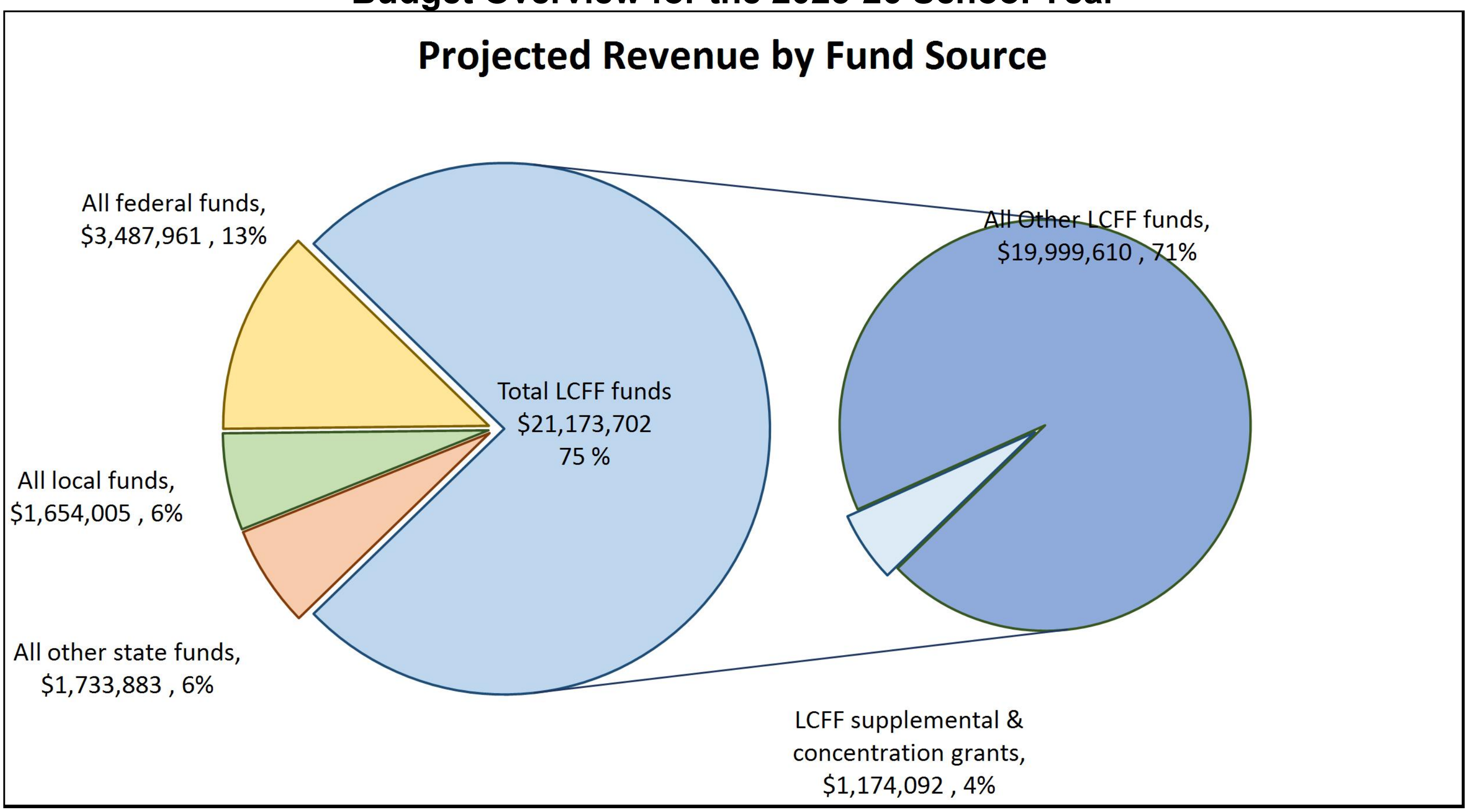
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Muroc Joint Unified School District
CDS Code: 15636850000000
School Year: 2025-26
LEA contact information:
Trevor Walker
Assistant Superintendent
twalker@muroc.k12.ca.us
760-769-4821

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

Budget Overview for the 2025-26 School Year

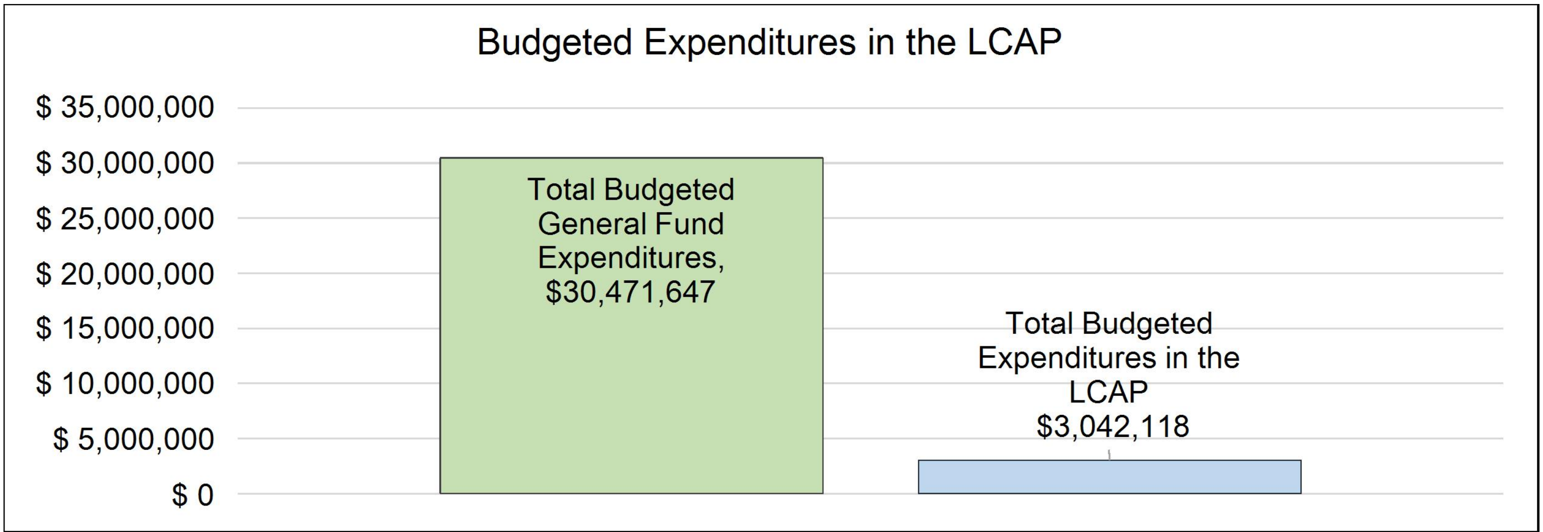


This chart shows the total general purpose revenue Muroc Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Muroc Joint Unified School District is $28,049,551, of which $21,173,702 is Local Control Funding Formula (LCFF), $1,733,883 is other state funds, $1,654,005 is local funds, and $3,487,961 is federal funds. Of the $21,173,702 in LCFF Funds, $1,174,092 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 2025-26. 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 $30,471,647 for the 2025-26 school year. Of that amount, $3,042,118 is tied to actions/services in the LCAP and $27,429,529 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

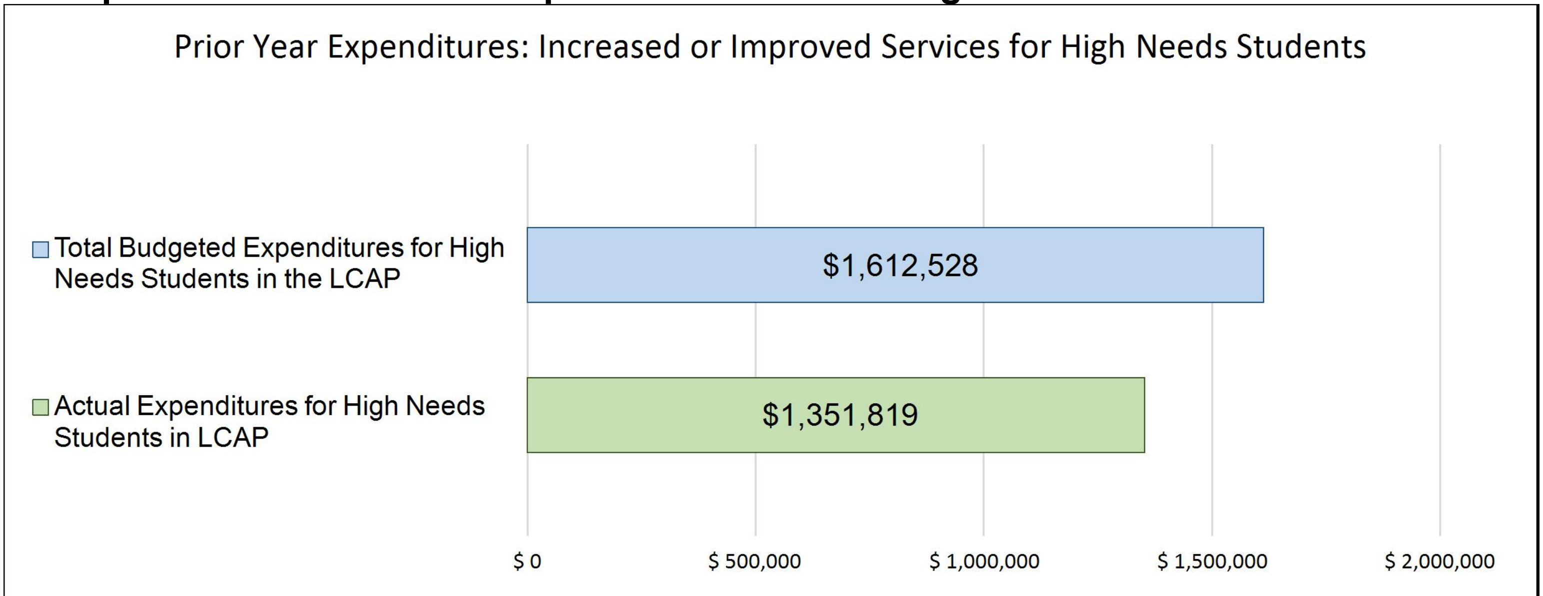
General operating expenditures and other programs not in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Muroc Joint Unified School District is projecting it will receive $1,174,092 based on the enrollment of foster youth, English learner, and low-income students. Muroc Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Muroc Joint Unified School District plans to spend $1,631,728 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 2024-25



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 2024-25, Muroc Joint Unified School District's LCAP budgeted $1,612,528 for planned actions to increase or improve services for high needs students. Muroc Joint Unified School District actually spent $1,351,819 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $260,709 had the following impact on Muroc Joint Unified School District's ability to increase or improve services for high needs students:

Lack of qualified candidates to hire, turnover in positions, and changes in need identified throughout the year.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 school have received WASC. 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 Muroc Joint Unified School District (MJUSD) engaged in a comprehensive review of its 2024 California School Dashboard (Dashboard) results alongside local data to assess progress and identify areas for improvement.

Successes:
MJUSD celebrated notable progress across several key indicators:

- English Language Arts (ELA): District-wide increases were observed among African American (+5.9 pts), White (+6.4 pts), and Two or More Races (+18.7 pts) student groups.
- Mathematics: Growth was recorded for Socioeconomically Disadvantaged (+9.7 pts), Students with Disabilities (+3.2 pts), African American (+14.7 pts), and Two or More Races (+17.3 pts) student groups.
- Suspension Rates: Decreases across the district, including for Socioeconomically Disadvantaged (-2.2%), Students with Disabilities (-2.0%), Two or More Races (-0.6%), and English Learners (-4.2%).
- Chronic Absenteeism: Reduced rates for Socioeconomically Disadvantaged (-4.1%), Students with Disabilities (-1.1%), African American (-7.0%), Hispanic (-2.7%), and English Learner (-28.6%) student groups.
- College and Career Indicator (CCI): Increased preparedness for all students (+9.7%) as well as Socioeconomically Disadvantaged (+8.7%), Hispanic (+15.6%), and White (+12.2%) students.

At the school level:

- Boron Jr./Sr. High School: ELA (+32.2 pts) and Math (+35.1 pts) growth; suspension rate reduction (-0.8%); CCI improvement (+23.2%).
- Desert Jr./Sr. High School: ELA (+3.8 pts), Math gains, green performance on Suspension Rate, and a green rating on CCI.
- Bailey Elementary: Achieved blue status in Suspension Rate.
- Branch Elementary: ELA and Math gains for African American and Two or More Races students.
- West Boron Elementary: Math gains for Students with Disabilities and decreased suspensions (-2.8%).

Addressing the needs from the 2023 Dashboard results, the following were the challenges presented in the 2024 LCAP:
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
2024-25 Local Control and Accountability Plan for Muroc Joint Unified School District Page 4 of 106

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.

2025 Challenges:
Despite these successes, the district recognizes significant areas needing focused intervention:

- Chronic Absenteeism (Red Indicator): District-wide (32.8%), with red performance among White (29.8%), Two or More Races (25%), and English Learners (25.9%).
- ELA and Math Red Indicators: Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students across several schools.
- Suspension Rates (Red Indicator): Elevated for African American (13.7%) and Homeless (15.2%) students.
- School-Specific Challenges:
- Boron Jr./Sr. High: Chronic absenteeism among White students (54.1%).
- Desert Jr./Sr. High: ELA (-153 pts Students with Disabilities) and Math (-208.6 pts Students with Disabilities).
- Branch and West Boron Elementary: Red indicators in ELA, Math, Suspension, and Chronic Absenteeism among multiple student groups.

Planned Responses:

MJUSD has aligned a set of targeted actions, reflected in the LCAP’s goals and actions section, to directly address the Dashboard-identified red indicators:

- Chronic Absenteeism: Implementation of AVID, credit recovery, mental health supports, attendance staff, and instructional programs (Goals 1.8, 1.9, 1.13, 2.2, 2.3, 4.2, 4.4).
- ELA and Mathematics: Professional development, intervention programs, English Learner instructional coaching, AVID expansion, MTSS supports, and an intervention teacher (Goals 1.1–1.4, 1.7–1.8, 2.1–2.2, 4.3–4.4).
- College and Career Indicators: Strengthening CTE pathways with Air Frame and Power Plant and Construction Technology programs (Goals 3.1, 3.4).
- Suspension Rates: MTSS social-emotional supports, mental health services, music programming, attendance staff, and intervention teacher deployment (Goals 2.1–2.5).

These strategies are designed for LEA-wide implementation but include targeted site-specific actions (Boron Jr./Sr. High and West Boron Elementary) to ensure equitable resource allocation and compliance with LCFF proportionality requirements.

The Learning Recovery Emergency Block Grant (LREBG) was established by the State of California to provide local educational agencies (LEAs) with targeted funding aimed at addressing the academic, social-emotional, and attendance-related impacts of the COVID-19 pandemic on students. The purpose of the LREBG is to accelerate student learning recovery, mitigate the disproportionate impact on high-need student groups, and expand support systems to re-engage students and families. Muroc Joint Unified School District has an estimated $799,563 of unexpended LREBG funds and will continue implementing learning recovery actions through 2027–28.

LREBG funds must be used for evidence-based actions aligned with allowable uses including:

- Increasing instructional learning time.
- Expanding learning recovery programs and academic interventions.
- Supporting social-emotional wellness initiatives.
- Reducing chronic absenteeism and improving student engagement.
- Strengthening staff-to-student ratios to increase direct services.

Based on our district’s comprehensive needs assessment, Muroc Joint Unified School District identified chronic absenteeism, suspension rates, and academic performance for socioeconomically disadvantaged (SED) and students with disabilities (SWD) as urgent areas for improvement. During the 2024–25 school year, 43% of SED and 47% of SWD were chronically absent, compared to 31% of all students. Suspension rates were also disproportionately high: 4.4% for SWD versus 2.61% for all students. Academically, 82% of SWD and 63% of SED did not meet standards in ELA, while 85% of SWD and 69% of SED did not meet standards in Math (CAASPP 2024).

To address these disparities, we will utilize LREBG funding to expand our districtwide Multi-Tiered System of Support (MTSS) by hiring Board Certified Behavior Analysts (BCBAs) to serve as behavioral specialists. These specialists will support classroom teachers in Tier 1 through tools such as classroom environmental analysis checklists, implementation of evidence-based classroom management strategies, and ongoing consultation. In Tier 2, they will deliver individualized interventions including behavior observations, interviews, and tailored support plans for targeted students.

This action is grounded in research showing that behavioral support within a robust MTSS framework can increase student engagement, reduce behavioral disruptions, and improve attendance and academic outcomes. The BCBAs will also play an integral role in professional development efforts, equipping staff with tools to proactively address the needs of SED and SWD populations.

To formalize this work, the district will introduce a new action, Goal 2, Action 2.6, specifically funded by the LREBG. We will monitor its effectiveness through the following LCAP metrics: suspension rates for SED and SWD, chronic absenteeism percentages for SED and SWD, and CAASPP ELA and Math scores for SWD and SED. These metrics will provide ongoing insight into how this strategic investment impacts the key outcomes we seek to improve.

These reflections were shaped through meaningful engagement with educational partners, including feedback from parents, staff, bargaining units, and student groups during the annual review process. Partner input highlighted the importance of addressing chronic absenteeism, improving academic rigor, strengthening connectedness, and reducing suspension disparities, which guided the selection of targeted actions. This input directly shaped the district's prioritization of interventions, leading to the expansion of AVID, enhanced social-emotional supports, and focused efforts to reduce chronic absenteeism and suspensions while improving academic outcomes and school connectedness. Additionally, as an LEA receiving Equity Multiplier funding, MJUSD has incorporated a focus goal aligned with the lowest-performing student groups and the specific indicators identified in the Dashboard review.

Reflections: Technical Assistance

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

Differentiated Assistance Status: Progress and Continued Monitoring

Muroc Joint Unified School District has made significant progress in reducing the number of student groups identified for Differentiated Assistance (DA). In the 2023 DA cycle, multiple student groups including African American (AA), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) were flagged for chronic absenteeism and low CAASPP performance.

Through targeted interventions (Goal 1, Action 1.2), including expanded mental health services (Goal 2, Action 2.1, 2.2, 2.6,) , the addition of academic interventionists (Goal 4, Action 4.1, 4.3), and instructional improvements through professional development (Goal 1, Action 1.1, Goal 1, Action 1.8), these student groups have demonstrated substantial growth, allowing the Muroc JUSD to exit Differentiated Assistance in 2024. This achievement is a direct result of focused district efforts, including:

- Chronic Absenteeism reduction strategies such as adding more mental health services by hiring a social workers and a MFT
- the additional nonstudent professional development day for teachers.
- The addition of academic interventionists to improve CAASPP performance

Muroc Joint Unified School District will continue to monitor our Differentiated Assistance initiatives to ensure we sustain improvements and meet the needs of our students. We will continue to collaborate with our educational partner to ensure we maintain the implementation fidelity.

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.

No schools in Muroc Joint Unified School District are currently identified for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act (ESSA).

Support for Identified Schools

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

Since no schools in the district are currently identified for CSI, the district has no CSI-specific support plans at this time.

Monitoring and Evaluating Effectiveness

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

As the district has no CSI-identified schools, no additional monitoring or evaluation plans specific to CSI are required. However, the district continues to monitor school and student performance through the California School Dashboard and local data to ensure ongoing progress and early identification of needs.

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 4/04/2025 and 5/09/2025. 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 2025. Survey consisted of three domains: Connectedness, Perceived School Safety, and Meaningful Participation. Students who served on the SSC and ASB were given an opportunity to provide feedback on the LCAP. The feedback was used to develop the LCAP.
Principals	The district conducted a needs assessment on 3/28/2025 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

Educational Partner(s)	Process for Engagement
	feedback for the LCAP. They have been involved with the data dive, root cause, and the creation of the problem of practices.
Parents	The district conducted a needs assessment at each site with their respective parent advisory committees in January 2025. 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 January of 2025 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 4/09/2025, 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	On 2/10/2025 The Mid-Year Review of the LCAP was presented to the board. The LCAP public hearing was on 6/23/2025. The LCAP was adopted on 6/30/25. Before the adoption of the LCAP at the June 23, 2025 Board Meeting, a public hearing was held to seek recommendations and comments from members of the public on June 23, 2025. The agenda for this public hearing was posted on June 20, 2025 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. Monthly Edwards Air Force Base Partnership Meetings (MSG, Security Forces, Emergency Management, Office of Inspector General, Safety, parent group)
District Advisory Committee	The district also shared the results of the teacher, administrator needs assessments, student surveys, and various other feedback used to

Educational Partner(s)	Process for Engagement
	create the LCAP to the District Advisory Committee (DAC) on 09/19/2024, 11/14/2024, 02/06/2025, 04/03/2025, and 05/29/2025. The District Advisory Committee have representatives from each school who also serve on the sites School Site Councils and/or Site Parent Advisory Committees.

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 2024-2025 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. This was done through staff meetings and the sites School Site Council meetings.

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.

2025-2026 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	Monitoring Teachers fully credentialed and appropriately assigned. Percentage of teachers appropriately assigned. Source: School Information System (SIS), Data Quest State Priority: 1A	2023-2024 school year Teaching Assignment by Full-Time Equivalent Muroc SIS: Clear Credentialed Teachers-87% Out-of-Field-2.4% Intern-8.7% Ineffective-9.6% 2022-2023 Teaching Assignment Monitoring Outcomes, Data Quest: Clear Credentialed: 78.1% Out of field: 1.0% Ineffective: 20.9%	2024-2025 school year Teaching Assignment by Full-Time Equivalent Muroc SIS: Clear Credentialed Teachers-89% Out-of-Field-1% Intern-4% Ineffective-11% 2022-2023 Teaching Assignment Monitoring Outcomes, Data Quest: Clear Credentialed: 78.1% Out of field: 1.0% Ineffective: 20.9%		Muroc: Clear Credentialed Teachers-100% Out-of-Field-0% Intern-0% Ineffective-0%	2024-2025 school year Teaching Assignment by Full-Time Equivalent Muroc SIS: Clear Credentialed Teachers- +2% Out-of-Field- -1.4% Intern- -4% Ineffective-+1.4% Teaching Assignment Monitoring Outcomes, Data Quest- No difference
1.2	Pupil Access to standards-aligned materials. Percentage of students that have access to standards-aligned materials. Source: SIS State Priority: 1B	For the 2023-2024, 100% of students having access to Standards-Aligned Materials.	For the 2024-2025, 100% of students having access to Standards-Aligned Materials.		100% of students having access to Standards-Aligned Materials.	For the 2024-2025, no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Implementation of state adopted academic content and performance standards for all students. Percentage of students having access to Standards-Aligned Material. Source: SIS State Priority: 2A	For the 2023-2024, 100% of students having access to Standards-Aligned Material.	For the 2024-2025, 100% of students having access to Standards-Aligned Material.		100% of students having access to Standards-Aligned Materials.	For 2024-2025, no difference
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.	For the 2024-2025 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.	For 2024-2025, no difference
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 2022-2023: 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)	For the 2024 Dashboard: Math: All Students (-87.7 points below standard) (20.28% met or exceeded standards) English Language Learners (NA) Socio-economically		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	For 2024: Math: All Students (decrease 1.2 points below standard) (Decrease 0.16% met or exceeded standards) English Language Learners (NA)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(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) 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) 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)	disadvantaged (-128.2 points below standard) (9.45% met or exceeded standards) Students with Disabilities (-169.2 points below standard) (3.75% met or exceeded standards) Black or African American (-126.8 points below standard) (2.67% met or exceeded standards) Hispanic (-109.1 points below standard) (14.67% met or exceeded standards) White (-74.3 points below standard) (26.38% met or exceeded standards) Two or more races (-84.6 points below standard) (25.32% met or exceeded standards) ELA: All Students (-58.2 points below standard) (30.00%		and student groups identified as red in 2023. 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.	Socio-economically disadvantaged (Increase 9.7 points below standard) (Increase 2.74% met or exceeded standards) Students with Disabilities (Increase 3.2 points below standard) (Decrease 3.44% met or exceeded standards) Black or African American (Increase 14.7 points below standard) (decrease 5.39% met or exceeded standards) Hispanic (Decrease 7.9 points below standard) (1.59% met or exceeded standards) White (Increase 2.7 points below standard) (Increase 2.29% met or exceeded standards)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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) 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)	met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (-106.7 points below standard) (14.24% met or exceeded standards) Students with Disabilities (-145.3 points below standard) (6.26% met or exceeded standards) Black or African American (-104.3 points below standard)(10.66% met or exceeded standards) Hispanic (-81.2 points below standard) (25.30% met or exceeded standards) White (-44.8 points below standard) (32.72% met or exceeded standards) Two or more races (-41.5 points below standard)(38.32%			Two or more races (Increase 17.3 points below standard) (Increase 4.35% met or exceeded standards) ELA: All Students (Decrease 2.6 points below standard) (Increase 0.04% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (Decrease 4.2 points below standard) (Increase 0.46% met or exceeded standards) Students with Disabilities (Decrease 7.4 points below standard) (Decrease 4.78% met or exceeded standards) Black or African American

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	met or exceeded standards) CAST: All students (18.87% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (6.56% met or exceeded standards) Students with Disabilities (2.00% met or exceeded standards) Black or African American (0% met or exceeded standards) Hispanic (14.05% met or exceeded standards) White (25.00% met or exceeded standards) Two or more races (23.34% met or exceeded standards)			(Increase 5.9 points below standard)(Decrease 15.57% met or exceeded standards) Hispanic (Decrease 10.7 points below standard) (Increase 2.3% met or exceeded standards) White (Increase 6.4 points below standard) (Decrease 0.82% met or exceeded standards) Two or more races (Increase 18.7 points below standard)(Increase 6.57% met or exceeded standards) CAST: All students (Decrease 2.82% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(Decrease 1.64% met or exceeded standards) Students with Disabilities (Decrease 7.84% met or exceeded standards) Black or African American (Decrease 9.68% met or exceeded standards) Hispanic (Increase 2.37% met or exceeded standards) White (Decrease 5.72% met or exceeded standards) Two or more races (Decrease 2.24% 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.	2024 the A-G completion rate for was 31.2% for Muroc.		Using CA Dashboard, the A-G completion rate will increase by 10%	2024 Increase 8.2%
1.7	% of pupils that have successfully completed Career Technical Educations Pathways	Using the 2023 Ca School Dashboard only 0.0% of students from	Using the 2024 Ca School Dashboard only 0.0% of students from		Using the California Dashboard 10% of high school	2024 no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Ca Dashboard State Priority: 4C	Muroc completed a CTE course sequence.	Muroc completed a CTE course sequence.		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	Using the 2024 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.	2024 no difference
1.9	% of EL's who make progress toward English Proficiency Source: ELPAC, Ca Dashboard State Priority: 4E	2023 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% 2023 CA dashboard showed 100% making progress towards English Language proficiency	2024 ELPAC Summative, Muroc had the following % of EL's make progress towards English Proficiency. Level 1- 23.93% Level 2- 28.67% Level 3- 32.78% Level 4- 14.63% 2023 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%	2024 ELPAC Summative Level 1- Increase 10.04% Level 2- Decrease 10.22% Level 3- Increase 24.45% Level 4- Decrease 24.26%
1.10	English Learner Reclassification Rate percentage	2023 6.62% of English Learners were re-classified	2024 39.39% of English Learners were re-classified		Using Kern Integrated Data System, the	2024 Increase 32.77%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Kern integrated Data System State Priority: 4F				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	2024 8% 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%	2024 Decrease 23%
1.12	The percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness Source: CA Dashboard State Priority: 4H	2023 ELA Level 1 - 23.41% Level 2 - 21.18% Level 3 - 29.42% Level 4 - 25.99% Math Level 1 - 51.39% Level 2 - 21.25% Level 3 - 15.31% Level 4 - 12.04%	2024 ELA Level 1 - 23.38% Level 2 - 20.89% Level 3 - 29.50% Level 4 - 26.23% Math Level 1 - 50.95% Level 2 - 21.15% Level 3 - 15.61% Level 4 - 12.29%		10% of the graduating seniors will demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	2024 ELA Level 1 - Decrease 0.03% Level 2 - Decrease 0.29% Level 3 - Increase 0.08% Level 4 - Increase 0.24% Math Level 1 - Decrease 0.44% Level 2 - Decrease 0.1% Level 3 - Increase 0.3% Level 4 - Increase 0.25%
1.13	Percentage rate of student proficiency on ELA/Math/Science	Spring 2024 20% of students are above standard in ELA,	Spring 2025 20% of students are above		There will be an increase of 10% in students being	2024 no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SBAC Focus Interim Assessments Blocks (FIAB) Source: California Educator Reporting System (CERS) State Priority: 4A	Math and Science based on their FIAB scores	standard in ELA, Math and Science based on their FIAB scores		above standard for ELA, Math and Science using the FIAB.	
1.14	% of students identified as Chronic Absent Source: CA Dashboard State Priority: 5B	2022-2023 All students 33.0% English Learners 54.5% Socioeconomically Disadvantaged 55.6%	2023-2024 All students 32.8% English Learners NA Socioeconomically Disadvantaged 51.4%		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.	2024 All students - Decrease of 0.2% English Learners NA Socioeconomically Disadvantaged Decrease 4.2%
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.	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.	2024 no difference
1.16	% of unduplicated students have access to general education programs and services Source: Local SIS data and SARC reports State Priority: 7B	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	100% of unduplicated students had access to general education programs and services. English Learners: 100% of		Muroc will maintain baseline of 100% of unduplicated students will have access to general education programs and services. English	2024 no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	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.		Learners: Will Maintain Baseline of 100% of EL students being instructed in at least 30 minutes of daily designated ELD instruction through small group, partner, and one-on-one direct instruction while the rest of their classmates were doing asynchronous learning. Integrated ELD instruction continued to be embedded within all aspects of each grade level curriculum, taught all day, every day as measured by observation and consultation with teachers. Maintain baseline of 100% of enrolled foster youth and their families will be aware of programs and services and have	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					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.	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.	2024 no difference
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	For the 2024-2025, 17 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	2024 Decrease 3 students
1.19	% of teachers who are considered AVID trained (attended a 3 day training in person/virtual) Source: AVID Registration Data	For the 2023-2024, 55% of the teachers districtwide have been AVID trained (Taken a 3 day training)	For the 2024-2025 school year, 56% of the teachers districtwide have been AVID Trained (taken a 3 day training)		90% of the teachers will be AVID trained	2024 increase 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority: 8					
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	For the 2024-2025: 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	No difference
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 is: K - 406 Grade 1- 403 Grade 2- 403 Grade 3- 420 Grade 4- 420 Grade 5- 430 Grade 6- 410		The average composite score for each grade will increase by 20 points.	2024 The average composite score for each grade difference is: K - 56 point increase Grade 1- 24 point increase Grade 2- 34 point increase Grade 3- 58 point increase Grade 4- 20 point increase Grade 5- 46 point Increase Grade 6- 28 point increase

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%	For the 2023-2024: 85.5%		Increase graduation rate to 98%	2024 Decrease 7%
1.23	Teacher vacancies at the start of school Source: SIS State Priority: 8	For the 2023-2024: There were 0 vacancies	For the 2024-2025: There were 0 vacancies		Maintain 0 vacancies	2024 no difference

Goal Analysis [2024-25]

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

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

Overall, the district effectively implemented the majority of Goal 1 actions in the 2024–2025 school year, supporting improved student engagement, academic achievement, and access to services across student groups, with particular attention to unduplicated pupils and students with disabilities.

The following summarizes substantive differences between planned actions and actual implementation:
Action 1.1, Professional Development: The district had 2 full days of professional development, collaboration time and AVID professional development in person and on-line. This action was fully implemented.
Action 1.2, Targeted Intervention: The district had targeted intervention programs at each site with 2 intervention specialists. This action was fully implemented.
Action 1.3, Supplemental Academic Supports Programs: The district continued to provide these programs. This action was fully implemented.
Action 1.4, English Learner Instructional Coach: The district employed an English Learner Instructional Coach. This action was fully implemented.
Action 1.5, Education Technology Specialist: The district provided an Education Technology Specialist. This action was fully implemented.
Action 1.6, Standards Aligned Curriculum: The district has standards aligned curriculum for all students but did not adopt any new curriculum. This action was partially implemented.
Action 1.7, Teacher Recruitment and Retention: The district continues to increase the salary schedule to be competitive with surrounding districts. This action was fully implemented.
Action 1.8, Advancement Via Individual Determination (AVID): All five school sites have implemented AVID school wide and attended professional development. This action was fully implemented.

Action 1.9, Credit Recovery: The district provided the credit recovery program for students who needed the support. This action was fully implemented.
Action 1.10, Summer Program: The district provided a summer program for unduplicated students. This action was fully implemented.
Action 1.11, Designated Instruction and Services (DIS) Speech and Language Summer School Program: The district provided speech and language therapy during the summer program. This action was fully implemented.
Action 1.12, Supplemental instructional materials and supplies: The district provided a K-3 standards-aligned supplemental ELA curriculum. This action was fully implemented.
Action 1.13, Digital Divide: The district continues to provided 1:1 Chromebooks for all student. This action was fully implemented.
Action 1.14, Special Education Collaboration: The district provided a designated collaboration time for special education classified employees. This action was fully implemented.
Action 1.15, Special Education Moderate/Severe Program: The district provided this program for students with comprehensive needs. This action was fully implemented.

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 2024-2025 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 2024-2025 LCAP Goal 1 was $2,018,844.00. The estimated actual expenditures for the 2024-2025 LCAP Goal 1 was $894,071.73. This is a difference of $1,124,772.27. The substantive differences for the specific actions are below:
Action 1.1, Professional Development: The district budgeted $150,000 for this particular action. The actual expenditure for this particular action item is $99,193.70. Other funds were used for this action.
Action 1.2, Targeted Intervention: The district budgeted $195,000 for this particular action. The actual expenditure for this particular action item is $185,521.75. The difference is due to the costs of salary and benefits for the 2 positions.
Action 1.3, Supplemental Academic Supports Programs: The district budgeted $95,000 for this particular action. The actual expenditure for this particular action item is $61,932.00. The difference is due to some of the programs being already paid for with a multi year contract.
Action 1.4, English Learner Coach: The district budgeted $115,000 for this particular action. The actual expenditure for this particular action item is $138,755.38. The difference is due to salary and benefit increases.
Action 1.5, Education Technology Specialists: The district budgeted $2,500 for this particular action. The actual expenditure for this particular action item is $2,500.00. There is no difference.
Action 1.6, Standards Aligned Curriculum: The district budgeted $800,000 for this particular action. The actual expenditure for this particular action item is $0. The difference is due to the district not buying a new adoption of textbooks. In the 2025-2026 school year, the district will do a math adoption.
Action 1.7, Teacher Recruitment and Retention: The district budgeted $200,000 for this particular action. The actual expenditure for this particular action item is $200,000.00. There is no difference.
Action 1.8, Advancement Via Determination (AVID): The district budgeted $75,000 for this particular action. The actual expenditure for this particular action item is $25,833.10. The difference is due to the number of participants participating and using other funds.

Action 1.9, Credit Recovery: The district budgeted $223,344 for this particular action. The actual expenditure for this particular action item is $59,480.85. The difference is due to a difference in the contract costs and using other funds.
Action 1.10, Summer Program: The district budgeted $30,000 for this particular action. The actual expenditure for this particular action item is $25,524.58. The difference is due to the costs of salaries.
Action 1.11, Designated Instruction and Services (DIS) Speech and Language Summer School Program: The district budgeted $5,000 for this particular action. The actual expenditure for this particular action item is $40,614.13. The difference is due to the increase of student needs and the costs of the salaries for additional personnel.
Action 1.12, Supplemental Instructional Materials and Supplies: The district budgeted $10,000 for this particular action. The actual expenditure for this particular action item is $0. The difference is due to the use of other funds.
Action 1.13, Digital Divide: The district budgeted $25,000 for this particular action. The actual expenditure for this particular action item is $0. The difference is due to other funding sources being used.
Action 1.14, Special Education Collaboration: The district budgeted $71,000 for this particular action. The actual expenditure for this particular action item is $34,716.24. The difference is due presenters providing services at no cost from KCSOS.
Action 1.15, Special Education Moderate/Severe Program: The district budgeted $22,000 for this particular action. The actual expenditure for this particular action item is $20,000.00. The difference is due to the costs of the services provided.

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

The following metrics demonstrated measurable improvement from the baseline year, indicating that the actions implemented under Goal 1 were effective in supporting increased student achievement, access to quality instruction, and the reduction of equity gaps:

- Metric 1.1 – Teachers Fully Credentialed and Appropriately Assigned: The district achieved a 2% increase in the number of teachers holding a clear credential, demonstrating ongoing efforts to staff classrooms with qualified educators.
- Metric 1.5 – CAASPP Performance (Average Distance from Standard): Significant growth was observed in mathematics for multiple student groups, including Socioeconomically Disadvantaged (+9.7 points), Students with Disabilities (+3.2 points), African American (+14.6 points), White (+2.8 points), and Two or More Races (+17.3 points).

In English Language Arts, African American (+5.9 points), White (+6.4 points), and Two or More Races (+18.7 points) also demonstrated growth from the prior year.

- Metric 1.6 – Completion of A–G Requirements: The district saw an 8.2% increase in the percentage of pupils completing A–G requirements, supporting improved postsecondary readiness.
- Metric 1.10 – English Learner Reclassification Rate: A 32.77% increase in the reclassification rate was achieved, suggesting enhanced effectiveness in English Language Development (ELD) instruction and supports.
- Metric 1.14 – Chronic Absenteeism (Socioeconomically Disadvantaged): Chronic absenteeism among socioeconomically disadvantaged students decreased by 4.2%, indicating improved student engagement.
- Metric 1.19 – AVID Trained Teachers: A 1% increase in teachers trained in the AVID framework has expanded access to college and career readiness strategies across classrooms.

Metric 1.21 - Standard scores for DIBELS Universal Screening/Progress Monitoring: An average increase of 35 points in all grades

The progress toward Goal 1 can be attributed to the following effective actions:

- Action 1.1, 1.2, 1.3 – Professional Development, Access to Standards-Aligned Materials, and Implementation of State Standards: These actions ensured that instructional staff were equipped with the resources and knowledge to deliver high-quality, standards-based instruction.
- Action 1.4 – English Learner Instructional Coach: Provided targeted support for English Learners, contributing to the substantial increase in reclassification rates and improved ELA performance.
- Action 1.5 – Education Technology Specialist: Provided site-level coaching that supported implementation of technology-based instructional strategies across all content areas, reinforcing CAASPP gains.
- Action 1.6 – Standards-Aligned Curriculum: Supported students' access to rigorous curriculum aligned to both the Common Core and ELD Standards, improving outcomes for English Learners and other focal student groups.
- Action 1.7 – Teacher Recruitment and Retention: Contributed directly to the increase in fully credentialed teachers and helped address staffing gaps in hard-to-fill positions.
- Action 1.8 – AVID: Expanded college-readiness instruction, particularly for underrepresented student groups.
- Action 1.9 – Credit Recovery: Played a role in increasing A–G completion rates by providing students with flexible pathways to meet graduation requirements.
- Action 1.10 – Summer Program: Offered extended learning opportunities that supported growth in ELA and Math for multiple student groups and accelerated reclassification for English Learners.
- Action 1.11 – DIS Summer School Program (Speech and Language): Provided targeted services that supported both academic growth and language development for students with IEPs and English Learners.
- Action 1.12 – Supplemental Instructional Materials and Supplies: Improved access to differentiated and scaffolded materials that contributed to CAASPP gains and access to the least restrictive environment for students with disabilities.
- Action 1.13 – Digital Divide Mitigation: Supported equitable access to digital learning environments and academic resources for all student groups.
- Action 1.14 – Special Education Collaboration: Strengthened coordination between general education and special education staff, resulting in improved academic outcomes and increased inclusion for students with disabilities.
- Action 1.15 – Moderate/Severe Special Education Program: Expanded access to tailored instructional programs, positively impacting academic achievement for Students with Disabilities.

The improvements across CAASPP scores, A–G completion, EL reclassification, and absenteeism metrics confirm that the district’s targeted, multi-pronged strategies ranging from standards-based instruction to extended learning and inclusionary practices are yielding positive outcomes. Continued refinement and investment in these high-leverage actions will be essential in sustaining and accelerating student success in Year 2 and beyond.

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.

The implemented actions contributed to measurable progress in key performance areas, including:

- Improved Average Distance from Standard (DFS) in ELA and Math, particularly among unduplicated pupils and targeted student groups.
- Increased reclassification rates for English Learners, supported by targeted programs like Lexia, System 44, and EL instructional coaching.
- Expanded access to credit recovery and summer learning, helping at-risk students regain credits and close achievement gaps.
- Enhanced access to technology and digital resources, improving learning equity, especially for low-income students.
- Strengthened support systems through AVID, professional development, MTSS, and mental health services, improving student engagement, attendance, and social-emotional outcomes.

The district exceeded expectations in some areas, such as intervention staffing and summer school expansion, which further enhanced the reach and impact of Goal 1.

Based on this year’s analysis, the district determined that no major changes to Goal 1 metrics, outcomes, or planned actions are necessary for the next cycle. However, two adjustments will be noted:

- Curriculum adoption (Action 1.6) will shift to the next year to align with the state’s timeline for new math materials, and the budget will carry over accordingly.
- Chromebook funding (Action 1.13) will be rebalanced, as ESSER III funds were used to meet this need, ensuring that general funds can be redirected or reserved for other targeted student supports.

Maintaining and refining these actions will allow the district to continue addressing the needs of unduplicated pupils and low-performing student groups, particularly in addressing red indicators identified on the California School Dashboard.

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

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	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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, 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.	$95,000.00	Yes
1.4	English Learner Instructional Coach	The district will provide additional intensive support to teachers and administrators through coaching, training and professional development	$115,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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.	$200,000.00	Yes
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	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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. The budgeted amount will be used to hire teachers and purchase curriculum.	$30,000.00	No
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

Action #	Title	Description	Total Funds	Contributing
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 tp 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%	2024-2025 Branch Elementary: 96.47% Desert Jr/Sr High School: 94.05% West Boron Elementary: 92.93% Boron Jr/Sr High School: 92.88% Bailey Elementary: 96.47%		All school sites will maintain a 95% rating based on the Facility Inspection tool	2024-2025 Branch Elementary: Increase 0.23% Desert Jr/Sr High School: Decrease 1.74% West Boron Elementary: Increase 6.95% Boron Jr/Sr High School: Increase 4.86% Bailey Elementary: Increase 0.06%
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	in 2024-2025, <1% of parents participated in responding back to district survey		5% of the parents will respond to the parent survey	2024- no difference
2.3	Promotion of Parent and Family Engagement for the Unduplicated Pupil Population. Percentage	For the 2023-2024 school year, 100% of all parent engagement opportunities were	For the 2024-2025 school year, 100% of all parent engagement		The district will maintain 100% of all parent engagement	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of all parent engagement opportunities were advertised and delivered to unduplicated students and families. Source: District Survey State Priority: 3B	advertised and delivered to unduplicated students and families.	opportunities were advertised and delivered to unduplicated students and families.		opportunities will be advertised and delivered to unduplicated 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.	For the 2024-2025 school year, 50% of Socioeconomically Disadvantaged students met a-g requirements in 2023		40% of Socioeconomically Disadvantaged students met a-g requirements	2024- increase 30%
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.	For the 2024-2025 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.	No difference
2.6	Attendance rates percentage Source: Kern Integrated Data System State Priority: 5A	2023-2024 Muroc has an 91.05% attendance rate	2024-2025 Muroc has an 91.35% attendance rate		Muroc will have a 94% attendance rate	2024- increase 0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	% 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% Students with Disabilities 62%	2024 Dashboard All students 32.8% English Learners 25.9% Socioeconomically Disadvantaged 51.40% Students with Disabilities 44%		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.	2023-2024 All students- Decrease .2% English Learners- decrease 28.6% Socioeconomically Disadvantaged- decrease 4.1% Students with Disabilities- Decrease 18%
2.8	Middle School Dropout rate percentage Source: Kern Integrated Data System State Priority: 5C	2023-2024 0% for Middle School Dropout Rate.	2024-2025 0% for Middle School Dropout Rate.		0% for Middle School Dropout Rate	no difference
2.9	High School Drop Out Rate percentage State Priority: 5D	For the 2023-2024 school year, High School Drop Out Rate to 0%.	For the 2024-2025 school year, High School Drop Out Rate to 0%		High School Drop Out Rate to 0%.	no difference
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	2024 85.5% Graduation Rate All students 76.5% Graduation Rate Socioeconomically Disadvantaged		The district will have a 95% graduation rate for all students, and unduplicated student group	2024 Graduation Rate All students- decrease 7% Graduation Rate Socioeconomically Disadvantaged- decrease 11.3%
2.11	School Climate Suspension Rate percentage	2023-2024 All students- Status Red, 5.8%	2024 All students- Status Yellow, 5.4%		A decrease of 2% for all students, unduplicated student groups	2024 All students- Decrease 0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Ca Dashboard State Priority: 6A	English Learners- Yellow, 4.2% Socioeconomically Disadvantaged- Red, 11.3% Students with Disabilities - Red 8.9%	English Learners- Blue, 00.0% Socioeconomically Disadvantaged- Yellow, 9.1% Students with Disabilities - Yellow 6.9%		and all student groups who are red on the 2023 California Dashboard.	English Learners- Decrease 4.2% Socioeconomically Disadvantaged- Decrease 2% Students with Disabilities- decrease 2%
2.12	School Climate Expulsion Rate percentage Source: SIS State Priority: 6B	For the 2023-2024 school year, Expulsion rate: <1%	For the 2024-2025 school year, Expulsion rate: <1%		Maintain <1 % of students being expelled	No difference
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%	Survey was not implemented, see results for 2.14		Maintain 95% or increase of 5% on the climate survey	Muroc will no longer use this metric
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%	May 2025 Easy to talk to staff- 71% Staff care about me- 69% Adult notice my absence - 69% Participate in school events - 69%		Increase 5% for each category on the Kern Connectedness Survey	May 2025 Easy to talk to staff- Increase 1% Staff care about me- Decrease 1% Adult notice my absence - decrease 3% Participate in school events - Increase 42%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Feel like I belong- -60%	Chances for students to get involved - 71% Feel like I belong- -63%			Chances for students to get involved - Increase 30% Feel like I belong- -Increase 3%
2.15	Enrollment in Music program at West Boron Elementary and Boron High School Source: SIS State Priority: 8	For the 2023-2024 school year, 20 students at West Boron and Boron High School are enrolled in music	2024-2025, 205 students at West Boron and Boron High School are enrolled in music		Increase to 30 students at West Boron and Boron High School enrolled in Music	2024 Increase 185 students
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	2024-2025, 351 eligible students with disabilities		Reduce the number of eligible students with disabilities by 10%	2024 increase of 16 students
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	For the 2024-2025 school year, 56.7% 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	2024 increase 14.8%
2.18	Boron Jr/Sr High School Student Connectedness Survey - Students grades 3-12 Source: Kern Integrated Date System	An average of 70% of the responses were agree or strongly agree	May 2025 An average of 69% of the responses were agree or strongly agree		The average of responses that are agree or strongly agree will be 80%	May 2025 Decrease 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority: 8					
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) 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) White (-77.1 points below standard) (24.09% met or exceeded standards) Two or more races (-101.9 points below	For the 2023-2024: Math: All Students (-87.7 points below standard) (20.28% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (-128.2 points below standard) (9.45% met or exceeded standards) Students with Disabilities (-169.2 points below standard) (3.75% met or exceeded standards) Black or African American (-126.8 points below standard) (2.67% met or exceeded standards) Hispanic (-109.1 points below standard) (14.67% met or exceeded standards)		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. 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.	For the 2023-2024: Math: All Students (decrease 1.2 points below standard) (Decrease 0.16% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (Increase 9.7 points below standard) (Increase 2.74% met or exceeded standards) Students with Disabilities (Increase 3.3 points below standard) (Decrease 3.44% met or exceeded standards) Black or African American (Increase 14.6 points below standard) (decrease 5.39%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standard) (20.97% met or exceeded standards) 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) 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	White (-74.3 points below standard) (26.38% met or exceeded standards) Two or more races (-84.6 points below standard) (25.32% met or exceeded standards) ELA: All Students (-58.2 points below standard) (30.00% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (-106.7 points below standard) (14.24% met or exceeded standards) Students with Disabilities (-145.3 points below standard) (6.26% met or exceeded standards) Black or African American (-104.3 points below standard)(10.66%			met or exceeded standards) Hispanic (Decrease 7.8 points below standard) (1.59% met or exceeded standards) White (Increase 2.8 points below standard) (Increase 2.29% met or exceeded standards) Two or more races (Increase 17.3 points below standard) (Increase 4.35% met or exceeded standards) ELA: All Students (Decrease 2.6 points below standard) (Increase 0.04% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (Decrease 4.2 points below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standard)(31.75% met or exceeded standards) 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)	met or exceeded standards) Hispanic (-81.2 points below standard) (25.30% met or exceeded standards) White (-44.8 points below standard) (32.72% met or exceeded standards) Two or more races (-41.5 points below standard)(38.32% met or exceeded standards) CAST: All students (18.87% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (6.56% met or exceeded standards) Students with Disabilities (2.00% met or exceeded standards) Black or African American (0% met			standard) (Increase 0.46% met or exceeded standards) Students with Disabilities (Decrease 7.3 points below standard) (Decrease 4.78% met or exceeded standards) Black or African American (Increase 5.9 points below standard)(Decrease 15.57% met or exceeded standards) Hispanic (Decrease 10.7 points below standard) (Increase 2.3% met or exceeded standards) White (Increase 6.4 points below standard) (Decrease 0.82% met or exceeded standards) Two or more races (Increase 18.7 points below standard)(Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			or exceeded standards) Hispanic (14.05% met or exceeded standards) White (25.00% met or exceeded standards) Two or more races (23.34% met or exceeded standards)			6.57% met or exceeded standards) CAST: All students (Decrease 2.82% met or exceeded standards) English Language Learners (NA) Socio-economically disadvantaged (Decrease 1.64% met or exceeded standards) Students with Disabilities (Decrease 7.84% met or exceeded standards) Black or African American (Decrease 9.68% met or exceeded standards) Hispanic (Increase 2.37% met or exceeded standards) White (Decrease 5.72% met or exceeded standards) Two or more races (Decrease 2.24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						met or exceeded standards)

Goal Analysis [2024-25]

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

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

During the 2024–2025 school year, Muroc Joint Unified School District implemented Goal 2 with a continued focus on supporting student social-emotional well-being and reducing chronic absenteeism and suspension rates. The majority of actions were implemented as planned, with the exception of Action 2.1, which experienced a staffing-related modification.

Implementation Summary and Variance:

- Action 2.1 – MTSS Social Emotional Supports: While the district successfully maintained the employment of a Clinical Social Worker and continued to support professional development and curriculum for social-emotional learning, it was unable to hire an additional School Psychologist as originally planned due to ongoing recruitment challenges. To compensate for this staffing gap and to continue addressing student behavioral and emotional needs, the district utilized Board Certified Behavior Analysts (BCBAs) to provide behavioral consultation and intervention support. This adjustment allowed the district to maintain behavioral supports aligned to MTSS principles, particularly for students with intensive needs.
- Action 2.2 – Extended Mental Health Supports: This action was fully implemented as planned. The provision of two School Psychologists and a Marriage and Family Therapist during the district's six-week summer program enabled targeted delivery of Dialectical Behavior Therapy (DBT), Cognitive Behavioral Therapy (CBT), Check-In/Check-Out, and social skills interventions. The program was successful in supporting the social-emotional needs of students most at risk for chronic absenteeism and behavioral incidents.
- Action 2.3 – Attendance Secretary: The district successfully hired and placed a dedicated attendance secretary at Boron Junior-Senior High School. This role has contributed to improved attendance tracking and early intervention efforts to reduce chronic absenteeism and truancy, supporting students at a site that continues to face Red Indicators for absenteeism on the CA Dashboard.
- Action 2.4 – Music Teacher: A credentialed music teacher was hired and assigned to West Boron Elementary and Boron Junior-Senior High School as planned. Access to music instruction has expanded, offering students additional engagement opportunities that positively impact school climate and connectedness, especially at two schools identified with Red Indicator status for chronic absenteeism.
- Action 2.5 – Instructional Platform and Program:

Continued implementation and professional support for the Google Suite platform were fully carried out. This action supported technology integration and helped foster digital skills aligned to college and career readiness.

Challenges and Successes:

- Challenges: The primary challenge encountered was the inability to hire an additional School Psychologist, which impacted the originally planned staffing model for MTSS emotional and behavioral supports. Despite outreach and recruitment efforts, the rural location and competitive hiring environment limited candidate availability.
- Successes: The district demonstrated flexibility and responsiveness by reallocating resources to bring in BCBAs, preserving the core intent of Action 2.1. Additionally, the full implementation of summer mental health services, expanded music instruction, and targeted attendance interventions all contributed to a stronger foundation for student engagement, with preliminary improvements in chronic absenteeism and suspension data anticipated in future years.

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 2024-2025 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 2024-2025 LCAP Goal 2 was $394,300.00. The estimated actual expenditures for the 2024-2025 LCAP Goal 2 was $473,715.02. This is a difference of $79,415.02. The substantive differences for the specific actions are below:
Action 2.1, MTSS Social Emotional Supports: The district budgeted $275,000 for this particular action. The actual expenditure for this particular action item is $273,169.92. The difference is due to salary and benefits costs.
Action 2.2, Extended Mental Health Supports: The district budgeted $10,800 for this particular action. The actual expenditure for this particular action item is $41,533.63. The difference is due to the needs of the students increasing, requiring more personnel to be utilized.
Action 2.3, Attendance Secretary: The district budgeted $24,000 for this particular action. The actual expenditure for this particular action item is $56,878.54. The difference is due to other funds being used for different supports.
Action 2.4, Music Teacher: The district budgeted $75,000 for this particular action. The actual expenditure for this particular action item is $92,297.20. The difference is due to an increase in salary and benefits.
Action 2.5, Instructional Platform and Programs: The district budgeted $9,000 for this particular action. The actual expenditure for this particular action item is $9,835.73. The difference is due to an increase in the cost of the contract.

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

The actions implemented under Goal 2 demonstrated effectiveness in supporting the district's efforts to reduce chronic absenteeism, improve school climate, increase access to enrichment opportunities, and enhance student mental health supports—particularly for focal student groups such as English Learners and Socioeconomically Disadvantaged students. Key metrics show measurable improvement from the baseline year:

- Metric 2.4 – Completion of UC/CSU A–G Requirements: A 30% increase in the percentage of students meeting A–G requirements indicates expanded access to college and career readiness pathways.
- Metric 2.7 – Chronic Absenteeism: Chronic absenteeism rates decreased across several student groups, including:
- All Students: -0.2%
- English Learners: -28.6%

- Socioeconomically Disadvantaged Students: -4.1%
- Metric 2.11 – Suspension Rate: Suspension rates also declined for multiple student groups:
- All Students: -0.4%
- English Learners: -4.2%
- Socioeconomically Disadvantaged Students: -2.2%
- Metric 2.15 – Music Program Enrollment: Enrollment in music at West Boron Elementary and Boron Jr/Sr High increased by 185 students, indicating expanded student engagement and access to enrichment programs.
- Metric 2.17 – Least Restrictive Environment (Special Education Indicator 5A): A 14.8% increase in the percentage of students with disabilities served in the general education setting for 80% or more of the school day reflects improved inclusionary practices.

The following actions were effective in contributing to these improvements:

- Action 2.1 – MTSS Social Emotional Supports: Although the district was unable to hire an additional School Psychologist due to recruitment challenges, the redirection of resources toward multiple Board Certified Behavior Analysts (BCBAs) helped maintain behavioral support services for students with high needs. This action contributed to reductions in suspension and chronic absenteeism rates, as well as increases in A–G completion.
- Action 2.2 – Extended Mental Health Supports: Full implementation of summer services, including therapeutic interventions (CBT, DBT, Check-In/Check-Out), supported the most at-risk students. This contributed to improved outcomes in absenteeism, suspensions, A–G completion, and inclusive special education access (Metric 2.17).
- Action 2.3 – Attendance Secretary: The addition of a site-based attendance secretary at Boron Junior-Senior High improved attendance tracking and early intervention, resulting in chronic absenteeism reductions at a site with historically high rates.
- Action 2.4 – Music Teacher: Expansion of music programs at two school sites helped increase student engagement and provided an alternative pathway to improve school connectedness. Enrollment in music programs grew by 185 students (Metric 2.15).
- Action 2.5 – Instructional Platform and Program: Continued support for digital tools (Google Suite) helped strengthen instructional access and aligned with the district's efforts to prepare students for postsecondary pathways, as reflected in the 30% increase in A–G completion.

The improvements across absenteeism, suspension, engagement, and postsecondary readiness metrics reflect the district's success in implementing a multi-tiered approach to student wellness and school climate. Continued investment in these high-leverage actions will be essential to sustaining progress and further narrowing equity gaps in Year 2.

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.

Following a review of Year 1 implementation and associated outcomes for Goal 2, the district does not plan to make any changes to the planned goal, metrics, target outcomes, or actions for the 2025–26 school year. The current plan remains aligned with the district's priorities of improving student well-being, engagement, and school climate, particularly for historically underserved student groups.

However, based on prior implementation experience specifically the staffing challenges related to Action 2.1 (MTSS Social Emotional Supports) the district has identified the need for greater flexibility in how behavioral and mental health support services are delivered. If efforts to hire an additional School Psychologist are again unsuccessful, the district will explore the use of alternative service providers or a staffing agency to ensure that students continue to receive the support necessary to address behavioral needs and promote social-emotional growth. This proactive approach reflects the district's commitment to continuous improvement and ensuring that student needs are met, even in the face of recruitment or staffing constraints.

The district will introduce a new action, Goal 2, Action 2.6, specifically funded by the LREBG to enhance our MTSS supports by hiring BCBAs to serve as behavioral specialists. We will monitor its effectiveness through the following LCAP metrics: suspension rates for SED and SWD, chronic absenteeism percentages for SED and SWD, and CAASPP ELA and Math scores for SWD and SED. These metrics will provide ongoing insight into how this strategic investment impacts the key outcomes we seek to improve.

The district will not use Metric 2.13 due to the redundancy with the survey in Metric 2.14.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Suspension Rates Red Indicators on the CA Dashboard for the District, schools, and all student groups.		
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
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
2.6	Board Certified Behavior Analysts	This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds. Muroc Joint Unified School District will expand its Multi-Tiered System of Support (MTSS) by hiring Board Certified Behavior Analysts (BCBAs) as behavioral specialists. The BCBAs will provide direct and indirect services designed to improve student outcomes for socioeconomically disadvantaged (SED) students and students with disabilities (SWD). Their work will include: • Supporting Tier 1 classroom environments by coaching teachers on evidence-based classroom management strategies and conducting environmental assessments. • Providing Tier 2 individualized behavioral interventions through direct observation, data collection, interviews, and development of targeted behavior support plans.	$199,890.00	No

Action #	Title	Description	Total Funds	Contributing
		• Delivering professional development to teachers, instructional aides, and administrators focused on proactive classroom strategies and supports tailored for SED and SWD student needs. Research Basis: This action is grounded in extensive research supporting the effectiveness of behavioral supports within an MTSS framework. Studies have shown that MTSS incorporating evidence-based behavioral interventions contributes to: • Reduced suspension and expulsion rates (Sugai & Horner, 2009; McIntosh et al., 2014). • Improved student engagement and attendance (Bradshaw et al., 2010). • Enhanced academic achievement, particularly when interventions address both academic and behavioral needs (McIntosh & Goodman, 2016). These outcomes are particularly relevant to addressing the disparities identified in the district's needs assessment. Metrics to Monitor Impact: The district will monitor and report on the impact of this action using the following metrics: • Suspension rates for SED and SWD students • Chronic absenteeism percentages for SED and SWD students • CAASPP ELA and Math scores for SED and SWD students These metrics align with state accountability measures and the district's identified areas of need. Amount of LREBG Funds Supporting the Action: Muroc Joint Unified School District will allocate $799,563 in LREBG funds to support this action through 2027–28, covering costs related to the salaries, benefits, and professional development activities provided by the BCBAs. This action will be ongoing for the three years of this funding source.		

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.

Priority 4: Pupil Achievement (Pupil Outcomes)
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 developed goal 2 based on stakeholder feedback, State and local metrics, and other collected data.

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.

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.	2024-2025 0% of students from Muroc completed a CTE course sequence		5% of students from Muroc completed a CTE course sequence.	no difference
3.2	The extent to which students have access to and are enrolled in a	2023-2024 100% of students, including unduplicated	2024-2025 100% of students, including		100% of students, including unduplicated	no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	broad course of study. Percentage of students, including unduplicated students, have access to all required areas of broad coursework. Source: SIS State Priority: 7A	students, have access to all required areas of broad coursework.	unduplicated students, have access to all required areas of broad coursework.		students, have access to all required areas of broad coursework.	
3.3	% of unduplicated students had access to general education programs and services Source: SIS State Priority: 7B	2023-2024 100% of unduplicated students had access to general education programs and services	2024-2025 100% of unduplicated students had access to general education programs and services		100% of unduplicated students had access to general education programs and services.	No difference
3.4	Percentage of students enrolled in CTE courses Source: SIS State Priority 8:	2023-2024 200 students enrolled in CTE courses in 2024	2024-2025 224 students enrolled in CTE courses		250 Students enrolled in CTE courses	2024-2025 Increase of 24 students
3.5	Number of students obtaining jobs in the field of the complete CTE pathway Source: Graduating Senior Survey State Priority: 8	2023-2024 3 students obtained jobs in the field upon completion of the CTE pathway after graduation	2024-2025 0 students obtained jobs in the filed upon completion of the CTE pathway after graduation		9 students will obtain a job in the field of the completed CTE pathway	2024-2025- decrease of 3 students
3.6	Graduation rate percentage	For the 2023-2024: All students 92.5% SED: 87.8%	For the 2023-2024: All students 85.5% SED: 72.2%		Increase graduation rate to 98%	2024 All students decrease 7.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Ca Dashboard State Priority: 5E					SED: decline 16.4%
3.7	CTE senior survey regarding postsecondary intentions Source: SIS State Priority: 8	Baseline 2024-2025 9 students continued in the field of their CTE program	New metric: See baseline		At least 50% of students enrolled in a CTE pathway will report intentions to pursue a career or continued education in their current field, as measured by an annual student survey.	NA
3.8	CTE Pathway Retention Rate – The percentage of students who remain enrolled in the same CTE pathway from one academic year to the next. Source: SIS State Priority: 8	Baseline will be established 2024-2025 29 students were enrolled in 2 or more years in the same CTE pathway	New metric: See baseline		At least 70% of students enrolled in a CTE pathway in 2025–26 will continue in the same pathway in 2026–27 and 2027–28, as measured by enrollment records.	NA
3.9	CTE Course Grade Proficiency – Percentage of students earning a grade of C or better in their CTE pathway courses. Source: SIS State Priority: 8	Baseline will be established 2025-26 100% of students enrolled in a CTE pathway course earned a grade of C or better.	New metric: See baseline		At least 75% of students enrolled in CTE pathway courses will earn a grade of C or better by the end of the 2027–28 school year.	NA

Goal Analysis [2024-25]

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

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

During the 2024–2025 school year, Muroc Joint Unified School District fully implemented the actions outlined under Goal 3 with a continued focus on expanding high-quality Career Technical Education (CTE) pathways that improve postsecondary readiness and employment opportunities for all students, especially unduplicated pupils. The district experienced no substantive deviations from the planned actions, and both programs were executed as intended.

- Action 3.1 – Air Frame and Power Plant CTE Program: This action was fully implemented as planned. A part-time instructor was hired to lead the Air Frame and Power Plant CTE course at Boron Junior-Senior High School. The program provided specialized training aligned to high-demand careers in the aerospace industry, particularly benefiting low-income students, English Learners, foster youth, and homeless students. By offering a direct employment pathway, this program supported the district's efforts to address the Red Indicator for College and Career Readiness on the California School Dashboard.
- Action 3.2 – Construction Technology CTE Program: This action was also implemented as planned, with no substantive differences from the original proposal. Funding was used to support the salary and continued education of the Construction Technology instructor, as well as to acquire tools and materials essential for hands-on training. The program offered students foundational skills across multiple trades, including carpentry, plumbing, and electrical work, while reinforcing career readiness and workplace safety. It directly contributed to efforts to improve College and Career Readiness outcomes.

Challenges and Successes:

- Challenges: While both programs were successfully implemented, the district encountered several challenges that impacted outcomes:
- Capstone Development: A key barrier to CTE pathway completion (Metric 3.1) is the absence of a finalized, state-aligned capstone project. The district continues to work with instructors and industry partners to develop a meaningful culminating experience for students.
- Postsecondary Outcome Tracking: The district lacks a reliable and sustainable method to follow up with students after graduation to determine if they obtained employment in a CTE-related field. After exhausting traditional outreach methods (e.g., phone calls), it remains difficult to collect accurate data for Metric 3.5.
- Graduation Rate Calculation: Although 100% of students enrolled as seniors at Muroc Joint Unified School District graduated in 2024–2025, the CTE-aligned graduation rate metric is calculated by cohort, which includes students who may have transferred or exited prior to their senior year. This nuance in state reporting affects how graduation outcomes are reflected in the Dashboard and LCAP metrics.
- Successes: The district experienced a measurable increase in CTE enrollment. According to Metric 3.4 – Percentage of Students Enrolled in CTE Courses, the number of students enrolled in CTE increased from 200 in the 2023–2024 school year to 224 in 2024–2025, reflecting growing student interest and expanded access to career-focused instruction. The successful implementation of both the Air Frame and Power Plant and Construction Technology programs directly supports this growth. These programs not only build technical skills but also strengthen the district's performance on the College and Career Indicator, setting a strong foundation for future workforce readiness.

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 2024-2025 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 2024-2025 LCAP Goal 3 was $139,844.00. The estimated actual expenditures for the 2024-2025 LCAP Goal 3 was $107,387.03. This is a difference of $32,496.97. The substantive differences for the specific actions are below:
Action 3.1, Air Frame and Powerplant CTE Course: The district budgeted $33,186 for this particular action. The actual expenditure for this particular action item is $0. The difference is due to using other CTE grants.
Action 3.2, Construction Technology: The district budgeted $106,698 for this particular action. The actual expenditure for this particular action item is $107,387.03. The difference is due to the increase in salary and benefit costs.

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

The actions implemented under Goal 3 demonstrated clear effectiveness in supporting the district's efforts to expand Career Technical Education (CTE) access, increase student engagement in workforce-aligned programs, and improve postsecondary readiness for all students—especially unduplicated pupils. While both CTE actions were implemented as intended, several key metrics showed measurable progress, while others highlighted areas requiring further development and tracking improvement tools.

- Metric 3.4 – Enrollment in CTE Courses: CTE enrollment increased from 200 students in 2023–2024 to 224 students in 2024–2025, a 12% increase. This growth demonstrates strong student interest and increased access to CTE programming.

Areas Needing Further Support and Development:

- Metric 3.1 – CTE Course Sequence Completion: Although student enrollment in CTE programs increased, the district recorded 0% of students completing a full CTE sequence. This is primarily due to the absence of a finalized, state-aligned capstone project required for CTE pathway completion. The district continues working with instructors and industry partners to design and implement a meaningful culminating experience. Until a capstone is in place, pathway completion will remain an ongoing implementation challenge.
- Metric 3.5 – Post-CTE Employment in Field: The district was unable to verify any postsecondary employment outcomes in 2024–2025 for students completing the CTE pathway. This reflects a broader challenge in postsecondary outcome tracking. Despite efforts such as follow-up phone calls, the district lacks a reliable and sustainable method to collect data on employment after graduation. Without consistent systems for longitudinal tracking, Metric 3.5 will continue to underrepresent actual student workforce outcomes.
- Metric 3.6 – Graduation Rate: Graduation rates declined from 92.5% to 85.5% for all students, and from 87.8% to 72.2% for socioeconomically disadvantaged students. While not directly linked to CTE performance, this data underscores broader systemic challenges that may affect student persistence and completion.

The following actions were effective in contributing to these improvements:

- Action 3.1 – Air Frame and Power Plant CTE Course: A part-time instructor was successfully hired to lead this course at Boron Junior-Senior High School. This program provides students, including unduplicated pupils, with direct pathways to high-demand careers in the aerospace industry and supports progress on the College and Career Indicator.
- Action 3.2 – Construction Technology CTE Program: Funding was used as planned to retain a qualified instructor and purchase essential tools and materials. The program emphasizes career readiness and hands-on experiences in trades such as carpentry, electrical, and plumbing. Student interest and enrollment continued to grow in 2024–2025.

Despite these challenges, the measurable increase in enrollment and implementation fidelity of both CTE programs affirm that the district is making progress toward the intent of Goal 3.

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.

As a result of ongoing reflections on our CTE program implementation and the review of educational partner feedback, MJUSD has added three new metrics to better monitor the effectiveness of our CTE pathways. These metrics—(1) the percentage of CTE students expressing intent to pursue a related career or post-secondary education, (2) the retention rate of students within the same CTE pathway across academic years, and (3) the percentage of students earning a grade of C or better in CTE courses—will provide deeper insight into student engagement, persistence, and academic success within CTE programs. These additions were prompted by the need for more comprehensive, locally-relevant data to inform decision-making and ensure alignment between our CTE offerings and postsecondary and workforce readiness outcomes. Baselines for these metrics will be established in 2025–26, and progress will be tracked through Year 3 outcome targets included in this plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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	2024 ELA All students - 96.6 points below standard Socioeconomically Disadvantaged (SED) - 108.8		ELA All students - 75 points below standard Socioeconomically Disadvantaged (SED) - 80 points below standard	2024 ELA All students decrease 6.3 points below standard Socioeconomically Disadvantaged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	points below standard Hispanic - 109.4 points below standard White- 94.5 points below standard Math All students - 117.8 points below standard Socioeconomically Disadvantaged (SED)- 128.2 points below standard Hispanic - 121 points below standard White- 122.6 points below standard		Hispanic - 80 points below standard White- 85 points below standard Math All students - 102 points below standard Socioeconomically Disadvantaged (SED)- 112 pints below standard Hispanic - 101 points below standard White- 109 points below standard	(SED) decrease 12.2 points below standard Hispanic decrease 14.8 points below standard White decrease 4.4 points below standard Math All students decrease 1.1 points below standard Socioeconomically Disadvantaged (SED) decrease 1.4 points below standard Hispanic decrease 4.6 points below standard White increase 1.5 points below standard
4.2	Percentage of students feeling connected to school Source: Kern Connectedness Survey State Priority: 6C	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%	Student Connectedness Survey given in May 2025 Muroc Student Connectedness Survey results for West Boron Elementary -		Easy to talk to staff- 85% Staff care about me- 87% Adult notice my absence - 84% Feel like I belong - 78%	2024-2025 Easy to talk to staff- decrease 17% Staff care about me- decrease 17% Adult notice my absence - decrease 17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Staff care about me- 83% Adult notice my absence - 80% Feel like I belong - 74%	Students grades 3-12, 2023-2024 Easy to talk to staff- 64% Staff care about me- 66% Adult notice my absence - 63% Feel like I belong - 65%			Feel like I belong - 9%
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 - 406 Grade 1- 403 Grade 2- 403 Grade 3- 420 Grade 4- 420 Grade 5- 430 Grade 6- 410		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	2024 The average composite score for each grade difference is: K - 56 point increase Grade 1- 24 point increase Grade 2- 34 point increase Grade 3- 58 point increase Grade 4- 20 point increase Grade 5- 46 point Increase Grade 6- 28 point increase
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	2024-2025 is 0		80% effectiveness rating in relation to the social worker interaction	no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	In 2024, 53% of All Students at West Boron Elementary are Chronically Absent In 2024, 56.3% of SED at West Boron Elementary are Chronically Absent In 2024, 53.7% 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	2024 All students decreased 2% SED students decreased 4.6% Hispanic decreased 1.2%

Goal Analysis [2024-25]

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

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

Listed below is an itemized description of any substantive differences in planned actions and actual implementation of these actions for the 2024-2025 school year:

Action 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. This action was fully implemented. The instructional coach worked with teachers on instruction with an emphasis on math.

Action 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. This action was fully implemented. West Boron Elementary had additional professional development in AVID allowing more training than the district provided elsewhere.

Action 4.3 Intervention Teacher- The district will hire a third Intervention Teacher to provide targeted supplemental services to address ELA and Mathematics deficiencies. The efforts of these opportunities will be principally directed to support the unduplicated pupil population. This action was fully implemented. West Boron Elementary recieved a dedicated intervention teacher to work with students who are at-risk academically.

Action 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. This action was fully implemented.

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 2024-2025 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 2024-2025 LCAP Goal 4 was $270,000.00. The estimated actual expenditures for the 2024-2025 LCAP Goal 4 was $286,554.55. This is a difference of $16,554.55. The substantive differences for the specific actions are below:
Action 4.1, Instructional Coach: The district budgeted $22,000.00 for this particular action. The actual expenditure for this particular action item is $15,400.00. The difference is due to the costs for the position being less than budgeted.
Action 4.2, Professional Development: The district budgeted $35,000.00 for this particular action. The actual expenditure for this particular action item is $0. The difference is due to other funds being used.
Action 4.3, Intervention Teacher: The district budgeted $145,000.00 for this particular action. The actual expenditure for this particular action item is $138,755.38. The difference is due to the salary and benefit costs being less than budgeted.
Action 4.4, Social Worker: The district budgeted $68,000.00 for this particular action. The actual expenditure for this particular action item is $132,399.17. The difference is the costs of the salary and benefits not being used from other funds.

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

The following metrics showed an increase for 2024:
4.3 The average composite score for each grade for DIBELS assessment- 2024 The average composite score for each grade difference is:
K - 56 point increase
Grade 1- 24 point increase
Grade 2- 34 point increase
Grade 3- 58 point increase
Grade 4- 20 point increase
Grade 5- 46 point Increase
Grade 6- 28 point increase

4.5 % of students identified as Chronic Absent for West Boron Elementary- 2024
All students decreased 14%
SED students decreased 18%
Hispanic decreased 16%

Based on the metrics above the following Action Items were effective:

Action 4.1 Instructional Coach
Action 4.2 Professional Development
Action 4.3 Intervention Teacher
Action 4.4 Social Worker

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.

Following a review of Year 1 implementation and associated outcomes for Goal 4, the district does not plan to make any changes to the planned goal, metrics, target outcomes, or actions for the 2025–26 school year. The current plan remains aligned with the district’s priorities of improving student well-being, engagement, and school climate, particularly for historically underserved student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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

Action #	Title	Description	Total Funds	Contributing
4.3	Intervention Teacher	The district will hire a third Intervention Teacher to provide targeted supplemental services to address ELA and Mathematics deficiencies. The efforts of these opportunities will be principally directed to support the unduplicated pupil population.	$145,000.00	No
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 [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,174,092.00	$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
6.042%	0.000%	$0.00	6.042%

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	**Action:** Professional Development **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	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	Metrics 1.4, 1.5, 1.6, 1.8, 1.9, 1.11, 1.12, 1.15, 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
	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. 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)	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. These actions are being provided on an LEA-wide basis because all teachers can benefit from the Tier 1 professional development trainings.	

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
	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 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 CAST: All students (21.69% met or exceeded standards) English Language Learners (NA)		

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
	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 Based on educational partner feedback, the need for targeted professional development to help students who are struggling was identified. **Scope:** LEA-wide		
1.2	**Action:** Targeted Intervention **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	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	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)

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
	disparities and ensuring that all students receive the targeted support they need to achieve academic success. Based on educational partner feedback, the need for targeted intervention to help students who are struggling was identified. **Scope:** LEA-wide	achievement gap and ensuring that all students, regardless of their socioeconomic status, have the opportunity to succeed academically. 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.	
1.3	**Action:** Supplemental Academic Supports Programs **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. **Scope:** LEA-wide	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.	We will monitor ELL reclassification rates and ELA CAASPP scores. We will also also monitor ELA CAASPP scores for all students. (measured by Goal 1 Metrics 1.5 and 1.9)
1.7	**Action:** Teacher Recruitment and Retention **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.	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,	Metrics 1.1, 1.5, 1.11, 1.13, 1.14, 1.15, 1.16, 1.17

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
	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. Feedback form our educational partners showed a need to retain effective teachers in our district. Math: All Students (-86.5 points below standard) (20.44% met or exceeded standards) English Language Learners (-122 points below standard)	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.	

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
	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) 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 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)		

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
	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 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 **Scope:** LEA-wide		
1.8	**Action:** Advancement Via Individual Determination (AVID) **Need:** 55.6% of our low-income students have chronic absenteeism (more than 18 school days), in comparison to 33% of all students	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	Metrics 1.5, 1.6, 1.11, 1.13, 1.14, 1.15, 1.16, 1.18

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
	who have been identified to be chronically absent. 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. A needs assessment was conducted with educational partners at each school site. AVID was an identified need for our unduplicated pupil population. **Scope:** LEA-wide	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.	
1.9	**Action:** Credit Recovery **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	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	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
	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. 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. **Scope:** Schoolwide	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.	
1.13	**Action:** Digital Divide **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. 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. 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.	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	Metrics 1.2, 1.4, 1.5, 1.6, 1.8, 1.9, 1.11, 1.12, 1.16, 1.18

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: LEA-wide	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.	
2.1	**Action:** MTSS Social Emotional Supports **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. 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. Through the needs assessment process, teachers have articulated a need to prioritize social-emotional supports for students. **Scope:**	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. 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. 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.	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

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	**Action:** Extended Mental Health Supports **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. 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. Through the needs assessment process, teachers have articulated a need to prioritize social-emotional supports for students. **Scope:** LEA-wide	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. 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. 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.	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
2.3	**Action:** Attendance Secretary **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. Through the needs assessment process, principal and teachers of Boron Junior-Senior High School have articulated a need to prioritize addressing chronic absenteeism. **Scope:** Schoolwide	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.	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
2.4	**Action:** Music Teacher **Need:** In 2023, only 20% of low-income students who graduated met the A-G requirements	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	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

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
	Through the needs assessment process, the administration team have articulated a need to prioritize having more students A-G eligible. **Scope:** Schoolwide	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.	
2.5	**Action:** Instructional platform and program **Need:** 55.6% of our low-income students have chronic absenteeism (more than 18 school days), in comparison to 33% of all students	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	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

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
	who have been identified to be chronically absent. 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. Through the needs assessment process, administration and teachers have articulated a need for better communication between staff and students. **Scope:** LEA-wide	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.	
2.6	**Action:** Board Certified Behavior Analysts **Need:** Students with disabilities and Socioeconomically Disadvantaged **Scope:**	The goal of this position is to improve early behavioral intervention, reduce chronic absenteeism, decrease special education placement rates, and enhance student academic outcomes.	2.6, 2.7, 2.11, 2.14, 2.16, 2.17, 2.19
3.1	**Action:** Air Frame and Power Plant CTE Course **Need:**	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	Metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

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
	52% increase in CTE enrollment from the 2022-2023 school year to the 2023-2024 school year. In 2023, 0% of students from Muroc completed a CTE course sequence. 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. Through the needs assessment process, administration, teachers, and students have articulated a need for more educational opportunities and pathways. **Scope:** Schoolwide	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 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.	
3.2	**Action:** Construction Technology CTE Program **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. In 2023, 0% of students from Muroc completed a CTE course sequence.	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.	Metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

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
	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. Through the needs assessment process, administration, teachers, and students have articulated a need for more educational opportunities and pathways. **Scope:** Schoolwide	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.	

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	**Action:** English Learner Instructional Coach **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. **Scope:**	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-	Metric 1.9 and 1.10

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

2025-26 Total Planned 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	19,433,357	1,174,092.00	6.042%	0.000%	6.042%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,542,228.00	$499,890.00	$0.00	$0.00	$3,042,118.00	$1,987,118.00	$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	$30,000.00	$0.00	$30,000.00				$30,000.00	
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 Elementa ry 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	
2	2.6	Board Certified Behavior Analysts	Students with Disabilities Socioeconomically Disadvantaged	No			All Schools	Until funding is depleted	$199,890.00	$0.00		$199,890.00			$199,890.00	
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 Elementa ry	2024-2025	$22,000.00	$0.00		$22,000.00			$22,000.00	
4	4.2	Professional Development	All	No			Specific Schools: West Boron Elementa ry	2024-2025	$0.00	$35,000.00		$35,000.00			$35,000.00	
4	4.3	Intervention Teacher	All	No			Specific Schools:	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
							West Boron Elementary									
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	

2025-26 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
19,433,357	1,174,092.00	6.042%	0.000%	6.042%	$1,631,728.00	0.000%	8.397 %	**Total:**	$1,631,728.00
								LEA-wide Total:	$1,054,000.00
								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	$30,000.00	
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	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,823,028.00	$1,761,728.33

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	$150,000.00	$99,193.70
1	**1.2**	Targeted Intervention	Yes	$195,000.00	$185,521.75
1	**1.3**	Supplemental Academic Supports Programs	Yes	$95,000.00	$61,932.00
1	**1.4**	English Learner Instructional Coach	Yes	$115,000.00	$138,755.38
1	**1.5**	Education Technology Specialist	No	$2,500.00	$2,500.00
1	**1.6**	Standards Aligned Curriculum	No	$800,000.00	0
1	**1.7**	Teacher Recruitment and Retention	Yes	$200,000.00	$200,000.00
1	**1.8**	Advancement Via Individual Determination (AVID)	Yes	$75,000.00	$25,833.10
1	**1.9**	Credit Recovery	Yes	$223,344.00	$59,480.85
1	**1.10**	Summer Program	No	$30,000.00	$25,524.58

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Designated Instruction and Services (DIS) Speech and Language Summer School Program	No	$5,000.00	$40,614.13
1	1.12	Supplemental instructional materials and supplies	No	$10,000.00	0
1	1.13	Digital Divide	Yes	$25,000.00	0
1	1.14	Special Education Collaboration	No	$71,000.00	34,716.24
1	1.15	Special Education Moderate/Severe Program	No	$22,000.00	$20,000.00
2	2.1	MTSS Social Emotional Supports	Yes	$275,000.00	$273,169.92
2	2.2	Extended Mental Health Supports	Yes	$10,800.00	$41,533.63
2	2.3	Attendance Secretary	Yes	$24,500.00	$56,878.54
2	2.4	Music Teacher	Yes	$75,000.00	$92,297.20
2	2.5	Instructional platform and program	Yes	$9,000.00	$9,835.73
3	3.1	Air Frame and Power Plant CTE Course	Yes	$33,186.00	0
3	3.2	Construction Technology CTE Program	Yes	$106,698.00	$107,387.03
4	4.1	Instructional coach	No	$22,000.00	$15,400.00
4	4.2	Professional Development	No	$35,000.00	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)
4	**4.3**	Intervention Teacher	No	$145,000.00	$138,755.38
4	**4.4**	Social Worker	No	$68,000.00	$132,399.17

2024-25 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)
1,100,111	$1,612,528.00	$1,351,818.83	$260,709.17	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	$150,000.00	$99,193.70		
1	**1.2**	Targeted Intervention	Yes	$195,000.00	$185,521.75		
1	**1.3**	Supplemental Academic Supports Programs	Yes	$95,000.00	$61,932.00		
1	**1.4**	English Learner Instructional Coach	Yes	$115,000.00	$138,755.38		
1	**1.7**	Teacher Recruitment and Retention	Yes	$200,000.00	$200,000.00		
1	**1.8**	Advancement Via Individual Determination (AVID)	Yes	$75,000.00	$25,833.10		
1	**1.9**	Credit Recovery	Yes	$223,344.00	$59,480.85		
1	**1.13**	Digital Divide	Yes	$25,000.00	0		
2	**2.1**	MTSS Social Emotional Supports	Yes	$275,000.00	$273,169.92		
2	**2.2**	Extended Mental Health Supports	Yes	$10,800.00	$41,533.63		
2	**2.3**	Attendance Secretary	Yes	$24,500.00	$56,878.54		
2	**2.4**	Music Teacher	Yes	$75,000.00	$92,297.20		
2	**2.5**	Instructional platform and program	Yes	$9,000.00	$9,835.73		

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)
3	**3.1**	Air Frame and Power Plant CTE Course	Yes	$33,186.00	0		
3	**3.2**	Construction Technology CTE Program	Yes	$106,698.00	$107,387.03		

2024-25 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)
18,830,387	1,100,111	0	5.842%	$1,351,818.83	0.000%	7.179%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.

- LEAs may also provide information about their strategic plan, vision, etc.

- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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 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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