two intervention specialists to support all students, targeting English Learners, Foster Youth, and low income, as well as student groups identified as red on the CA dashboard for ELA/Math. The budgeted amount will be used to fund two credentialed intervention teachers.	\$195,000.00	Yes
1.3	Supplemental Academic Supports Programs	The district will provide supplemental online academic programs to meet the needs of our students requiring additional support in English Language Arts (ELA). This initiative specifically targets English Language Learners by offering Lexia English Language Development, IXL, System 44, and Rosetta Stone, adaptive blended learning programs that enhance English language acquisition through academic conversations. These programs integrate speaking, listening, and grammar across subjects such as math,	\$95,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		science, social studies, general knowledge, and biographies. While all students will have access to these online academic supports, this action is principally directed towards the unduplicated pupil population, ensuring that our English Language Learners receive the targeted assistance they need to succeed academically. This will address the ELA and Math Red Indicators on the CA Dashboard for the District, schools, and all student groups.		
1.4	English Learner Instructional Coach	The district will provide additional intensive support to teachers and administrators through coaching, training and professional development utilizing their knowledge of EL Program design, ELD curriculum and instruction, differentiated instruction and other current research-based instructional strategies designed to meet the needs of the English Language Learner by allocating funds to provide an English Learner Instructional Coach. The coach assists in the determination of whether or not adequate linguistic and academic progress has been made by the student. The coach plays a key role in supporting student achievement by ensuring that timely decisions are made regarding the placement, instruction, monitoring and reclassification of English Learners.	\$115,000.00	Yes
1.5	Education Technology Specialist	The district will allocate funds to provide a stipend to educators who serve as technology integration coaches, guiding and supporting their fellow teachers in effectively incorporating technology into their lesson plans and instructional practices.	\$2,500.00	No
1.6	Standards Aligned Curriculum	The district will continue to select, adopt and support implementation of curricular materials aligned to Common Core, CA History/Social Science Framework, and Next Generation Science Standard.	\$800,000.00	No
1.7	Teacher Recruitment and Retention	In order to attract and retain highly qualified teachers to support academic success for our unduplicated students, the District shall increase the salary schedule for teachers to be competitive with surrounding school districts in Kern County. This will provide greater stability in staff serving unduplicated	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students. This action will address the ELA and Mathematics, Red Indicator on the CA Dashboard. This will address the ELA and Math Red Indicators on the CA Dashboard for the District, schools, and all student groups.		
1.8	Advancement Via Individual Determination (AVID)	To ensure all students, including our unduplicated student population and low performing student groups are prepared for college and career, the district will partner with AVID. AVID will provide resources, professional development for all teachers to learn and implement the best researched teaching strategies. Elementary AVID schools will implement school site programs, and secondary schools will implement core AVID elective classes and expand AVID strategies school-wide. Students will learn AVID practices and proven methodologies to improve student achievement. Students will also receive AVID tutoring to support their academic studies within the school day to increase student achievement. The district will provide college and career trips, professional development, resources and support for all teachers at all schools to increase college and career readiness. This will address the ELA and Math Red Indicators on the CA Dashboard for the District, schools, and all student groups.	\$75,000.00	Yes
1.9	Credit Recovery	Muroc Joint Unified School District will continue the targeted credit recovery program at Boron Junior-Senior High School, Robert McGowan High and the summer credit recovery program, to specifically address the unique needs of our unduplicated pupil population. This program will be designed to provide additional academic support and opportunities for credit recovery to unduplicated pupils who may face challenges hindering their academic progress. The budgeted amount will be used to hire a dedicated credit recovery teacher.	\$223,344.00	Yes
1.10	Summer Program	Muroc Joint Unified School District commits to establishing a focused 6-week summer program designed to support and uplift the unduplicated students and underperforming student groups who are at risk of falling behind in English Language Arts (ELA) and Mathematics. This program aims to provide targeted academic intervention and enrichment to help the unduplicated students strengthen their skills and bridge any learning gaps.	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The budgeted amount will be used to hire teachers and purchase curriculum.		
1.11	Designated Instruction and Services (DIS) Speech and Language Summer School Program	Muroc Joint Unified School District commits to extending the provision of speech and language therapy for all students enrolled in the summer program by an additional 6 weeks. This extended program aims to mitigate regression, support skill maintenance, and provide continued specialized assistance to students in need of speech and language services that are currently on an IEP.	\$5,000.00	No
1.12	Supplemental instructional materials and supplies	Purchase K-3rd grade standards-aligned supplemental ELA curriculum to meet identified needs of our students with disabilities pupil population.	\$10,000.00	No
1.13	Digital Divide	Muroc Joint Unified School District will invest in technology that will close the achievement gap and provide equity to our students. Muroc Joint Unified School District will provide 1:1 Chromebooks that will assist in learning outside of the school hours. This action will prioritize support for the unduplicated pupil population	\$25,000.00	Yes
1.14	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)	\$71,000.00	No
1.15	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.	\$22,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The District will provide a safe and welcoming environment that is conducive to student achievement. The district will develop actions to engage students in school and increase student connectedness.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 2023, Muroc JUSD rate of suspension was 5.8%, which is in the red indicator on the CA Dashboard. There continues to be a discrepancy among the schools, with West Boron Elementary School having the highest rate at 12.3%. The rate of suspension for the unduplicated student population is: English Learners, 4.4%, Foster youth did not have data, and socio-economic disadvantaged students 11.3%. There was an overall increase in suspensions across the district. 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 2023, Muroc JUSD's Chronic Absenteeism rate was very high, at 33% according the the 2022 Ca Dashboard. This is a slight increase of 0.9%. 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 2023, Boron Junior-Senior High School's Chronic Absenteeism Rate is 61.6% as compared to Desert Junior-Senior High School's 21.9% Absenteeism Rate. West Boron Elementary School's Chronic Absenteeism Rate for 2023 is 55% as compared to Irving L. Branch Elementary School's 22.3% Chronic Absenteeism Rate. The unduplicated pupil population chronic absenteeism rates are as follows: English Language Learners is 54.5%, Foster Youth did not have data, and socio-economic

disadvantaged students is 55.6%. 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Facilities Maintained in Good Repair. Percentage report for each school site Source: Facility Inspection Tool (FIT) State Priority: 1C	2023-20204 Branch Elementary: 96.24% Desert Jr/Sr High School: 95.79% West Boron Elementary: 85.98% Boron Jr/Sr High School: 88.02% Bailey Elementary: 96.41%			All school sites will maintain a 95% rating based on the Facility Inspection tool	
2.2	Parent and Family Engagement. Percentage of parents that completed the survey. Source: District Survey State Priority: 3A	in 2023-2024, <1% of parents participated in responding back to district survey			5% of the parents will respond to the parent survey	
2.3	Promotion of Parent and Family Engagement for the Unduplicated Pupil Population. Percentage of all parent engagement opportunities were advertised and delivered	For the 2023-2024 school year, 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.			The district will maintain 100% of all parent engagement opportunities will be advertised and delivered to unduplicated	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to unduplicated students and families. Source: District Survey State Priority: 3B				students and families.	
2.4	Met UC/CSU Requirements Source: California Dashboard State Priority 4B	For the 2023-2024 school year, 20% of Socioeconomically Disadvantaged students met a-g requirements in 2023.			40% of Socioeconomically Disadvantaged students met a-g requirements	
2.5	Promotion of Parent and Family Engagement for Students with Disabilities. Percentage of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families. Source: District Survey State Priority: 3C	For the 2023-2024 school year, 100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families.			The district will maintain 100% of all parent engagement opportunities will be advertised and delivered to Students with Disabilities and families.	
2.6	Attendance rates percentage Source: Kern Integrated Data System State Priority: 5A	2023-2024 Muroc has an 91.05% attendance rate			Muroc will have a 94% attendance rate	
2.7	% of students identified as Chronic Absent	2023-2024 All students 33.0% English Learners 54.5%			The district will decrease the chronic absence	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard State Priority: 5B	Socioeconomically Disadvantaged 55.6%			rate by 5% for all students, unduplicated student groups, and all students groups identified as red on the California Dashboard.	
2.8	Middle School Dropout rate percentage Source: Kern Integrated Data System State Priority: 5C	2023-2024 0% for Middle School Dropout Rate.			0% for Middle School Dropout Rate	
2.9	High School Drop Out Rate percentage State Priority: 5D	For the 2023-2024 school year, High School Drop Out Rate to 0%.			High School Drop Out Rate to 0%.	
2.10	High School Graduation Rate percentage Source: Ca Dashboard State Priority: 5E	2023-2024 92.5% Graduation Rate All students 87.8% Graduation Rate Socioeconomically Disadvantaged			The district will have a 95% graduation rate for all students, and unduplicated student group	
2.11	School Climate Suspension Rate percentage Source: Ca Dashboard State Priority: 6A	2023-2024 All students- Status Red, 5.8% English Learners- Yellow, 4.2% Socioeconomically Disadvantaged- Red, 11.3%			A decrease of 2% for all students, unduplicated student groups and all student groups who are red on the 2023	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					California Dashboard.	
2.12	School Climate Expulsion Rate percentage Source: SIS State Priority: 6B	For the 2023-2024 school year, Expulsion rate: <1%			Maintain <1 % of students being expelled	
2.13	Muroc Climate Survey - Students Source: District Survey State Priority: 6C	2023-2024 Elementary School connectedness- 89% Perceived school safety- 95% Meaningful participation- 51% Jr/Sr high School connectedness- 63%			Maintain 95% or increase of 5% on the climate survey	
2.14	Student Connectedness Survey given in March 2024 Muroc Student Connectedness Survey - Students grades 3-12 Source: Kern Integrated Data System State Priority: 6C	2023-2024 Easy to talk to staff- 70% Staff care about me- 70% Adult notice my absence - 72% Participate in school events - 27% Chances for students to get involved - 41% Feel like I belong- -60%			Increase 5% for each category on the Kern Connectedness Survey	
2.15	Enrollment in Music program at West Boron Elementary and Boron High School	For the 2023-2024 school year, 20 students at West Boron			Increase to 30 students at West Boron and Boron	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: SIS State Priority: 8	and Boron High School are enrolled in music			High School enrolled in Music	
2.16	Total number of eligible students with disabilities Source: SIRAS State Priority: 8	For the 2023-2024 school year, 335 eligible students with disabilities			Reduce the number of eligible students with disabilities by 10%	
2.17	Special Education Indicator 5A- Least restrictive environment of 80% or more Source: CDE State Priority: 8	For the 2023-2024 school year, 41.9% students with disabilities are in the general education setting 80% or more			55% students with disabilities are in the general education setting 80% or more	
2.18	Boron Jr/Sr High School Student Connectedness Survey - Students grades 3-12 Source: Kern Integrated Date System State Priority: 8	An average of 70% of the responses were agree or strongly agree			The average of responses that are agree or strongly agree will be 80%	
2.19	Average distance from Standard (DFS) and met or exceeded Standard on CAASPP ELA and Math assessment Source: Ca Dashboard, CAASPP Results State Priority: 4A	For the 2023-2024: Math: All Students (-86.5 points below standard) (20.44% met or exceeded standards) English Language Learners (NA)			Based on the California Dashboard data distance from standard, a decrease of 5 points per year, 15 points over three years. This	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socio-economically disadvantaged (-137.9 points below standard) (6.71% met or exceeded standards)</p> <p>Students with Disabilities (-172.5 points below standard) (7.19% met or exceeded standards)</p> <p>Black or African American (-141.4 points below standard) (8.06% met or exceeded standards)</p> <p>Hispanic (-101.3 points below standard) (16.26% met or exceeded standards)</p> <p>White (-77.1 points below standard) (24.09% met or exceeded standards)</p> <p>Two or more races (-101.9 points below standard) (20.97% met or exceeded standards)</p> <p>ELA: All Students (-55.6 points below standard) (29.96% met or exceeded standards)</p> <p>English Language Learners (NA)</p>			<p>measurement is for all students, unduplicated student groups and student groups identified as red in 2023.</p> <p>Based on the CAASPP results, a 3% increase of students who met or exceeded standard, 9% over three years. This measurement is for all students, unduplicated student groups and student groups identified as red in 2023.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socio-economically disadvantaged (-102.5 points below standard) (13.78% met or exceeded standards)</p> <p>Students with Disabilities (-137.9 points below standard) (11.04% met or exceeded standards)</p> <p>Black or African American (-110.2 points below standard)(26.23% met or exceeded standards)</p> <p>Hispanic (-70.5 points below standard) (23% met or exceeded standards)</p> <p>White (-51.2 points below standard) (33.54% met or exceeded standards)</p> <p>Two or more races (-60.2 points below standard)(31.75% met or exceeded standards)</p> <p>CAST: All students (21.69% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (8.2%</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		met or exceeded standards) Students with Disabilities (9.84% met or exceeded standards) Black or African American (9.68% met or exceeded standards) Hispanic (11.68% met or exceeded standards) White (30.72% met or exceeded standards) Two or more races (25.58% met or exceeded standards)				

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MTSS Social Emotional Supports	The continuation of the Multi-Tiered System of Support (MTSS) Social Emotional Supports is crucial for our unduplicated student population at all schools. The allocated budget will sustain the employment of an additional School Psychologist and Clinical Social Worker, ensuring enhanced social emotional support for students in need. The funding will also facilitate professional development and curriculum implementation. This will address the Chronic Absenteeism and Suspension Rates Red Indicators on the CA Dashboard for the District, schools, and all student groups.	\$275,000.00	Yes
2.2	Extended Mental Health Supports	The continuation of Extended Mental Health Supports is imperative for the district's commitment to student well-being and academic success. The provision of two School Psychologists and a Marriage Family Therapist during the 6-week summer program underscores our dedication to addressing the diverse needs of our student population. The targeted support in social skills, Dialectical Behavior Therapy, Cognitive Behavior Therapy, and Check-in/Check-out intervention is designed to make a significant impact. This will address the Chronic Absenteeism and Suspension Rates Red Indicators on the CA Dashboard for the District, schools, and all student groups.	\$10,800.00	Yes
2.3	Attendance Secretary	The district will provides a dedicated attendance secretary at Boron Junior-Senior High School to help mitigate chronic absenteeism and truancy. The funding will be used for the secretary's salary. This will address the Chronic Absenteeism Rates Red Indicators on the CA Dashboard for all students at the Boron Junior-Senior High School.	\$24,500.00	Yes
2.4	Music Teacher	The district will provide a music teacher to increase availability of music program beyond district baseline at the West Boron Elementary and Boron Jr/Sr High School. This will address the Chronic Absenteeism Red Indicators on the CA Dashboard for all students at West Boron Elementary and Boron Junior-Senior High School.	\$75,000.00	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.	\$9,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	In order to promote college and career readiness across the district, 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 for all students.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>Muroc Joint Unified School District developed goal 2 based on stakeholder feedback, State and local metrics, and other collected data.</p> <p>The 2023 California Dashboard College and Career Indicator (CCI) showed the district was Low while Boron High School was Very Low and Desert High School was Low.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of pupils that have successfully completed Career Technical Education Pathways Source: Ca Dashboard State Priority: 4C	2023-2024 0% of students from Muroc completed a CTE course sequence.			5% of students from Muroc completed a CTE course sequence.	
3.2	The extent to which students have access to and are enrolled in a	2023-2024 100% of students, including unduplicated			100% of students, including unduplicated	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>broad course of study. Percentage of students, including unduplicated students, have access to all required areas of broad coursework.</p> <p>Source: SIS State Priority: 7A</p>	students, have access to all required areas of broad coursework.			students, have access to all required areas of broad coursework.	
3.3	<p>% of unduplicated students had access to general education programs and services</p> <p>Source: SIS State Priority: 7B</p>	<p>2023-2024 100% of unduplicated students had access to general education programs and services</p>			100% of unduplicated students had access to general education programs and services.	
3.4	<p>Percentage of students enrolled in CTE courses</p> <p>Source: SIS State Priority 8:</p>	<p>2023-2024 200 students enrolled in CTE courses in 2024</p>			250 Students enrolled in CTE courses	
3.5	<p>Number of students obtaining jobs in the field of the complete CTE pathway</p> <p>Source: Graduating Senior Survey State Priority: 8</p>	<p>2023-2024 3 students obtained jobs in the field upon completion of the CTE pathway after graduation</p>			9 students will obtain a job in the field of the completed CTE pathway	
3.6	<p>Graduation rate percentage</p>	<p>For the 2023-2024: All students 92.5% SED: 87.8%</p>			Increase graduation rate to 98%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Ca Dashboard State Priority: 5E					

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Air Frame and Power Plant CTE Course	The Air Frame and Power Plant Career Technical Education (CTE) program addresses the needs of our unduplicated pupil population by providing them with valuable skills and direct pathways to employment. This program equips low-income students, English Learners, homeless students, and foster youth with specialized training that leads to high-demand jobs in the aerospace industry. The budgeted amount will be used to fund a part-time instructor. This will address the College and Career Red Indicators on the CA Dashboard for all students at the Boron Junior-Senior High school.	\$33,186.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Construction Technology CTE Program	Ensuring the continued funding of the Construction Technology CTE Course is essential to provide students with valuable classroom instruction and hands-on experiences in diverse specialties within the construction industry. The program empowers students with knowledge applicable to carpentry, electrical work, masonry, and plumbing, emphasizing safety, career and college readiness, career exploration, and construction competencies. The allocated funds will support the salary and continued education of the Construction Technology Instructor, as well as the acquisition of necessary tools and equipment. This will address the College and Career Red Indicators on the CA Dashboard for all students at the Boron Junior-Senior High school.	\$106,698.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	West Boron Elementary School (WBE) is receiving Equity Multiplier Funding for the 2024-2025 school year. With 73% of its student population identified as socioeconomically disadvantaged and a stability rate of 28%, WBE faces significant challenges. According to the 2023 Dashboard, all students, including Hispanic, socioeconomically disadvantaged, African American, and White student groups, were identified in the red for ELA and Math. To address these disparities, the district and WBE will focus on improving student achievement in ELA and Math for these targeted groups, aiming to reduce the points below standard by 10 points. There has been a high turnover of teachers and leadership at West Boron Elementary resulting in a high percentage of ineffective teachers. To retain effective teachers, the district will focus on reasons teachers are leaving and aim to increase continuity with teachers and leadership.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

California School Dashboard and local data indicate that we need focused attentions to ELA and Math achievement.

2023 California Dashboard

ELA

- All students - 90 points below standard
- Socioeconomically Disadvantaged (SED) - 97 points below standard
- Hispanic - 94 points below standard
- White- 99 points below standard

Math

- All students - 117 points below standard
- Socioeconomically Disadvantaged (SED)- 127 pints below standard
- Hispanic - 116 points below standard
- White- 124 points below standard

DIBELS

The average composite score for each grade is:

K - 350
 Grade 1- 379
 Grade 2- 369
 Grade 3- 362
 Grade 4- 370
 Grade 5- 384
 Grade 6- 382

Student Connectedness Survey given in March 2024

Muroc Student Connectedness Survey results for West Boron Elementary - Students grades 3-12, 2023-2024

Easy to talk to staff- 81%
 Staff care about me- 83%
 Adult notice my absence - 80%
 Feel like I belong- -74%

According to the TAMO on Dataquest, West Boron Elementary teachers had the following data:

57.1% Clear Credential
 42.9% Ineffective

According to researchers, elementary school students who do not have a strong foundation academically by the end of 6th grade, have a higher percentage rate of failure and dropouts in junior high and high school.

After consulting with our educational partners, we chose to create this focus goal and target the identified student groups to build a stronger foundation in ELA and math. In order to accomplish this, teachers will need a targeted professional development and instructional coaching.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Average distance from Standard (DFS) on CAASPP ELA and Math Assessment Source: Ca Dashboard State Priority: 4A	Baseline 2023 ELA All students - 90 points below standard Socioeconomically Disadvantaged (SED) - 97 points below standard			ELA All students - 75 points below standard Socioeconomically Disadvantaged (SED) - 80 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Hispanic - 94 points below standard White- 99 points below standard</p> <p>Math All students - 117 points below standard Socioeconomically Disadvantaged (SED)- 127 pints below standard Hispanic - 116 points below standard White- 124 points below standard</p>			<p>Hispanic - 80 points below standard White- 85 points below standard</p> <p>Math All students - 102 points below standard Socioeconomically Disadvantaged (SED)- 112 pints below standard Hispanic - 101 points below standard White- 109 points below standard</p>	
4.2	<p>Percentage of students feeling connected to school</p> <p>Source: Kern Connectedness Survey State Priority: 6C</p>	<p>Student Connectedness Survey given in March 2024</p> <p>Muroc Student Connectedness Survey results for West Boron Elementary - Students grades 3-12, 2023-2024</p> <p>Easy to talk to staff- 81%</p> <p>Staff care about me- 83%</p> <p>Adult notice my absence - 80%</p> <p>Feel like I belong - 74%</p>			<p>Easy to talk to staff- 85%</p> <p>Staff care about me- 87%</p> <p>Adult notice my absence - 84%</p> <p>Feel like I belong - 78%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	The average composite score for each grade for DIBELS assessment. Source: DIBELS assessment State Priority: 8	The average composite score for each grade is: K - 350 Grade 1- 379 Grade 2- 369 Grade 3- 362 Grade 4- 370 Grade 5- 384 Grade 6- 382			The average composite score for each grade is: K - 370 Grade 1- 400 Grade 2- 390 Grade 3- 380 Grade 4- 390 Grade 5- 400 Grade 6- 400	
4.4	end of year survey specific to students seen by the social worker Source: District survey State Priority: 8	Baseline established in 2024-2025 school year is 0			80% effectiveness rating in relation to the social worker interaction	
4.5	% of students identified as Chronic Absent for West Boron Elementary Source: CA Dashboard State Priority: 5B	In 2023, 55% of All Students at West Boron Elementary are Chronically Absent In 2023, 60.9% of SED at West Boron Elementary are Chronically Absent In 2023, 54.9% of Hispanic at West Boron Elementary are Chronically Absent			40% of students at West Boron Elementary are Chronically Absent 45% of SED at West Boron Elementary are Chronically Absent 40% of Hispanic at West Boron Elementary are Chronically Absent	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Instructional coach	The district will fund a part-time instructional coach as a contracted consultant who will focus on working with teachers at West Boron Elementary, with a focus on math as well as other subjects. The coach will also focus on building strategies to identify students needing interventions.	\$22,000.00	No
4.2	Professional Development	The district will fund professional development specific to West Boron Elementary, focusing on working with students who are socioeconomically disadvantaged, building rigor in the classroom, using data to drive instruction, and continue to build an intervention program for struggling students.	\$35,000.00	No
4.3	Intervention Teacher	The district will hire a third Intervention Teacher to provide targeted supplemental services to address ELA and Mathematics deficiencies. The	\$145,000.00	No

Action #	Title	Description	Total Funds	Contributing
		efforts of these opportunities will be principally directed to support the unduplicated pupil population.		
4.4	Social Worker	The district will utilize a 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.	\$68,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,068,144.00	\$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
5.655%	0.000%	\$0.00	5.655%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development</p> <p>Need: The creation of the professional development action item is driven by data from recent assessments and attendance records. English learners, Socioeconomically Disadvantaged, and Foster Youth require tailored instructional approaches to bridge achievement gaps and improve engagement. As a district, English</p>	<p>The professional development action item for the LCAP is specifically designed to address the unique needs of our unduplicated student group, which includes socio-economically disadvantaged students, English learners, and foster youth. By providing teachers with training on Tier 1 supports, such as Trauma-Informed Practices, Universal Design for Learning (UDL), and Behavior Management, we equip them with the tools to create a more inclusive and responsive classroom environment. These trainings enable teachers to</p>	<p>Metrics 1.4, 1.5, 1.6, 1.8, 1.9, 1.11, 1.12, 1.15, 1.16</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Learners are performing in the lowest category on the California Dashboard. Educator partner feedback also identified these areas for improvement. 14% of socio-economically disadvantaged students met or exceeded standards in English Language Arts, and 7% met or exceeded standards in Math on the Smarter Balanced Assessments. Additionally, chronic absenteeism rates are Very Low, with 55% of socio-economically disadvantaged students, 45% of students with disabilities, 59% of African American students, and 40% of Hispanic students being chronically absent. English learners were in the red for Chronic Absenteeism on the CA Dashboard. These statistics highlight the need for targeted professional development to address these critical issues and improve student engagement and performance.</p> <p>Math: All Students (-86.5 points below standard) (20.44% met or exceeded standards) English Language Learners (-122 points below standard) Socio-economically disadvantaged (-137.9 points below standard) (6.71% met or exceeded standards) Students with Disabilities (-172.5 points below standard) (7.19% met or exceeded standards) Black or African American (-141.4 points below standard) (8.06% met or exceeded standards) Hispanic (-101.3 points below standard) (16.26% met or exceeded standards)</p>	<p>embed strategies into their daily instruction that increase student engagement, foster resilience, and promote a safe and supportive learning environment. This proactive approach ensures that all students, particularly those from our unduplicated groups, receive the foundational support necessary to thrive academically and emotionally.</p> <p>These actions are being provided on an LEA-wide basis because all teachers can benefit from the Tier 1 professional development trainings.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>White (-77.1 points below standard) (24.09% met or exceeded standards) Two or more races (-101.9 points below standard) (20.97% met or exceeded standards) Foster youth: No data is given due to less than 11 foster students in the district</p> <p>ELA: All Students (-55.6 points below standard) (29.96% met or exceeded standards) English Language Learners: (-116.5 points below standard) Socio-economically disadvantaged (-102.5 points below standard) (13.78% met or exceeded standards) Students with Disabilities (-137.9 points below standard) (11.04% met or exceeded standards) Black or African American (-110.2 points below standard)(26.23% met or exceeded standards) Hispanic (-70.5 points below standard) (23% met or exceeded standards) White (-51.2 points below standard) (33.54% met or exceeded standards) Two or more races (-60.2 points below standard)(31.75% met or exceeded standards) Foster youth: No data is given due to less than 11 foster students in the district</p> <p>CAST: All students (21.69% met or exceeded standards) English Language Learners (NA)</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Socio-economically disadvantaged (8.2% met or exceeded standards) Students with Disabilities (9.84% met or exceeded standards) Black or African American (9.68% met or exceeded standards) Hispanic (11.68% met or exceeded standards) White (30.72% met or exceeded standards) Two or more races (25.58% met or exceeded standards) Foster youth: No data is given due to less than 11 foster students in the district</p> <p>Based on educational partner feedback, the need for targeted professional development to help students who are struggling was identified.</p> <p>Scope: LEA-wide</p>		
1.2	<p>Action: Targeted Intervention</p> <p>Need: Data from the California Dashboard reveals that our Socioeconomically Disadvantaged Students, Students with Disabilities, African American, and Hispanic students are still performing in the Very Low range for ELA, with scores significantly below the standard (SED: 102.5 points below, SWD: 137.9 points below, African American: 110.2 points below, Hispanic: 70.5 points below). Continuing this action item is crucial to addressing these</p>	<p>Providing ELA intervention is crucial to addressing the needs of our unduplicated student group, particularly our Socioeconomically Disadvantaged Students who scored 102.5 points below the standard on the ELA CAASPP. By assigning an intervention teacher to each elementary school, we can offer small, targeted group interventions using the research-based curriculum, Leveled Literacy Intervention. This approach specifically targets the academic gaps our students are experiencing, allowing for more personalized and effective support. These interventions are designed to help students improve their reading and comprehension skills, thereby closing the</p>	<p>We will monitor CAASPP ELA scores as well as DIBELS Universal Screening/Progress Monitoring for our unduplicated students as well as all students. (measured by Goal 1 Metrics 1.5 and 1.14)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>disparities and ensuring that all students receive the targeted support they need to achieve academic success.</p> <p>Based on educational partner feedback, the need for targeted intervention to help students who are struggling was identified.</p> <p>Scope: LEA-wide</p>	<p>achievement gap and ensuring that all students, regardless of their socioeconomic status, have the opportunity to succeed academically.</p> <p>These actions are being provided on an LEA-wide basis because all our students can benefit from the ELA intervention support to address academic deficiencies.</p>	
1.3	<p>Action: Supplemental Academic Supports Programs</p> <p>Need: ELLs still face substantial challenges, as evidenced by their average score of 116.5 points below the standard on the CAASPP ELA test. Education partners identified a need to support ELL's in the district.</p> <p>Scope: LEA-wide</p>	<p>By continuing to provide targeted online academic supports, such as Lexia English Language Development, IXL, System 44, and Rosetta Stone, we can offer personalized and adaptive learning experiences that address the specific needs of our ELL students. These programs are designed to improve language acquisition and overall academic performance, helping to close the achievement gap and ensure that all students have the opportunity to succeed. These actions are being provided on an LEA-wide basis because all our students can benefit from the Supplemental Academic Supports Programs to address academic deficiencies.</p>	<p>We will monitor ELL reclassification rates and ELA CAASPP scores. We will also monitor ELA CAASPP scores for all students. (measured by Goal 1 Metrics 1.5 and 1.9)</p>
1.7	<p>Action: Teacher Recruitment and Retention</p> <p>Need: By offering salaries that are competitive with neighboring districts, we aimed not only to retain our current dedicated staff but also to attract new teachers who can bring fresh perspectives and expertise to our classrooms.</p>	<p>Offering salaries that are competitive with neighboring districts is essential for effective teacher recruitment and retention. Competitive salaries attract high-quality teachers who might otherwise choose to work in neighboring districts with better pay. Retaining experienced educators is crucial for maintaining continuity and stability within our schools, allowing them to build stronger relationships with students and their families,</p>	<p>Metrics 1.1, 1.5, 1.11, 1.13, 1.14, 1.15, 1.16, 1.17</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>This initiative has proven effective, as indicated by the significant improvement in teacher effectiveness and retention rates. In the 2021-2022 school year, Muroc Joint Unified School District had 16.9% of its teachers categorized as ineffective. By the 2023-2024 school year, this percentage decreased to 9.62%, demonstrating a marked improvement in teacher quality. Additionally, teacher retention has shown positive trends. For the 2022-2023 school year, we had 30 new teachers attend the New Teachers Orientation, whereas for the 2024-2025 school year, we anticipate only 10 new teachers will need to attend. This decrease in new teacher orientations indicates a higher retention rate of experienced teachers, further underscoring the success of our strategic salary adjustments. Through this increase in the salary schedule, we have affirmed our commitment to investing in our educators, acknowledging their critical role in shaping the future of our students and the community at large. This action not only enhances our educational environment but is directly linked to improved student outcomes.</p> <p>Feedback form our educational partners showed a need to retain effective teachers in our district.</p> <p>Math: All Students (-86.5 points below standard) (20.44% met or exceeded standards) English Language Learners (-122 points below standard)</p>	<p>contributing to a supportive and effective learning environment. Additionally, reducing teacher turnover ensures that students experience consistency in their education, which is particularly important for our unduplicated pupil population—students who are English learners, from low-income families, or in foster care. These students often require additional support to overcome educational barriers, and having a stable, experienced teaching workforce is vital for providing the increased and improved services they need. Therefore, by offering competitive salaries, the district can ensure it has the foundational staffing required to meet the diverse needs of all its students, ultimately fostering a successful learning environment.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Socio-economically disadvantaged (-137.9 points below standard) (6.71% met or exceeded standards)</p> <p>Students with Disabilities (-172.5 points below standard) (7.19% met or exceeded standards)</p> <p>Black or African American (-141.4 points below standard) (8.06% met or exceeded standards)</p> <p>Hispanic (-101.3 points below standard) (16.26% met or exceeded standards)</p> <p>White (-77.1 points below standard) (24.09% met or exceeded standards)</p> <p>Two or more races (-101.9 points below standard) (20.97% met or exceeded standards)</p> <p>Foster youth: No data is given due to less than 11 foster students in the district</p> <p>ELA:</p> <p>All Students (-55.6 points below standard) (29.96% met or exceeded standards)</p> <p>English Language Learners: (-116.5 points below standard)</p> <p>Socio-economically disadvantaged (-102.5 points below standard) (13.78% met or exceeded standards)</p> <p>Students with Disabilities (-137.9 points below standard) (11.04% met or exceeded standards)</p> <p>Black or African American (-110.2 points below standard)(26.23% met or exceeded standards)</p> <p>Hispanic (-70.5 points below standard) (23% met or exceeded standards)</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>White (-51.2 points below standard) (33.54% met or exceeded standards) Two or more races (-60.2 points below standard)(31.75% met or exceeded standards) Foster youth: No data is given due to less than 11 foster students in the district</p> <p>CAST: All students (21.69% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (8.2% met or exceeded standards) Students with Disabilities (9.84% met or exceeded standards) Black or African American (9.68% met or exceeded standards) Hispanic (11.68% met or exceeded standards) White (30.72% met or exceeded standards) Two or more races (25.58% met or exceeded standards) Foster youth: No data is given due to less than 11 foster students in the district</p> <p>Scope: LEA-wide</p>		
1.8	<p>Action: Advancement Via Individual Determination (AVID)</p> <p>Need: 55.6% of our low-income students have chronic absenteeism (more than 18 school days), in comparison to 33% of all students</p>	<p>The Advancement Via Individual Determination (AVID) program addresses the needs of low-income students by providing a structured support system that promotes academic achievement and college readiness. AVID focuses on teaching critical thinking, organization, and study skills, which are essential for academic success. It also provides mentorship and tutoring, helping students</p>	<p>Metrics 1.5, 1.6, 1.11, 1.13, 1.14, 1.15, 1.16, 1.18</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>who have been identified to be chronically absent.</p> <p>There is a clear need for the Advancement Via Individual Determination (AVID) program to support our unduplicated pupil population. Metrics from the 2023 CAASPP ELA test highlight significant disparities: low-income students averaged a score that was -102.5 distance from the standard, compared to -55.6 for all students. Similarly, for the 2023 CAASPP math test, low-income students averaged a score that was -137.9 distance from the standard, while the average for all students was -86.5. These gaps demonstrate the necessity of targeted interventions like AVID to bridge the achievement gap and provide equitable educational opportunities for our low-income students.</p> <p>A needs assessment was conducted with educational partners at each school site. AVID was an identified need for our unduplicated pupil population.</p> <p>Scope: LEA-wide</p>	<p>to stay on track and overcome challenges. By creating a supportive learning environment and offering resources that low-income students might otherwise lack, AVID helps to close the achievement gap and ensures that these students have the tools and opportunities to succeed in their educational pursuits. These actions are being provided on an LEA-wide basis because all our students can benefit from AVID.</p>	
1.9	<p>Action: Credit Recovery</p> <p>Need: There is a pressing need for a dedicated credit recovery teacher at Boron Junior-Senior High School, our Title 1 school. The graduation rate</p>	<p>A credit recovery teacher will provide essential support to our unduplicated pupil population, ensuring they stay on track to graduate. This dedicated educator will focus on students who are English learners, from low-income families, or in foster care, offering tailored assistance to help them overcome academic challenges and recover</p>	Metrics 1.6, 1.12, 1.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>at Boron Junior-Senior High School is currently 88.6%, significantly lower than the 95.3% graduation rate at Desert Junior-Senior High School, which is not a Title 1 school.</p> <p>A needs assessment was conducted with educational partners at each school site. A credit recovery teacher was an identified need for our unduplicated pupil population.</p> <p>Scope: Schoolwide</p>	<p>lost credits. This action will benefit students at both Desert and Boron Junior-Senior High School. This will support the unduplicated student population and all students needing credit recovery in order to graduate in 4 years.</p>	
<p>1.13</p>	<p>Action: Digital Divide</p> <p>Need: 55.6% of our low-income students have chronic absenteeism (more than 18 school days), in comparison to 33% of all students who have been identified to be chronically absent.</p> <p>The graduation rate at Boron Junior-Senior High School is currently 88.6%, significantly lower than the 95.3% graduation rate at Desert Junior-Senior High School, which is not a Title 1 school.</p> <p>Feedback from the DAC and each sites SSC, ensuring each student has a device was identified for our unduplicated pupils as well as all students.</p>	<p>Implementing a 1:1 Chromebook ratio for students is a critical step in ensuring equitable access to educational resources, particularly for our low-income students who face higher rates of chronic absenteeism and are more susceptible to becoming credit deficient. With a chronic absenteeism rate of 55.6% among low-income students compared to 33% of all students, these students are at a greater risk of falling behind academically. The district's credit recovery program, which utilizes the Edgenuity platform, relies on online access to facilitate learning and credit recovery. By providing each student with a Chromebook, we ensure that all students, regardless of their home technology situation, have the necessary tools to access this online program. This action not only supports the credit recovery efforts by enabling consistent participation but also promotes overall academic success by bridging the digital divide. Ensuring every student has a Chromebook will empower them to stay on track to graduate, thereby</p>	<p>Metrics 1.2, 1.4, 1.5, 1.6, 1.8, 1.9, 1.11, 1.12, 1.16, 1.18</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>complementing our credit recovery initiatives and addressing the specific needs of our low-income students. This action benefits all students in the district by providing a Chromebook for all students so they have access to the tools necessary to be successful.</p>	
<p>2.1</p>	<p>Action: MTSS Social Emotional Supports</p> <p>Need: 55.6% of our low-income students and 54.5% of our English Learners have chronic absenteeism (more than 18 school days), in comparison to 33% of all students who have been identified to be chronically absent.</p> <p>Metrics from the 2023 CAASPP ELA test highlight significant disparities: low-income students averaged a score that was -102.5 distance from the standard, compared to -55.6 for all students. Similarly, for the 2023 CAASPP math test, low-income students averaged a score that was -137.9 distance from the standard, while the average for all students was -86.5. These gaps demonstrate the necessity of targeted interventions like AVID to bridge the achievement gap and provide equitable educational opportunities for our low-income students.</p> <p>Through the needs assessment process, teachers have articulated a need to prioritize social-emotional supports for students.</p> <p>Scope:</p>	<p>Research from the National Center for Children in Poverty indicates that low-income children are at a higher risk of experiencing mental health issues due to stressors related to economic instability, such as food insecurity, housing instability, and exposure to violence. MTSS provides a structured approach to identify and address these needs early, preventing long-term negative outcomes.</p> <p>Chronic absenteeism is more prevalent among low-income students, often due to unmet social-emotional needs. MTSS frameworks that include social-emotional supports can improve attendance rates by addressing the root causes of absenteeism, such as anxiety, depression, or family challenges.</p> <p>This is being provided to all schools and students as all students can benefit from Social Emotional support and the need to decrease the Chronic Absent rate for all schools.</p>	<p>Metrics 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.15, 2.16, 2.17, 2.19</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	<p>Action: Extended Mental Health Supports</p> <p>Need: 55.6% of our low-income students and 54.5% of our English Learners have chronic absenteeism (more than 18 school days), in comparison to 33% of all students who have been identified to be chronically absent.</p> <p>Metrics from the 2023 CAASPP ELA test highlight significant disparities: low-income students averaged a score that was -102.5 distance from the standard, compared to -55.6 for all students. Similarly, for the 2023 CAASPP math test, low-income students averaged a score that was -137.9 distance from the standard, while the average for all students was -86.5. These gaps demonstrate the necessity of targeted interventions like AVID to bridge the achievement gap and provide equitable educational opportunities for our low-income students.</p> <p>Through the needs assessment process, teachers have articulated a need to prioritize social-emotional supports for students.</p> <p>Scope: LEA-wide</p>	<p>Research from the National Center for Children in Poverty indicates that low-income children are at a higher risk of experiencing mental health issues due to stressors related to economic instability, such as food insecurity, housing instability, and exposure to violence. MTSS provides a structured approach to identify and address these needs early, preventing long-term negative outcomes.</p> <p>Chronic absenteeism is more prevalent among low-income students, often due to unmet social-emotional needs. MTSS frameworks that include social-emotional supports can improve attendance rates by addressing the root causes of absenteeism, such as anxiety, depression, or family challenges.</p> <p>This is being provided to all schools and students as all students can benefit from Social Emotional support and the need to decrease the Chronic Absent rate for all schools.</p>	Metrics 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.15, 2.16, 2.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.3</p>	<p>Action: Attendance Secretary</p> <p>Need: 55.6% of our low-income students and 54.5% of our English Learners have chronic absenteeism (more than 18 school days), in comparison to 33% of all students who have been identified to be chronically absent.</p> <p>Through the needs assessment process, principal and teachers of Boron Junior-Senior High School have articulated a need to prioritize addressing chronic absenteeism.</p> <p>Scope: Schoolwide</p>	<p>Allocating funding for a dedicated attendance secretary will significantly help reduce chronic absenteeism among our unduplicated pupil population, which includes low-income students, English Learners, homeless students, and foster youth as well as all students at Boron Junior-Senior High School. A dedicated attendance secretary can provide personalized follow-ups with families, which research by Attendance Works has shown to reduce absenteeism by up to 10%. By tracking attendance patterns and identifying at-risk students early, as supported by the National Center for Education Statistics, the secretary can facilitate timely interventions. Additionally, tailored support can address the unique challenges these students face, such as language barriers for English Learners and instability for homeless and foster youth, as highlighted by the U.S. Department of Education. Improved communication, a key factor identified by the Johns Hopkins University School of Education, will ensure that parents are regularly informed about their child's attendance, emphasizing its importance. Moreover, a study by the Everyone Graduates Center found that schools with dedicated attendance staff saw increased student engagement and reduced dropout rates. Finally, accurate and timely data collection on absenteeism by the attendance secretary can lead to data-driven interventions.</p>	<p>Metrics 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.15, 2.16, 2.17</p>
<p>2.4</p>	<p>Action: Music Teacher</p> <p>Need: In 2023, only 20% of low-income students who graduated met the A-G requirements</p>	<p>There is a critical need for a dedicated music teacher for West Boron Elementary and Boron Junior-Senior High School to support our unduplicated pupil population, which includes low-income students, English Learners, homeless students, and foster youth and is beneficial to all</p>	<p>Metric 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.17, 2.18</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Through the needs assessment process, the administration team have articulated a need to prioritize having more students A-G eligible.</p> <p>Scope: Schoolwide</p>	<p>students at Boron Junior-Senior High School. Music education not only enriches students' lives but also helps fulfill the Visual and Performing Arts requirement for A-G completion, essential for college admission in California. In 2023, only 20% of low-income students who graduated met the A-G requirements, highlighting a significant gap. Providing a music program can directly contribute to improving this metric by offering more students the opportunity to complete their A-G requirements. Studies have shown that participation in music education can enhance academic performance, increase student engagement, and improve graduation rates. By hiring a dedicated music teacher, we can ensure that our unduplicated pupil population has access to a well-rounded education that meets all necessary academic requirements, thereby increasing their chances of academic success and post-secondary opportunities. This will be provided to all students at the school site who can benefit from a music program. Providing this support on an LEA-wide basis ensures that all schools, particularly Boron Junior-Senior High School who have a significant lower percentage of low-income students who did not meet the A-G requirements an added class option to fulfil their Visual and Performing Arts requirement for A-G.</p>	
2.5	<p>Action: Instructional platform and program</p> <p>Need: 55.6% of our low-income students have chronic absenteeism (more than 18 school days), in comparison to 33% of all students</p>	<p>The use of technology in education can improve student engagement and academic performance. For low-income students, access to digital learning tools like Google Classroom can enhance their learning experience and provide them with the necessary resources to succeed academically. Google Classroom facilitates better communication between teachers, students, and</p>	<p>Metrics 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.17, 2.18</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>who have been identified to be chronically absent.</p> <p>The graduation rate at Boron Junior-Senior High School is currently 88.6%, significantly lower than the 95.3% graduation rate at Desert Junior-Senior High School, which is not a Title 1 school.</p> <p>Through the needs assessment process, administration and teachers have articulated a need for better communication between staff and students.</p> <p>Scope: LEA-wide</p>	<p>parents. The National Education Association reports that increased parental involvement is linked to higher academic achievement. Google Classroom allows parents to stay informed about their child's progress, assignments, and upcoming events, fostering greater involvement. This will not only help with our unduplicated students but all students will benefit from this action. The platform is accessible from any device with an internet connection, allowing students to continue their work outside of school hours. This flexibility prepares them for the demands of college and the workplace, where remote work and digital communication are increasingly common. Implementation of Google Suites on an LEA-side basis ensures that all students have consistent access to the necessary tools to be successful reducing disparities and ensuring that every student has the opportunity to develop these important skills.</p>	
<p>3.1</p>	<p>Action: Air Frame and Power Plant CTE Course</p> <p>Need: 52% increase in CTE enrollment from the 2022-2023 school year to the 2023-2024 school year.</p> <p>In 2023, 0% of students from Muroc completed a CTE course sequence.</p> <p>55.6% of our low-income students and 54.5% of our English Learners have chronic absenteeism (more than 18 school days), in comparison to 33% of all students who have been identified to be chronically absent.</p>	<p>Creating the Air Frame and Power Plant Career Technical Education (CTE) program addresses the needs of our unduplicated pupil population by providing them with valuable skills and direct pathways to employment. This program equips low-income students, English Learners, homeless students, and foster youth with specialized training that leads to high-demand jobs in the aerospace industry. Notably, multiple students who have completed this CTE pathway have successfully secured employment at Edwards Air Force Base and Northrop Grumman. This success demonstrates the program's effectiveness in bridging the gap between education and the workforce, offering our students tangible opportunities for economic stability and career</p>	<p>Metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Through the needs assessment process, administration, teachers, and students have articulated a need for more educational opportunities and pathways.</p> <p>Scope: Schoolwide</p>	<p>advancement. By investing in this CTE program, we are empowering our unduplicated pupils with the skills and qualifications needed to thrive in well-paying, stable careers, thereby addressing their educational and economic needs. These actions are being provided on an LEA-wide basis because all our students can benefit from Air Frame and Power Plant CTE.</p>	
<p>3.2</p>	<p>Action: Construction Technology CTE Program</p> <p>Need: This action is particularly targeted at addressing the needs of Socio-Economically Disadvantaged (SED) students, as only 7.3% of this demographic were considered prepared on the College/Career Indicator for the 2022-2023 school year.</p> <p>In 2023, 0% of students from Muroc completed a CTE course sequence.</p> <p>55.6% of our low-income students and 54.5% of our English Learners have chronic absenteeism (more than 18 school days), in comparison to 33% of all students who have been identified to be chronically absent.</p> <p>Through the needs assessment process, administration, teachers, and students have articulated a need for more educational opportunities and pathways.</p>	<p>Creating the Construction Technology Career Technical Education (CTE) program at Boron Junior-Senior High School addresses the needs of our unduplicated pupil population by providing them with essential skills and direct pathways to lucrative careers in the construction industry. This program is particularly beneficial for low-income students, English Learners, homeless students, and foster youth, who often face barriers to higher education and stable employment. Through hands-on training and industry-specific education, students gain practical experience and certifications that make them competitive candidates for well-paying jobs in construction. This program not only enhances their employability but also offers a viable route to economic stability and self-sufficiency. By equipping our unduplicated pupils with the tools and knowledge needed for success in the construction sector, we are addressing their immediate educational and economic needs and fostering long-term career opportunities. Although the target of this action is our unduplicated pupils, all students can utilize this opportunity.</p>	<p>Metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p>

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	<p>Action: English Learner Instructional Coach</p> <p>Need: ELLs still face substantial challenges, as evidenced by their average score of 116.5 points below the standard on the CAASPP ELA test. Feedback from ELL parents indicate a need for individualized ELL support.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Allocating funds to provide an English Language Learner (ELL) Instructional Coach will significantly enhance the support available to teachers and administrators, ensuring they can meet the diverse needs of English Language Learners effectively. The ELL Instructional Coach will offer intensive support through personalized coaching, targeted training, and comprehensive professional development. By utilizing their expertise in EL Program design, ELD curriculum and instruction, differentiated instruction, and current research-based strategies, the coach will equip educators with the tools and knowledge necessary to deliver high-quality instruction. This includes helping teachers plan and execute lessons tailored to the unique needs of ELL students, providing feedback from classroom observations, and leading professional development sessions focused on best practices for ELL education. Additionally, the ELL Instructional Coach will play a critical role in assessing whether students are making adequate linguistic and academic progress, ensuring that</p>	Metric 1.8 and 1.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		timely and informed decisions are made regarding the placement, instruction, monitoring, and reclassification of English Learners. By doing so, the coach will support student achievement and foster an educational environment where English Language Learners can thrive.	

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

NA

Additional Concentration Grant Funding

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

Muroc Joint Unified School District does not receive Concentration Grant Funding

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	18889223	1,068,144.00	5.655%	0.000%	5.655%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,523,028.00	\$300,000.00	\$0.00	\$0.00	\$2,823,028.00	\$1,768,028.00	\$1,055,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$150,000.00	\$0.00	\$150,000.00				\$150,000.00	
1	1.2	Targeted Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$185,000.00	\$10,000.00	\$195,000.00				\$195,000.00	
1	1.3	Supplemental Academic Supports Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$95,000.00	\$95,000.00				\$95,000.00	
1	1.4	English Learner Instructional Coach	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	\$115,000.00	\$0.00	\$115,000.00				\$115,000.00	
1	1.5	Education Technology Specialist	All	No			All Schools	2024-2025	\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	
1	1.6	Standards Aligned Curriculum	All	No			All Schools	2024-2025	\$0.00	\$800,000.00	\$800,000.00				\$800,000.00	
1	1.7	Teacher Recruitment and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$200,000.00	\$0.00	\$200,000.00				\$200,000.00	
1	1.8	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$10,000.00	\$65,000.00	\$75,000.00				\$75,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Credit Recovery	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Boron Jr/Sr High School	2024-2025	\$223,344.00	\$0.00	\$223,344.00				\$223,344.00	
1	1.10	Summer Program	All	No			All Schools	2024-2025	\$24,000.00	\$6,000.00		\$30,000.00			\$30,000.00	
1	1.11	Designated Instruction and Services (DIS) Speech and Language Summer School Program	Students with Disabilities	No			All Schools	2024-2025	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
1	1.12	Supplemental instructional materials and supplies	Students with Disabilities	No			Specific Schools: Bailey, Branch and West Boron Elementary Schools	2024-2025	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.13	Digital Divide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.14	Special Education Collaboration	All	No			All Schools	2024-2025	\$71,000.00	\$0.00	\$71,000.00				\$71,000.00	
1	1.15	Special Education Moderate/Severe Program	Students with Disabilities	No			Specific Schools: Boron Jr/Sr High School	2024-2025	\$22,000.00	\$0.00	\$22,000.00				\$22,000.00	
2	2.1	MTSS Social Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$275,000.00	\$0.00	\$275,000.00				\$275,000.00	
2	2.2	Extended Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$10,800.00	\$0.00	\$10,800.00				\$10,800.00	
2	2.3	Attendance Secretary	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Boron Jr/Sr High	2024-2025	\$24,500.00	\$0.00	\$24,500.00				\$24,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School									
2	2.4	Music Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: West Boron Elementary and Boron Jr/Sr High School	2024-2025	\$75,000.00	\$0.00	\$75,000.00				\$75,000.00	
2	2.5	Instructional platform and program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$9,000.00	\$9,000.00				\$9,000.00	
3	3.1	Air Frame and Power Plant CTE Course	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Desert and Boron Jr/Sr High Schools	2024-2025	\$33,186.00	\$0.00	\$33,186.00				\$33,186.00	
3	3.2	Construction Technology CTE Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Boron Jr/Sr High School	2024-2025	\$106,698.00	\$0.00	\$106,698.00				\$106,698.00	
4	4.1	Instructional coach	All	No			Specific Schools: West Boron Elementary	2024-2025	\$22,000.00	\$0.00		\$22,000.00			\$22,000.00	
4	4.2	Professional Development	All	No			Specific Schools: West Boron Elementary	2024-2025	\$0.00	\$35,000.00		\$35,000.00			\$35,000.00	
4	4.3	Intervention Teacher	All	No			Specific Schools: West Boron Elementary	2024-2025	\$145,000.00	\$0.00		\$145,000.00			\$145,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	Social Worker	All	No			Specific Schools: West Boron Elementary	2024-2025	\$68,000.00	\$0.00		\$68,000.00			\$68,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
18889223	1,068,144.00	5.655%	0.000%	5.655%	\$1,612,528.00	0.000%	8.537 %	Total:	\$1,612,528.00
								LEA-wide Total:	\$1,034,800.00
								Limited Total:	\$115,000.00
								Schoolwide Total:	\$462,728.00

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	\$150,000.00	
1	1.2	Targeted Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$195,000.00	
1	1.3	Supplemental Academic Supports Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,000.00	
1	1.4	English Learner Instructional Coach	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$115,000.00	
1	1.7	Teacher Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
1	1.8	Advancement Via Individual Determination (AVID)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	
1	1.9	Credit Recovery	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Boron Jr/Sr High	\$223,344.00	

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		
1	1.13	Digital Divide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
2	2.1	MTSS Social Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275,000.00	
2	2.2	Extended Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,800.00	
2	2.3	Attendance Secretary	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boron Jr/Sr High School	\$24,500.00	
2	2.4	Music Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: West Boron Elementary and Boron Jr/Sr High School	\$75,000.00	
2	2.5	Instructional platform and program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	
3	3.1	Air Frame and Power Plant CTE Course	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Desert and Boron Jr/Sr High Schools	\$33,186.00	
3	3.2	Construction Technology CTE Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boron Jr/Sr High School	\$106,698.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,839,757.00	\$1,790,145.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	\$300,000.00	0
1	1.2	Supplemental Instructional Materials and Supplies	Yes	\$10,000.00	0
1	1.3	Personnel for Student Intervention	Yes	\$175,000.00	195,266.00
1	1.4	Transportation for Intervention Programs	Yes	\$25,000.00	0
1	1.5	Digital Divide	Yes	\$25,000.00	25,000.00
1	1.6	Supplemental Online Academic Supports Programs	Yes	\$95,000.00	25,487.00
1	1.7	Distance Learning Teachers	No	\$34,000.00	0
1	1.8	Supplemental Materials for English Language Learners	Yes	\$0.00	0
1	1.9	English Learner Authorization and Crosscultural, Language, and Academic Development (CLAD)	Yes	\$500.00	2,270.00
1	1.10	English Language Development Coach	Yes	\$115,000.00	137,804
1	1.11	Education Technology Specialists	No	\$2,500.00	2,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Credit Recovery	Yes	\$135,000.00	110,370.00
1	1.13	Summer School	Yes	\$30,000.00	0
1	1.14	Designated Instruction and Services (DIS) speech and language summer school program	No	\$5,000.00	0
1	1.15	Intervention Program	Yes	\$20,000.00	0
1	1.16	Special Education Collaboration	No	\$114,983.00	70,793.00
1	1.17	Special Education Moderate/Severe Program	No	\$150,000.00	75,482.00
2	2.1	School Nurse	No	\$0.00	0
2	2.2	MTSS Social Emotional Supports	Yes	\$275,000.00	263,041.00
2	2.3	Professional Development and Implementation of a Multi-Tier Systems of Supports	Yes	\$40,000.00	0
2	2.4	Parent Education Classes	Yes	\$5,000.00	0
2	2.5	Instructional Platform and Program	No	\$5,200.00	9,000.00
2	2.6	Enhanced Health and Safety	No	\$0.00	0
2	2.7	Summer School Mental Health Supports	Yes	\$10,800.00	0

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	2.8	Engagement Task Forces	Yes	\$25,000.00	0
2	2.9	Attendance Secretary	Yes	\$24,500.00	22,715.00
2	2.10	Engagement Surveys and Videos	No	\$1,000.00	0
2	2.11	Music Teacher	Yes	\$75,000.00	88,680.00
3	3.1	Technology Media Lab	No	\$0.00	0
3	3.2	Air Frame and Power Plant CTE Course	Yes	\$100,000.00	110,620.00
3	3.3	Law Enforcement CTE Course	No	\$0.00	0
3	3.4	General Education Preschool	Yes	\$150,000.00	0
3	3.5	Special Day Class Program for 7th – 12th	No	\$115,000.00	110,370.00
3	3.6	Theater Arts CTE Program	Yes	\$100,000.00	85,021.00
3	3.7	Rocketry CTE Program	Yes	\$100,000.00	65,993.00
3	3.8	Construction Technology CTE Program	Yes	\$100,000.00	\$106,697.00
4	4.1	Intervention Teacher	Yes	\$140,018.00	143,208.00
4	4.2	Social Worker	Yes	\$136,256.00	139,828.00

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)
4	4.3	Teacher Recruitment and Retention	Yes	\$200,000.00	0

2023-24 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)
1,065,554.00	\$2,412,074.00	\$1,522,001.00	\$890,073.00	0.000%	0.000%	0.000%

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	0		
1	1.2	Supplemental Instructional Materials and Supplies	Yes	\$10,000.00	0		
1	1.3	Personnel for Student Intervention	Yes	\$175,000.00	195266		
1	1.4	Transportation for Intervention Programs	Yes	\$25,000.00	0		
1	1.5	Digital Divide	Yes	\$25,000.00	25000		
1	1.6	Supplemental Online Academic Supports Programs	Yes	\$95,000.00	25487		
1	1.8	Supplemental Materials for English Language Learners	Yes	\$0.00	0		
1	1.9	English Learner Authorization and Crosscultural, Language, and Academic Development (CLAD)	Yes	\$500.00	2270		
1	1.10	English Language Development Coach	Yes	\$115,000.00	137804		
1	1.12	Credit Recovery	Yes	\$135,000.00	110370		
1	1.13	Summer School	Yes	\$30,000.00	0		
1	1.15	Intervention Program	Yes	\$20,000.00	0		

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	263041		
2	2.3	Professional Development and Implementation of a Multi-Tier Systems of Supports	Yes	\$40,000.00	0		
2	2.4	Parent Education Classes	Yes	\$5,000.00	0		
2	2.7	Summer School Mental Health Supports	Yes	\$10,800.00	0		
2	2.8	Engagement Task Forces	Yes	\$25,000.00	0		
2	2.9	Attendance Secretary	Yes	\$24,500.00	22715		
2	2.11	Music Teacher	Yes	\$75,000.00	88680		
3	3.2	Air Frame and Power Plant CTE Course	Yes	\$100,000.00	110620		
3	3.4	General Education Preschool	Yes	\$150,000.00	0		
3	3.6	Theater Arts CTE Program	Yes	\$100,000.00	85021		
3	3.7	Rocketry CTE Program	Yes	\$100,000.00	65993		
3	3.8	Construction Technology CTE Program	Yes	\$100,000.00	106698		
4	4.1	Intervention Teacher	Yes	\$140,018.00	143208		
4	4.2	Social Worker	Yes	\$136,256.00	139828		
4	4.3	Teacher Recruitment and Retention	Yes	\$200,000.00	0		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
18550177	1,065,554.00	0	5.744%	\$1,522,001.00	0.000%	8.205%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

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

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