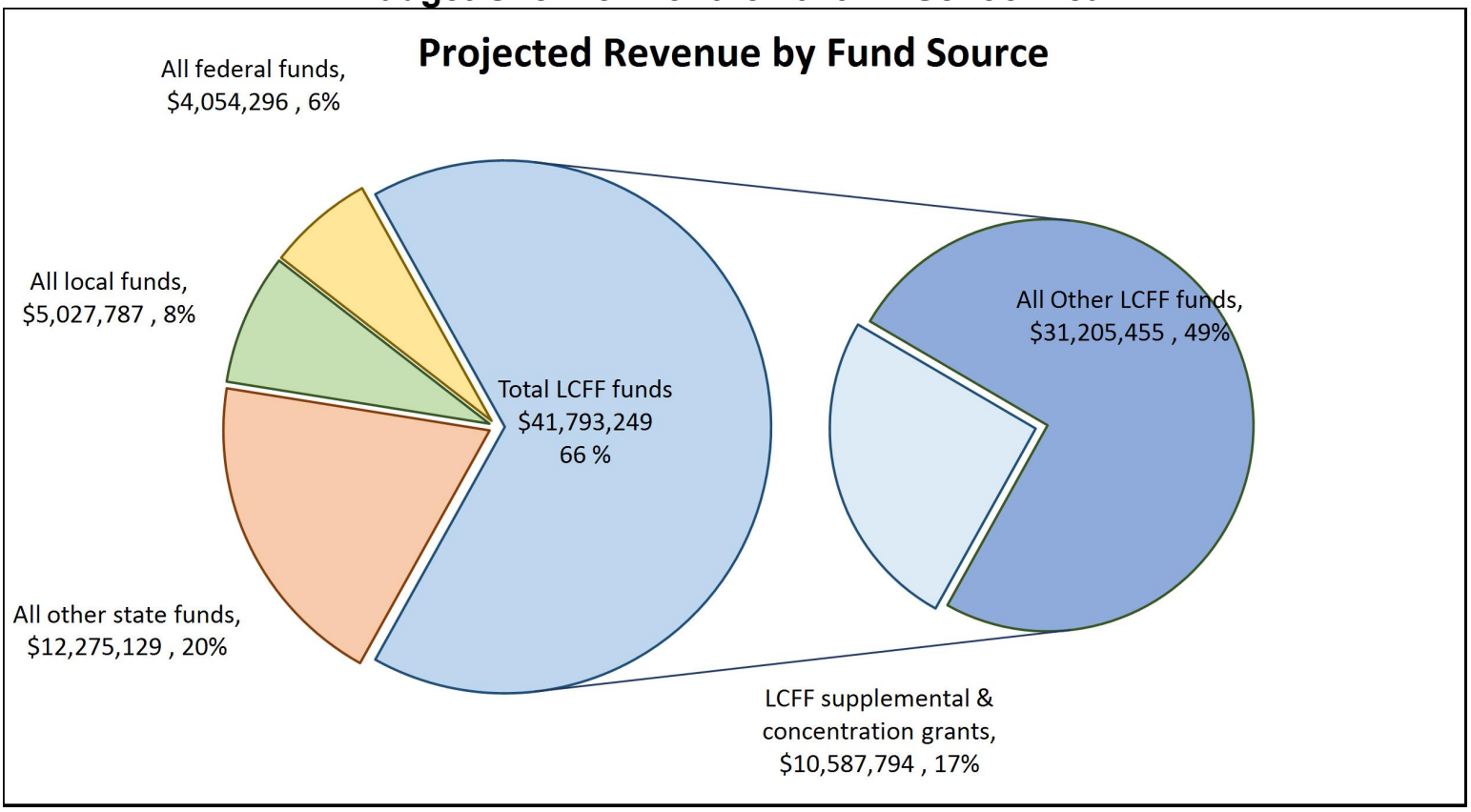
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mojave Unified School District
CDS Code: 15636770000000
School Year: 2026-27
LEA contact information:
Dr. Katherine Aguirre
Superintendent
katherineaguirre@mojave.k12.ca.us
661-824-4001

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 2026-27 School Year

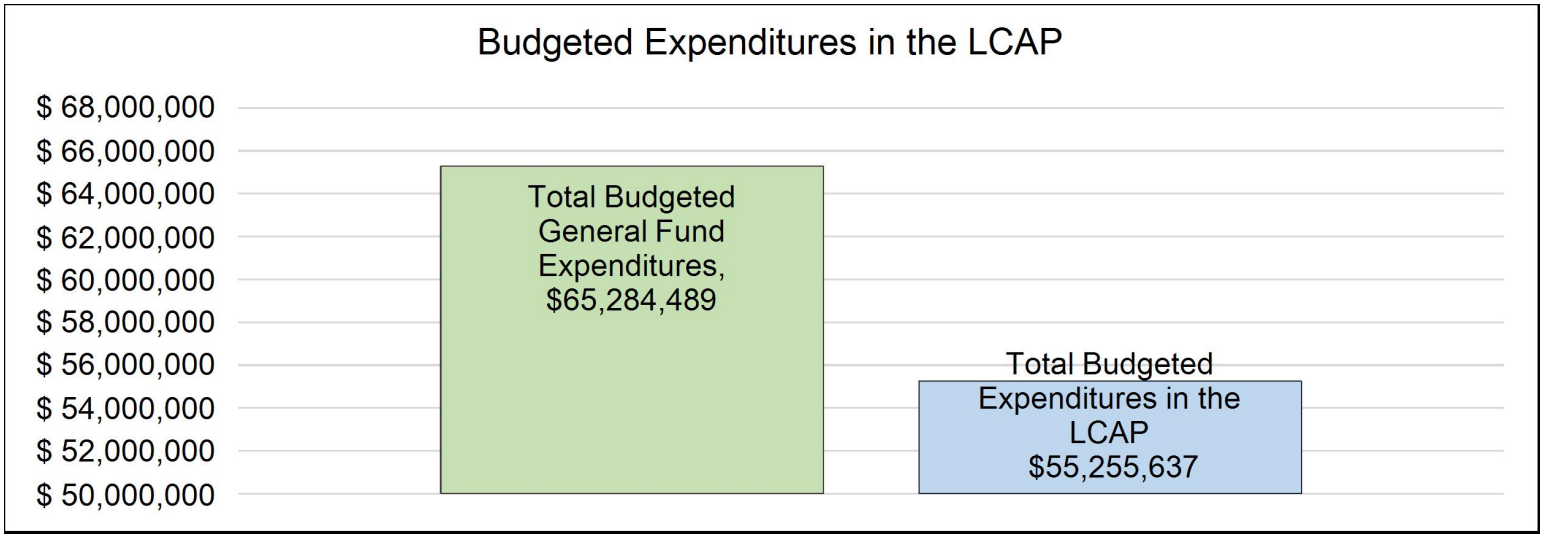


This chart shows the total general purpose revenue Mojave Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mojave Unified School District is $63,150,461, of which $41,793,249 is Local Control Funding Formula (LCFF), $12,275,129 is other state funds, $5,027,787 is local funds, and $4,054,296 is federal funds. Of the $41,793,249 in LCFF Funds, $10,587,794 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 Mojave Unified School District plans to spend for 2026-27. 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: Mojave Unified School District plans to spend $65,284,489 for the 2026-27 school year. Of that amount, $55,255,637 is tied to actions/services in the LCAP and $10,028,852 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

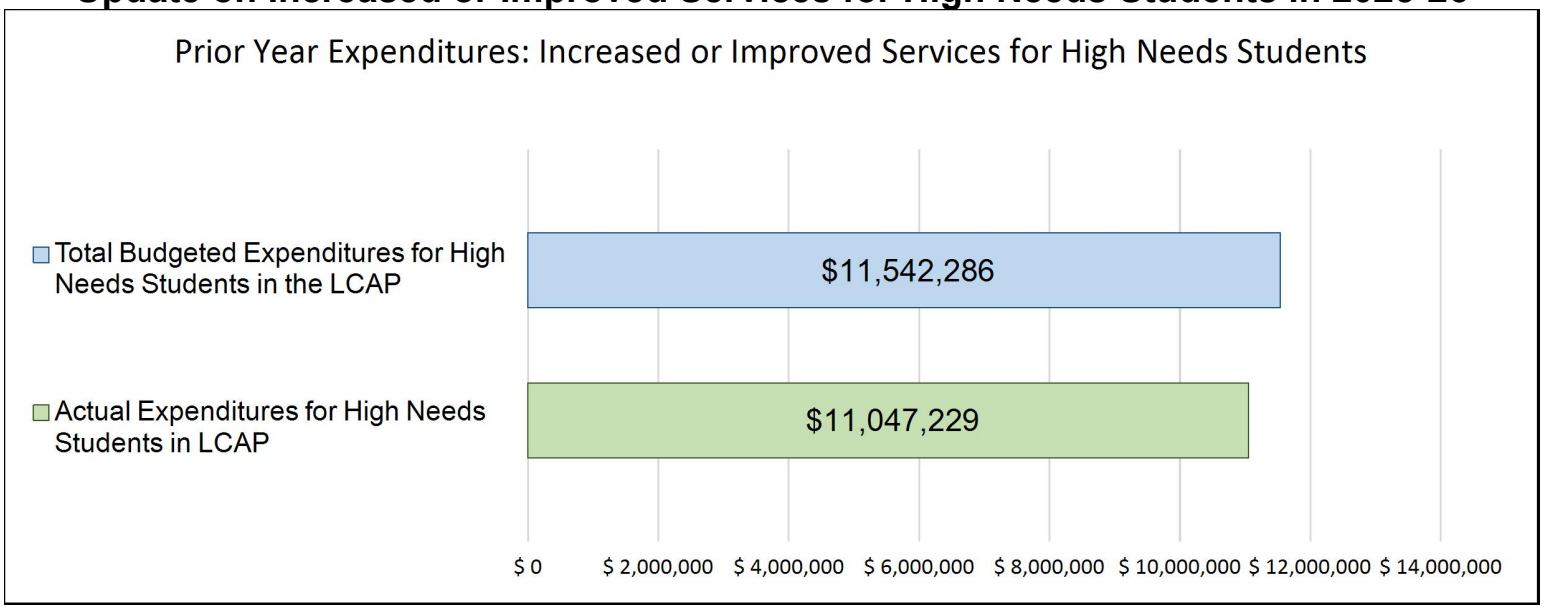
General Fund Budget expenditures not included in the Local Control and Accountability Plan (LCAP) include districtwide operational and administrative costs necessary to maintain daily functions and support school operations. These expenditures include general administration, business and fiscal services, human resources, legal services, insurance, utilities, and other general operating costs that support the overall functioning of the district but are not specifically tied to LCAP goals or actions.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Mojave Unified School District is projecting it will receive $10,587,794 based on the enrollment of Foster Youth, English learner, and low-income students. Mojave Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mojave Unified School District plans to spend $11685407 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 2025-26



This chart compares what Mojave 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 Mojave 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 2025-26, Mojave Unified School District's LCAP budgeted $11,542,286 for planned actions to increase or improve services for high needs students. Mojave Unified School District actually spent $11,047,229 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $495,057 had the following impact on Mojave Unified School District’s ability to increase or improve services for high needs students:

The district made every effort to increase and improve services for high needs students during the 2025-26 school year. While total actual expenditures were less than the total budgeted expenditures for planned actions and services, the difference did not negatively impact implementation of services or the district’s overall mission. Many district expenditures supported multiple actions and goals within the LCAP, allowing the district to continue providing targeted support and services to students. The district continues to demonstrate progress on the California Dashboard and in overall academic achievement outcomes for high needs student groups.

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
Mojave Unified School District	Dr. Katherine Aguirre Superintendent	katherineaguirre@mojave.k12.ca.us 661-824-4001

Plan Summary [2026-27]

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.

The Mojave School District was established in 1884 to serve a student population of 13 children. For the following 70 years districts in the surrounding areas experienced dramatic fluctuations in their enrollment numbers. In 1953, the Mojave School District annexed smaller districts in the area and formed the Mojave Unified School District (MUSD) which covers a large geographic area in eastern Kern County. MUSD continues to serve two communities: California City and Mojave.

The communities of Mojave and California City had very different beginnings. The town of Mojave was established in 1876 as a construction camp for the railroad. As the railroad brought more resources into the area Mojave began to grow. Growth continued throughout the years as Mojave became the supply point for the twenty-mule teams that hauled the borax out of Death Valley. When construction began on the Los Angeles Aqueduct, Mojave once again saw an increase in its population as the construction crews used the town for their base. California City had its beginnings in 1958 as a developer purchased land to develop a master planned community in the desert with a park and lake. While the development never occurred as planned, a close-knit community was still established. In 1965 California City was incorporated, and is the third largest city in California in terms of land area.

The communities of California City and Mojave are approximately 20 miles apart and have seven school sites serving grades TK through Adult Education: Mojave Elementary School (TK-5), Mojave Jr./Sr. High School (6-12), Mojave Adult School (Career Technical Education, English Language Development, and a Diploma Track for adults in the community), Robert P. Ulrich Elementary (TK-2), Hacienda Elementary School (3-5), California City Middle School (6-8), California City High School (9-12). Additional evening classes are also offered

through Cerro Coso Community College, allowing students to earn college credits above and beyond our growing dual enrollment offerings during the school day.

As of the most recent California School Dashboard release, Mojave Unified serves a student population of approximately 2,900 students, over 86% of which are socioeconomically disadvantaged. Our student population is diverse: 52% Hispanic, 27% African-American, and 12% white. 16% of our students are English Language Learners and over 18% of MUSD pupils are students with disabilities. Student mobility rates in Mojave Unified are significant: more than 400 students move in and out of our district each school year on average. With a projected unduplicated student rate of more than 85%, we have engaged educational partners to develop a plan with the primary purpose of increasing student achievement for our unduplicated pupils and underperforming student groups, while addressing their social emotional needs. With such a large majority of students living in poverty, MUSD qualifies to implement the Community Eligibility Provision (CEP)—providing meals at no charge to all students. This is exciting, as the CDE reports: “Schools that have implemented the CEP have experienced striking increases in school meal participation, and many reported improved attendance."

Five of our school sites have Equity Multiplier Funding: California City Middle School, California City High School Mojave Jr./Sr. High School, Mojave Elementary School, and Robert P. Ulrich Elementary. The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to schoolsites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. LEAs are also required to document the efforts to improve outcomes for students at these schoolsites. The nonstability rate refers to the percentage of students who do not stay enrolled at the same school for the entire school year. In other words, it tells us how many students leave or transfer during the year. A high nonstability rate often means that many students are facing housing changes, family moves, or other disruptions that make it hard to stay in one school.

For the 2024-25 and 2025-26 school years, Mojave Elementary School, Mojave Jr./Sr. High School and Robert P. Ulrich Elementary schools were eligible as Equity Multiplier sites, and Goal 3 was created to plan for the use of these funds. For the 2025-26 school year, California City Middle School was also eligible, and was added into Goal 3. For 2026-2027 California City High School has been added, and California City Middle School is no longer eligible. Goal 3 has been adjusted accordingly.

For these eligible schools, the nonstability rates are as follows: Mojave Elementary School--27.51%; Mojave Jr./Sr. High School--28.33%; Robert P. Ulrich Elementary School--27.33%; California City High School--25.75%. This means that more than 1 in 4 students at these schools were not enrolled for the full school year. This matters because students who move schools often face academic and social challenges—they may fall behind in class, struggle to form connections, or miss out on important school supports.

For these eligible schools, the % of students that are socioeconomically disadvantaged are as follows: Mojave Elementary School--93.78%; Mojave Jr./Sr. High School--91.20%; Robert P. Ulrich Elementary School--86.76%; California City High School--85.21%.

Since these schools had nonstability rates greater than 25% and socioeconomically disadvantaged pupil rates greater than 70%, they qualified for Equity Multiplier funding from the state. This funding is intended to support schools with high needs by addressing challenges like school instability, lack of resources, and academic opportunity gaps.

These qualifying schools will receive a combined $2,508,764 in funding. This money must be used to develop specific actions and goals that help improve outcomes for students at the schools.

A needs assessment (see data in Goal # 3), and stakeholder input through meetings and surveys has contributed to the development of the following actions to improve academic, attendance and behavioral outcomes for our students: the revamping of libraries, the expansion and replacement of technology, experiential learning opportunities, increased administrative support with a focus on systems improvement and behavioral intervention, and improving and modernizing science labs with state-of-the-art equipment.

Interdepartmental teamwork is a hallmark of our district as the transportation, technology, maintenance, and food service departments get our students to school, maintain thousands of pieces of technology, sustain safe facilities, and serve hundreds of thousands of meals.

The story of education in the area is not new—with our first school house opening in 1884; however, this is the beginning of a new chapter. Our vision for improved student achievement and success will reach fruition through Positive Behavior Support, social emotional learning, incredible access to and analysis of data and indicators, an ever-improving alignment of curriculum, best practices and resources, the use of 21st century technology, and most important of all: collaboration with our educational partners.

Reflections: Annual Performance

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

2026 Reflection:

The Mojave Unified School District's continued systems work in the areas of curriculum alignment, literacy development and PBIS implementation have resulted in some key improvements on the most recent CA School Dashboard, and are showing promising trends in our local data.

This is the first year that MUSD did not have any Red indicators on the CA School dashboard for the "All Students" group, and we achieved the following improvements:

On the English Learner Progress Indicator (ELPI), we improved by 9.2% (9.2% for English Learners and 10.4% for Long Term English Learners), categorized in the Yellow.

For English Language Arts, we improved our Distance from Standard (DFS) by 11.2 points, categorized in the Orange, and student groups improved at the following levels: English Learners by 3.3, Long Term English Learners by 7.5, Foster Youth by 34.6, Homeless Youth by 12.8, Socioeconomically Disadvantaged by 9.9, Students with Disabilities by 16.2, African American Students by 18.6, Hispanic Students by 8.4, and White Students by 15.5.

For Mathematics, we improved our Distance from Standard (DFS) by 6.7 points, categorized in the Orange, and student groups improved at the following levels: Socioeconomically Disadvantaged by 6, Students with Disabilities by 8.9, African American Students by 14.2, White students by 7.5, and Two or More Races by 10.2.

Our Suspension Rate fell by 2.1%, with student groups improving at the following rates: English Learners by 1.9%, Long Term English Learners by 1.7%, Homeless Youth by 0.9%, Socioeconomically Disadvantaged by 1.5%, Students with Disabilities by 6.2%, African American students by 2.3%, Hispanic students by 1.9%, White students by 1.7%, and Two or More Races by 2.7%.

Overall the MUSD Chronic Absenteeism rate fell by 7.1 %, with student groups improving at the following rates: English Learners by 12%, Long Term English Learners by 13.2%, Foster Youth by 0.6%, Homeless Youth by 11.8%, Socioeconomically Disadvantaged by 6.5%, Students with Disabilities by 4.2%, African American students by 3.9%, Hispanic students by 6.7%, White students by 6.6%, and Two or More Races by 11.9%.

Our Students with Disabilities graduation rate increased by 5.7%, and on the College/Career Indicator, our Hispanic students increased by 8% and our White students by 11.5%

Our Local Data, viewed on the Kern Integrated Data System, shows a year-to-date attendance rate increase of 1.04% as of June 1st, and an improvement in Chronic Absenteeism by 5.6%.

Preliminary estimates indicate an increase by 10% for each of our graduating classes in the area of A-G completion, and our final Unit Exams revealed year-over-year improvements in proficiency: ELA had a 7% increase, Math had a 10% increase, Science had a 13% increase; History had an 18% increase.

Areas of need, based on 2025 CA School Dashboard Red Indicators:

All Students: Mojave Elementary School (MES) ELPI (-11.2%), Mojave Jr./Sr High School (MJSHS) ELPI (-10.4%), MJSHS ELA (-112.2 DFS), MJSHS Math (-176.4 DFS), MJSHS Suspension Rate (24.9%), Hacienda Elementary School (HES) Suspension Rate (9.9%), California City High School (CCHS) ELA (-48.3 DFS), CCHS Math (-163.5 DFS), CCHS Suspension Rate (20.6%)

African American: MES Math (-135.5 DFS), MES Chronic Absenteeism (66.2%), MJSHS Math (-190.7 DFS), MJSHS Suspension Rate (39.1%), HES Suspension Rate (21.8%), CCHS ELA (-109.4 DFS), CCHS Math (-215.8), CCHS Suspension Rate (34.5%)

English Learner: District-Wide Math (-148.1 DFS), MES ELPI (-11.2%), MES ELA (-116.8 DFS), MJSHS ELPI (-10.4%), MJSHS ELA (-142.8 DFS), MJSHS Math (-198.1 DFS), MJSHS Suspension Rate (17.9%), California City Middle School Chronic Absenteeism (52.2%), CCHS Suspension Rate (19.5%)

Foster: District-Wide Math (-179.3 DFS), District-Wide Math Suspension Rate (37.2%)

Homeless: District-Wide Math (-155.4 DFS), District-Wide Graduation Rate (down 8.8%), HES Suspension Rate (15%), CCHS Suspension Rate (22.5%)

Hispanic: District-Wide math (-133.3 DFS), MJSHS ELA (-110.2 DFS), MJSHS Math (-174.9 DFS), MJSHS Suspension Rate (18.8%), CCHS Suspension Rate (16.2%)

Long-Term English Learners: District-Wide Math (-208.3 DFS), MJSHS ELPI (25.9%), MJSHS ELA (-163.6), MJSHS Math (-210.5), MJSHS Suspension Rate (19.1%), CCHS Suspension Rate (19.6%)

Socioeconomically Disadvantaged: MJSHS ELA (-117.7 DFS), MJSHS Math (-180.7 DFS), MJSHS Suspension Rate (26.8%), HES ELA (-81.7 DFS), HES Math (-99.8 DFS), HES Suspension Rate (10.5%), CCHS Suspension Rate (22.7%)

Students with Disabilities: MES Math (-146.1 DFS), MJSHS Math (-196.5 DFS), MJSHS Suspension Rate (29.4%), MJSHS Chronic Absenteeism (60%), HES ELA (-119.4 DFS), HES Math (-135.1 DFS), CCHS Suspension Rate (31%)

Two or More Races: District-Wide English Language Arts (-94.7 DFS), HES Suspension Rate (8.2%)

White: MES Chronic Absenteeism (51%), MJSHS Suspension Rate (33.3%)

LREBG (Learning Recovery Emergency Block Grant) funds in California are primarily used for supporting academic learning recovery and the social and emotional well-being of students and staff. MUSD currently has $2,172,686 in unexpended LREBG funds. In addition to educational partner input into the development of our specific actions (which included a reflection on the data shared above), our team has conducted multiple needs assessments aimed at identifying pupils in the greatest need of learning recovery supports in the areas of English Language Arts, Mathematics and Chronic Absenteeism. Strengths and Weakness reflections were conducted to review all available CA School Dashboard Data, as well as local data regarding our current attendance, chronic absentee and suspension rates, along with local Unit Exam and Star diagnostic assessment data. An Attendance Works self reflection was also recently conducted. These reflections revealed that the following student groups are in the greatest need of learning recovery: All Students, English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic Students were Orange on the English Language Arts CA School Dashboard Indicator, and Two or More Races was in the Red. All Students, Socioeconomically Disadvantaged, Students with Disabilities, African American, White and Two or More Races were in the Orange on the Mathematics CA School Dashboard Indicator, and English Learners, Long Term English Learners, Foster Youth, Homeless and Hispanic Students were in the Red. English Learners, Long Term English Learners, Homeless Youth, Socioeconomically Disadvantaged Hispanic and White Students were in the Orange on the Suspension Rate CA School Dashboard Indicator, and Foster Youth are in the Red. Long Term English Learners, Foster Youth, and Homeless Youth are in the Orange on the Chronic Absenteeism CA School Dashboard Indicator. All Students, Long-Term English Learners, Socioeconomically Disadvantaged, African American and Hispanic Students were in the Orange on the Graduation Rate CA School Dashboard Indicator, and our Homeless Youth are in the Red. Long-Term English Learners, Homeless Youth, Students with Disabilities, and African American Students are in the Orange on the College Career Readiness Indicator on the CA School Dashboard. Once these areas of need were identified, an analysis of how the funds would best meet the identified needs was conducted. The 2026-2027 LCAP includes the following LREBG funded actions: Action 1.6, in pertinent part, aimed at improving instruction through adding hours of classified instructional support, and the use of Nearpod as a supplemental tool to provide interactive, engaging lessons as well as personalized learning to meet student needs (Metric to monitor: CA School Dashboards for ELA and Math; local Star and School City Assessment Data); Action 1.11, in pertinent part, funding two additional program specialists and an additional psychologist to better meet the academic and social-emotional needs of our students with disabilities (a pupil group that has made great progress, but data reflection found is still in the lower performance range for the areas discussed above) (Metrics to Monitor: CA School Dashboards for ELA

and Math for Students with Disabilities; local Star and School City Assessment Data for our Students with Disabilities). Action 2.7, in pertinent part, with the funding of a district wide intervention coordinator to support social-emotional learning and the implementation of tiered supports for pupil groups in need, and two program specialists to support systems of improvement for our special education program. We will also be funding a K-5 mathematics adoption to ensure high-quality first instruction. Pre-existing actions utilizing LREBG funding are able to continue with this new funding source, and otherwise may have been eliminated.

These LREBG-funded actions are strategically designed to directly eliminate the specific student group needs identified in the assessment. To mitigate the performance gaps in ELA and Mathematics—particularly for our student groups in the Red and Orange performance bands, such as English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students—Actions 1.6, and the K-5 math adoption will deliver high-quality first instruction, personalized digital learning pathways via Nearpod, and intensive, small-group support through increased classified support and the Think Together partnership. Concurrently, to address the high suspension rates, chronic absenteeism, and lagging graduation/college-career readiness impacting our Foster, Homeless, and multi-racial student populations, Actions 1.11 and 2.7 deploy critical mental health and systems-improvement personnel. The additional psychologist and district-wide intervention coordinator will establish systems of support to improve social-emotional well-being and school connectedness, while the program specialists will design targeted academic and behavioral frameworks specifically for Students with Disabilities. By pairing rigorous, differentiated academic interventions with robust social-emotional and behavioral scaffolding, these integrated actions are directly expected to close the achievement gap, lower chronic absenteeism and suspension rates, and ultimately elevate graduation and career readiness across all underperforming student groups.

2025 Reflection:

The Mojave Unified School District has continued to implement our critical systems work in the areas of curriculum alignment, literacy development and PBIS implementation. While the outcomes of these efforts will not be fully revealed until the 2025 California School Dashboard is released, the 2024 California School Dashboard indicators reveal several areas that have improved, and demonstrate the need to continue implementation:

Our Graduation rate increased from 78.5% up to 80.8%, with our English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and White Students increasing or maintaining their graduation rates.

The % of our graduating cohort completing A-G requirements improved from 12.8% to 19.2%.

Our Students with Disabilities, African American, and White students increased the % of students College or Career prepared on the College/Career Indicator.

Our High School dropout rate decreased from 16.7% down to 14.5%.

Overall the Mathematics Distance from Standard improved by 3.9 points from -147.2 to 143.2, with our English learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Students, and White students showing improvements and moving into the Orange.

Our Students with Disabilities improved their average distance from standard on English Language Arts by more than 13 points, moving from Red to Orange.

The % of 5th grade Science proficiency improved from 11.94% to 13.08%.

Our Chronic Absenteeism rate fell from 62.3% down to 57.9%, with our Long-Term English Learners, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, White and Two-or-More races improving their Chronic Absenteeism rates.

Our suspension rate fell from 16.7% to 15.5%, with our English Learners, Long-Term English Learners, Homeless, Socioeconomically Disadvantaged, African American, Asian, Hispanic, and White students improving their suspension rates.

Our Sense of School Connectedness at the high school level improved by 9% on the California Healthy Kids Survey.

Local data also reveal that our attendance rate has modestly improved this year from 87.36% to an 87.57%, and our levels of proficiency on local assessments has increased: from 20% on Unit 1 ELA up to 33% on Unit 5 ELA, and from 25% on Unit 1 Math up to 31% on Unit 5 Math.

Areas of need, based on 2024 CA School Dashboard Red Indicators:

All Students: ELA (District Wide, Mojave Jr./Sr. High, Hacienda Elementary, California City Middle, California City High); Mathematics (Mojave Elementary, California City Middle, California City High); Suspension (Mojave Elementary, California City Middle); English Learner Progress (District Wide); Chronic Absenteeism (Hacienda Elementary)

African American: ELA (District Wide, Mojave Elementary, Mojave Jr./Sr. High, Hacienda Elementary, California City Middle, California City High); Mathematics (District Wide, Mojave Elementary, Hacienda Elementary, California City High); Suspension (Robert P. Ulrich Elementary, California City Middle); Chronic Absenteeism (Hacienda Elementary)

English Learner: ELA (District Wide, Mojave Jr./Sr. High, California City Middle); English Learner Performance Indicator (District Wide, Robert P. Ulrich Elementary, Hacienda Elementary, California City High);
Suspension (Mojave Elementary, Hacienda Elementary, California City Middle); Chronic Absenteeism (District Wide, Mojave Elementary, Mojave Jr./Sr. High, Hacienda Elementary)

Foster: ELA (District Wide); Mathematics (District Wide); Suspension (District Wide)

Homeless: ELA (District Wide); Mathematics (District Wide); Chronic Absenteeism (District Wide)

Hispanic: ELA (District Wide, Mojave Jr./Sr. High, California City Middle, California City High); Mathematics (California City Middle, California City High); Suspension (Mojave Elementary, Hacienda Elementary, California City Middle)

Socioeconomically Disadvantaged: ELA (District Wide, Mojave Elementary, Mojave Jr./Sr. High, California City Middle, California City High); Mathematics (Mojave Elementary, California City Middle, California City High); Suspension (Mojave Elementary, California City Middle); Chronic Absenteeism (Hacienda Elementary)

Students with Disabilities: Mathematics (California City Middle); Suspension (District Wide, Mojave Elementary, Mojave Jr./Sr. High, Robert P. Ulrich Elementary, California City Middle); Graduation Rates (District Wide); Chronic Absenteeism (Hacienda Elementary)

Two or More Races: ELA (District Wide); Math (District Wide); Suspension (District Wide); Chronic Absenteeism (Hacienda Elementary)

White: ELA (District Wide, California City Middle); Mathematics (California City Middle); Suspension (Mojave Elementary, Robert P. Ulrich Elementary, California City High); Chronic Absenteeism (Robert P. Ulrich Elementary, Hacienda Elementary)

Long-Term English Learners: Suspension (California City Middle); English Learner Performance Indicator (California City High)

2024 Reflection:

The systems work that has been done, especially in standards prioritization, assessment and data protocol development, guided planning, guidance alignment, master schedule optimization, and a focus on literacy, has started to yield modest but promising results, and should therefore be continued.

The % of students that met/exceeded the standard on the 2023 ELA CAASPP increased by 1.77%, with the average Distance from Standard improving at California City High School, Hacienda Elementary School, and Mojave Jr./Sr. High School. In Mathematics MUSD also saw a 1.45% increase in the % met/exceeded on the CAASPP, with HES showing improvements in average Distance from Standard. On the CA School Dashboard, MUSD had the following overall levels: Red for English Language Arts (-89.7 DFS); Red for Mathematics (-147.2 DFS); Medium on the College/Career Readiness Indicator (41.8% Prepared); Orange on the Graduation Rate indicator (78.5% Graduated); Yellow on the English Learner Progress Indicator (35.8% Making Progress);

MUSD has a deep belief in making sure that all of our students are okay, and ready to learn. Through the increased engagement of students and the community, improvement of attendance, and the implementation of social/emotional supports, such as Positive Behavior Intervention and Supports (PBIS), the district is anticipating improvements in this area. All schools and student groups improved in the area of Chronic Absenteeism on the 2023 CA School Dashboard, overall the district was at Yellow. The district ranked in the Red on the Suspension Rate Indicator.

Our student groups had the following red indicators on the 2023 CA School Dashboard:

All Students: ELA (District Wide, CCMS, HES, MES, RPU); Math (District Wide, CCHS, CCMS, MJSHS, RPU); Suspension (District Wide, CCHS, CCMS, HES, MES, MJSHS).
African American: ELA (District Wide, CCHS, CCMS, MES); Suspension (District Wide, CCHS, CCMS, HES, MES, MJSHS); College Career Indicator (MJSHS); Math (CCMS, MJSHS)
English Learner: ELA (District Wide, CCMS, HES, MJSHS); English Learner Performance Indicator (CCMS, MES, MJSHS); Math (District Wide, CCMS, HES, MJSHS); Suspension (District Wide, CCHS, CCMS, MES, MJSHS); College Career Indicator (MJSHS)
Foster: Suspension (District Wide, CCHS, HES)
Homeless: ELA (District Wide); Suspension (District Wide)
Hispanic: ELA (District Wide, CCMS, HES, MES); Math (District Wide, CCHS, CCMS, HES, MJSHS); Suspension (District Wide, CCHS, CCMS, HES, MJSHS)
Socioeconomically Disadvantaged: ELA (District Wide, CCMS, MES); Math (District Wide, CCMS, MJSHS); Suspension (District Wide, CCHS, CCMS, HES, MES, MJSHS, RPU)
Students with Disabilities: ELA (District Wide, CCMS, HES, MJSHS); Graduation (District Wide; Math (District Wide, CCMS, HES, MJSHS); Suspension (District Wide, CCHS, CCMS, HES, MES, MJSHS)
Two or More Races: Suspension (District Wide, CCMS, HES, RPU)
White: ELA (District Wide, CCMS); Math (District Wide. CCMS); Suspension (District Wide, CCHS, CCMS, HES, MES, MJSHS)

Actions in Goal # 1 to address these performance levels for all student groups, are indicated below for each indicator:
English Language Arts: Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.23, 1.26, 1.27, 1.28, 1.29, 1.30, 1.31, 1.32, 1.33, 1.34, 1.35, 1.36, 1.37, 1.38
English Learner Performance Indicator: Actions 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.23, 1.26, 1.27, 1.28, 1.29, 1.31, 1.32, 1.33, 1.34, 1.35, 1.36, 1.37, 1.38
Mathematics: Actions: 1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.23, 1.26, 1.27, 1.28, 1.29, 1.30, 1.31, 1.32, 1.33, 1.34, 1.35, 1.36, 1.37, 1.38
College Career Indicator: Actions 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.32, 1.33, 1.34, 1.35, 1.36, 1.37, 1.38
Graduation Rate: Actions 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.32, 1.33, 1.34, 1.35, 1.36, 1.37, 1.38
Suspension: Actions 1.4, 1.23, 1.26, 1.27, 1.28, 1.29, 1.35, 1.36, 1.37, 1.38

Actions in Goal # 2 to address these performance levels for all student groups, are indicated below for each indicator:
English Language Arts: Actions 2.1, 2.3, 2.4, 2.5, 2.6, 2.12, 2.13, 2.14, 2.15, 2.16, 2.18, 2.19, 2.20, 2.21, 2.22, 2.25, 2.26, 2.27
English Learner Performance Indicator: Actions 2.1, 2.3, 2.4, 2.5, 2.6, 2.12, 2.13, 2.14, 2.15, 2.16, 2.18, 2.19, 2.20, 2.21, 2.22, 2.25, 2.26, 2.27

Mathematics: Actions: 2.1, 2.3, 2.4, 2.5, 2.6, 2.12, 2.13, 2.14, 2.15, 2.16, 2.18, 2.19, 2.20, 2.21, 2.22, 2.25, 2.26, 2.27
College Career Indicator: Actions 2.1, 2.3, 2.4, 2.5, 2.6, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.25, 2.26, 2.27
Graduation Rate: Actions 2.1, 2.3, 2.4, 2.5, 2.6, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.25, 2.26, 2.27
Suspension: Actions 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, 2.26, 2.27

Actions in Goal # 3 to address these performance levels for all student groups at Mojave Elementary School, Robert P. Ulrich Elementary and Mojave Jr./Sr. High School, are indicated below for each indicator:
English Language Arts: Action 3.1
English Learner Performance Indicator: Action 3.1
Mathematics: Action 3.1
College Career Indicator: Action 3.1
Graduation Rate: Action 3.1
Suspension: Action 3.1

Reflections: Technical Assistance

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

Mojave Unified School District is currently eligible for Direct Technical Assistance due to the following student groups meeting the eligibility criteria for three out of four of the last academic years: English Learners, Foster Youth, Homeless Students, and Students with Disabilities.

As part of the work in this area, a district team participated in a strengths and weaknesses reflection activity. This needs assessments was a thorough and comprehensive analysis of multiple data metrics across all student groups. This process has mirrored the input we have received from educational partners: there is a need to continue to develop our systems of literacy instruction, curriculum alignment, and positive behavior intervention and supports with a focus on attendance improvement. The technical assistance in achieving this systems work is accomplished through a partnership with the experts at Orenda Education. This has included professional development for teachers, administrators and district leaders, and the implementation of a nested data system to monitor critical leading data indicators. This support has allowed the district to prioritize critical standards, design common assessments, and implement data protocols to monitor student progress (across student groups) and influence instructional practices. Teachers receive training and support on instructional strategies, classroom environment, the systematic teaching of reading, and the guided planning of units of study. At the secondary level, teams of counselors and administrators participate in guidance alignment, to increase the level of college/career readiness among our students through A-G aligned master schedules and increased student affiliations on campus. Principals have participated in ongoing PDSA (Plan-Do-Study-Act) cycles focusing on attendance and academics, facilitated by Kern County Superintendent of Schools. Details regarding specific plans in these areas can be found in the following actions of Goal # 1: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6. 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.19, 1.20, 1.24, 1.25, 1.28, 1.29, 1.30, 1.31, 1.34, 1.35, 1.36, 1.37 and 1.38.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Principals	Frequent feedback is sought, at least monthly, at scheduled Administrative Council meetings and Principal Meetings. Surveys have also been conducted.
Administrators	Frequent feedback is sought at scheduled Administrative Council meetings on a monthly basis. Surveys have also been conducted.
Teachers & Mojave Faculty Association (Bargaining Unit)	Teachers are surveyed throughout the year, and are allowed the opportunity to participate in set-aside meetings to share their insights at a Mojave Faculty Association input session to review data, and proposed actions/expenditures on May 27, 2026.
Other school personnel & California School Employee Association (Bargaining Unit)	School personnel have the opportunity to provide LCAP input through surveys, and are allowed the opportunity to participate in set-aside meetings to share their insights at a California School Employee Association input session to review data, and proposed actions/expenditures on May 6, 2026 and May 29, 2026.
Parents/Community	Four LCAP Community-Input opportunities are scheduled throughout the school year for feedback toward the development of the LCAP. Surveys are also administered. Parent organizations, such as the African American Advisory Group, are also given opportunities to provide their input, and ask questions. A public hearing is also offered, including the ability for parents and community members to provide input in writing and by survey. Dates included: September 25, 2025, November 20, 2025, February 18, 2026, March 19, 2026, April 22, 2026, May 7, 2026, May 13, 2026 and May 14, 2026.

Educational Partner(s)	Process for Engagement
District Advisory Council	Meetings were provided for this group to provide their input into the development of the LCAP, review proposed actions and expenditures, ask questions and provide written input. This included May 21, 2026, June 8, 2026, and June 16, 2026.
District English Language Advisory Council (DELAC)	DELAC was given opportunities to provide their input, and ask questions into the development of the LCAP, including proposed expenditures and actions on April 16, 2026.
SELPA	MUSD received guidance from SELPA on the LCAP development after a document review on May 29, 2026.
Students	Student input is frequently sought out and surveys are utilized that help shape our document. A student advisory group also contributes input toward the development of the LCAP on June 4, 2026 and June 8, 2026.
Equity Multiplier Educational Partners	For Equity Multiplier schools opportunities were scheduled for our educational partners to provide input into the development of Goal # 3 of our LCAP, focused on the use of Equity Multiplier Funds to be used for improved outcomes by leveraging evidence based practices on June 1, 2026. Surveys were also conducted.

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

Feedback gathered from educational partners during the development of this three-year LCAP played a critical role in informing both the plan and its key actions. Since the return from distance learning, stakeholder priorities have remained largely unchanged, with continued emphasis on literacy, academic performance, student engagement, attendance, and school climate, including student behavior and campus safety. These priorities were consistently identified by administrators, certificated and classified staff, parents, and community members. Student survey results further reinforced the importance of addressing behavior and safety concerns. When considered alongside local and state data, the feedback highlights the need to sustain and strengthen the systemic improvements that have begun to take hold across the district.

To address priorities related to literacy and academic achievement, Goal 1 of the LCAP outlines actions centered on curriculum alignment, professional learning, the implementation of structured literacy practices, and the development of a more consistent and comprehensive Student Success Team (SST) process. The plan also includes targeted supports and strategies for English Learners, informed by feedback from DELAC, as well as for Students with Disabilities, based on recommendations and input from the CIM team and SELPA.

Goal 2 addresses school climate through the full implementation of all three tiers of Positive Behavioral Interventions and Supports (PBIS), while also emphasizing increased engagement among students and families. Educational partners and district leaders alike have identified student attendance as a key area of need. Although attendance is closely connected to overall school climate, the LCAP also includes

specific actions designed to strengthen attendance systems and interventions. These efforts include the development of Student Attendance Review Board (SARB) and Student Attendance Review Team (SART) processes, as well as the establishment of a more structured student services department to provide coordinated support and monitoring.

Additionally, based on educational partner feedback, the LCAP includes actions that expand learning opportunities to support the sense of purpose among our students, accelerate their learning, and expose them to opportunities beyond our school sites. Professional development for our paraprofessionals has also been included to assist teachers with behavior de-escalation and literacy support.

Major themes for stakeholder input surfaced, and are addressed in our LCAP in the following sections:
1. Increasing Cultural Awareness: Action 2.11, Action 2.12
2. Implementing Social/Emotional, Behavioral, mental health and trauma informed practices: Action 2.7, Action 2.9, Action 2.23, Action 2.24, Action 2.26
3. Implementing Positive Behavior Intervention and Supports, and Restorative Practices: Action 1.23, Action 1.34, Action 2.7, Action 2.8, Action 2.26
4. Expansion of Extracurricular activities: Action 1.35, Action 1.36, Action 1.37, Action 2.13, Action 2.14, Action 2.20, Action 2.21, Action 2.26, Action 3.1
5. Improving the Parent Volunteer Process: Action 2.5
6. Expanding student acclimation/mentoring opportunities: Action 1.23
7. Expansion of electives classes: Action 1.24
8. Individual acceleration for students that are behind, or students that are ahead: Action 1.6, Action 1.9, Action 1.10, Action 1.12, Action 3.1

Goal # 3, funded by Equity Multiplier funds, was shaped utilizing educational partner input. Participants, which included parents, community and staff members, highlighted the need for improved libraries, technology, and more experiential learning opportunities for our students. These were added into Action 3.1.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase the number of students reading and working at grade level in all core content areas, and who are on track to graduate college and career ready.	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)

An explanation of why the LEA has developed this goal.

Goal # 1 has been established to meet the following identified needs, according to the most recent CA School Dashboard Data, published in the 2023-2024 school year:
MUSD is in the Red for English Language Arts (-89.7 DFS);
MUSD is in the Red for Mathematics (-147.2 DFS);
MUSD is Medium on the College/Career Readiness Indicator (41.8% Prepared)
MUSD is Orange on the Graduation Rate indicator (78.5% Graduated)
MUSD is in Yellow on the English Learner Progress Indicator (35.8% Making Progress)

There are elements of Goal # 1 that require consistency and fidelity over a number of years before taking root, and have therefore continued to have a presence in the MUSD LCAP. This includes literacy development, professional learning community refinement, and curriculum alignment systems work. Other areas are fundamental in meeting the needs of specific student groups, for example the actions and services related to our Students with Disabilities, and our English Learners.

In developing the actions and services in Goal # 1, the Mojave Unified School District has also taken into consideration the needs and circumstances of our unduplicated students:

English Learners: Orange on Graduation Rate Indicator; Medium on the College/Career Readiness Indicator; Yellow on the English Learner Progress Indicator; Red on the ELA and Math Indicators.

Foster Youth: Orange on the ELA and Math Indicators.

Socioeconomically Disadvantaged: Orange on the Graduation Rate Indicator; Medium on the College/Career Readiness Indicator; Red on the ELA and Math Indicators.

The systems work that has been done, especially in standards prioritization, assessment and data protocol development, guided planning, guidance alignment, master schedule optimization, and a focus on literacy, has started to yield modest but promising results, and should therefore be continued:
The % of students that met/exceeded the standard on the 2023 ELA CAASPP increased by 1.77%, with the average Distance from Standard improving at California City High School, Hacienda Elementary School, and Mojave Jr./Sr. High School. In Mathematics MUSD also saw a 1.45% increase in the % met/exceeded on the CAASPP, with HES showing improvements in average Distance from Standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of Full-Time Equivalent teachers that are "Clear" and appropriately assigned. Source: CA School Dashboard Priority 1A	According to the most recently published CA School Dashboard Data from 2023, the % of Full-Time Equivalent teachers that are "Clear" and appropriately assigned is 69.9%	According to the most recent CA School Dashboard Release (2024), 52.8% of Full Time Equivalent (FTE) teachers are in the “Clear” status, as found in Appropriately Assigned Teachers section of the "Basics: Teachers, Instructional Materials, Facilities" local indicator.	According to the most recent CA School Dashboard Release (2025), 73.2% of Full Time Equivalent (FTE) teachers are in the “Clear” status, as found in Appropriately Assigned Teachers section of the "Basics: Teachers, Instructional Materials, Facilities" local indicator.	95% of FTE teachers "Clear and Appropriately Assigned"	+3.3% Difference from Baseline
1.2	% of students that have access to standards-aligned materials, including English Learners and students with disabilities Source: Williams Reports	Based on the 2023 Williams report, 100% of students have access to standards-aligned materials, including English Learners and students with disabilities	Based on the 2024 Williams Report, 100% of students have access to standards-aligned materials, including English Learners and	Based on the 2025 Williams Report, 100% of students have access to standards-aligned materials, including English Learners and	100% of students will have access to standards-aligned materials, including English Learners and Students with Disabilities	0% Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1B		students with disabilities.	students with disabilities.		
1.3	Level of implementation of standards-aligned curriculum in all content areas Source: CA implementation reflection tool, as reported on the MUSD local indicators on the CA School Dashboard Priority 2A	There is full Implementation of standards-aligned curriculum in all content areas. This is measured using the state's implementation reflection tool, as reported on our local indicators on the CA School Dashboard for 2024.	There is full Implementation of standards-aligned curriculum in all content areas. This is measured using the state's implementation reflection tool, as reported on our local indicators on the CA School Dashboard for 2025.	There is full Implementation of standards-aligned curriculum in all content areas. This is measured using the state's implementation reflection tool, as reported on our local indicators on the CA School Dashboard for 2026.	Full implementation of standards-aligned curriculum in all content areas, as measured using the state's implementation reflection tool.	0% Difference from Baseline
1.4	# of our EL students receiving daily integrated ELD in all content areas and designated ELD Instruction Source: FPM Instrument Evidence Review of Implementation Priority 2B	100% of our EL students receive daily integrated ELD in all content areas and designated ELD instruction as measured by review of Designated and Integrated ELD Implementation in 2023 and most recent FPM review.	100% of our EL students receive daily integrated ELD in all content areas and designated ELD instruction as measured by review of Designated and Integrated ELD Implementation in 2025 and most recent FPM review.	100% of our EL students receive daily integrated ELD in all content areas and designated ELD instruction as measured by review of Designated and Integrated ELD Implementation in 2025 and most recent FPM review.	100% of our EL students will receive daily integrated in all content areas and designated ELD instruction as measured by review of Designated and Integrated ELD Implementation. Full implementation of the CA ELD standards.	0% Difference from Baseline
1.5	Distance from Standard for ELA and Mathematics, the % of students meeting or exceeding standards on	As measured by the CA Dashboard, on the 2023 CAASPP, students scored an average of 89.7 points below	As measured by the CA Dashboard, on the 2024 CAASPP, students scored an average	As measured by the CA Dashboard, on the 2025 CAASPP, students scored an average	As measured by CA Dashboard for CAASPP, students will score an average of 59.7	Change in DFS for ELA is +1.1 and for Math is +10.6.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the CAST, and the the % of students scoring a level 3 on the CAA. Source: CA Assessment Results Webpage and the CA School Dashboard Priority 4A	standard on ELA, and 147.2 points below standard on Mathematics. Socioeconomically Disadvantaged students scored an average of 93.9 points below standard on ELA, and 150.3 points below standard on Mathematics. English Learners scored an average of 107.4 points below standard on ELA, and 159.3 points below standard on Mathematics. Students with Disabilities scored an average of 158.7 points below standard on ELA, and 197.1 points below standard on Mathematics. CAST Scores as measured by CAASPP Reporting: % meeting or exceeding standards: 5th Grade: 11.94% 8th Grade: 4.17%	of 99.8 points below standard on ELA, and 143.2 points below standard on Mathematics. Socioeconomically Disadvantaged students scored an average of 104.5 points below standard on ELA, and 146.4 points below standard on Mathematics. English Learners scored an average of 109.1 points below standard on ELA, and 145.3 points below standard on Mathematics. Students with Disabilities scored an average of 145.4 points below standard on ELA, and 184.2 points below standard on Mathematics. CAST Scores as measured by	of 88.6 points below standard on ELA, and 136.6 points below standard on Mathematics. Socioeconomically Disadvantaged students scored an average of 94.6 points below standard on ELA, and 140.4 points below standard on Mathematics. English Learners scored an average of 105.8 points below standard on ELA, and 148.1 points below standard on Mathematics. Students with Disabilities scored an average of 129.1 points below standard on ELA, and 175.3 points below standard on Mathematics. CAST Scores as measured by	points below standard on ELA, and 117.2 points below standard on Mathematics. Socioeconomically Disadvantaged students will score an average of 63.9 points below standard on ELA, and 120.3 points below standard on Mathematics. English Learners will score an average of 77.4 points below standard on ELA, and 129.3 points below standard on Mathematics. Students with Disabilities will score an average of 128.7 points below standard on ELA, and 167.1 points below standard on Mathematics. CAST Scores as measured by	For Socioeconomically Disadvantaged students the change from baseline is -0.7 for ELA and +9.9 for Math. For English Learners the change from baseline is +1.6 for ELA and +11.2 for Math. For Students with Disabilities the change from baseline is +29.6 for ELA and +21.8 for Math. CAST Scores are currently at the following distances from Baseline: : 5th Grade: -2.24% 8th Grade: +0.35% 10th Grade: N/A 11th Grade: 11.94% 12th Grade: N/A The change from Baseline for the % of students at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10th Grade: 12.50% 11th Grade: 0.00% 12th Grade: 5.40% % of students at Level 3 on the ELA CAA: 30.77% % of students scoring a Level 3 on the Math CAA: 7.69%	CAASPP Reporting: % meeting or exceeding standards: 5th Grade: 13.08% 8th Grade: 3.63 % 11th Grade: 10.00% 12th Grade: 0.00% % of students at Level 3 on the ELA CAA: 17.36% % of students scoring a Level 3 on the Math CAA: 9.42%	CAASPP Reporting: % meeting or exceeding standards: 5th Grade: 9.70% 8th Grade: 5.05 % 11th Grade: 11.94% 12th Grade: *** % of students at Level 3 on the ELA CAA: 25.00% % of students scoring a Level 3 on the Math CAA: 8.33%	CAASPP Reporting: % meeting or exceeding standards: 5th Grade: 41.94% 8th Grade: 34.17% 10th Grade: 42.50% 11th Grade: 30.00% 12th Grade: 35.40% % of students at Level 3 on the ELA CAA: 60.77% % of students scoring a Level 3 on the Math CAA: 37.69%	Level 3 on the ELA CAA is -5.77% The change from Baseline for the % of students at Level 3 on the Math CAA is +0.64%
1.6	Percentage of pupils who have successfully completed A-G requirements Source: CA School Dashboard Priority 4B	12.8% 12th graders completed their A-G requirements on the most recent CA School Dashboard in 2023.	State data from 2024 indicate that 19.2% of the graduating cohort completed A-G requirements.	State data from 2025 indicate that 21.9% of the graduating cohort completed A-G requirements.	42.8% of 12th graders will complete their A-G requirements, according to state data.	Difference from Baseline is +9.1%
1.7	Percentage of pupils completing CTE pathways	3.1% students completed CTE pathways in in 2023, based on state data.	State data from 2024 indicate that 0.0% of the graduating cohort completed at least one CTE pathway	State data from 2025 indicate that 0.5% of the graduating cohort completed at least one CTE pathway	33.1% of students will complete a CTE pathway according to state data.	Difference from Baseline is -2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: State data published on Dataquest or Ed-Data.org Priority 4C					
1.8	Percentage of students who successfully completed both A-G Requirements and CTE Pathways Source: State data published on Dataquest or Ed-Data.org Priority 4D	Based on the most recent state data from 2023 1% of students completed both A-G requirements and CTE Pathways	State data from 2024 indicate that 0.0% of the graduating cohort completed both A-G requirements and at least one CTE pathway	State data from 2025 indicate that 0.0% of the graduating cohort completed both A-G requirements and at least one CTE pathway	31% of students will complete both A-G requirements and CTE Pathways.	Difference from Baseline is -1%
1.9	Percentage of EL pupils making progress toward English proficiency Source: ELPI Indicator on the CA School Dashboard Priority 4E	Based on 2023 data from the CA Dashboard, MUSD currently has a 35.8% status for English Learner Progress (1-12)	Based on 2024 data from the CA Dashboard, MUSD currently has a 31.5% status for English Learner Progress (1-12)	Based on 2025 data from the CA Dashboard, MUSD currently has a 40.6% status for English Learner Progress (1-12)	65.8% of English Learners will make progress according to the CA School Dashboard.	Difference from Baseline is +4.8%
1.10	English Learner Reclassification Rate Source: State data published on Dataquest or Ed-Data.org. Priority 4F	State reclassification data is only available as of 2020-2021, which shows MUSD had a reclassification rate of .8%	State reclassification data is only available as of 2020-2021, which shows MUSD had a reclassification rate of .8%	State reclassification data is only available as of 2020-2021, which shows MUSD had a reclassification rate of .8%	30% of English Learners will be reclassified.	No Difference from Baseline
1.11	Percentage of pupils passing AP exam with 3 or higher AP Exam Data Priority 4G	0 N/A	0 N/A	0 N/A	N/A	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Note: The Mojave Unified School District's plan for offering advanced courses does not include AP exams at this time; instead, Dual enrollment offerings are robust and expanding.					
1.12	Percentage of pupils who participate in and demonstrate college preparedness on EAP Source: CAASPP Data from the CA School Dashboard Priority 4H	As reported on CA Dashboard in 2023, 22.16 % of 11th graders scored a 4 on the ELA CAASPP 2.21 % of 11th graders scored a 4 on the Math CAASPP	As reported on CA Dashboard in 2024: 11% of 11th graders scored a 4 on the ELA CAASPP and 2.13% of 11th graders scored a 4 on the Math CAASPP	As reported on CA Dashboard in 2025: 14.21% of 11th graders scored a 4 on the ELA CAASPP and 0.54% of 11th graders scored a 4 on the Math CAASPP	52.16% of 11th graders will score a 4 on the ELA CAASPP and 32.21% of 11th graders will score a 4 on the Math CAASPP.	Difference from Baseline is -7.95% for ELA and -1.67% for Math.
1.13	Middle School Dropout Rates Source: Local data tracking the middle school cohort with reconciled data from CAL-Pads Priority 5C	Middle school dropout rate maintained at 0% as of 2023.	Middle school dropout rate maintained at 0% as of 2024.	The middle school dropout rate was at a 2.54 % based on local data during the 2025-26 school year.	The middle school dropout rate will be 0%	Difference from Baseline is 2.54%
1.14	High School Dropout Rates Source: State data published on Dataquest or Ed-Data.org. Priority 5D	Based on 2023 state data, the high school dropout rate was 16.7%	Based on 2024 state data, the high school dropout rate was 14.5%	Based on 2025 state data, the high school dropout rate was 17.6%	The high school dropout rate will be 2% or less.	+0.9% Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	High School Graduation Rates Source: CA School Dashboard Graduation Rate Indicator. Priority 5E	Based on 2023 data from CA School Dashboard, our high school graduation rate was 78.5%, with student groups at the following rates: Students with Disabilities: 56.7% English Learners: 82.4% Socioeconomically Disadvantaged: 77.9%	Based on 2024 data from CA School Dashboard, our high school graduation rate was 80.8%, with student groups at the following rates: Students with Disabilities: 66.7% English Learners: 92% Socioeconomically Disadvantaged: 81%	Based on 2025 data from CA School Dashboard, our high school graduation rate was 77.1%, with student groups at the following rates: Students with Disabilities: 72.3% English Learners: 71.1% Socioeconomically Disadvantaged: 76.7%	Our graduation rate according to the CA School Dashboard will be 98.5%, with the following student group rates: Students with Disabilities: 76.7% English Learners: 98.5% Socioeconomically Disadvantaged: 97.9%	Difference from Baseline for our Graduation rate is -1.4%, with student groups at the following distances from baseline: Students with Disabilities: +15.6% English Learners: -11.3% Socioeconomically Disadvantaged: -1.2%
1.16	Percentage of high school graduates in the prepared level on the CCI Source: CA School Dashboard Priority 8	Based on 2023 data from CA School dashboard, our College Career readiness rates were: All- 41.8% ELs-41.2% SED-40.6% African American 34.9%	Based on 2024 data from CA School dashboard, our College Career readiness rates were: All- 39.1% ELs-28.0% SED-38.8% African American 40.9%	Based on 2025 data from CA School dashboard, our College Career readiness rates were: All- 39% ELs-18.4% SED-37.5% African American 20.4%	Our College/Career readiness levels on the CCI will be: All- 61.8% ELs-61.2% SED-60.6% African American 54.9%	Our Difference from Baseline for College/Career Readiness is: All: -2.8% EL: -22.8% SED: -3.1% African American: -14.5%
1.17	% of students proficient on Unit Exams in Math and English Language Arts Source: Unit Exam Assessment Data Priority 8	During the 2023-2024 school year, the following % of students scored proficient on our local common formative assessments (Unit Exams):	During the 2024-2025 school year, the following % of students scored proficient on our local common formative assessments (Unit Exams):	During the 2025-2026 school year, the following % of students scored proficient on our local common formative assessments (Unit Exams):	"% of students scoring proficient on our local common formative assessments (Unit Exams): 52.98% in Grades K-12 ELA	Current difference from Baseline for proficiency in Grades K-12 ELA is +7.02% and for Grades K-8 math, Algebra I, Algebra II and Geometry is 9.68%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22.98% Proficient in Grades K-12 ELA 21.32% Proficient in Grades K-8 Math, Algebra I, Algebra II and Geometry	24% Proficient in Grades K-12 ELA 27% Proficient in Grades K-8 Math, Algebra I, Algebra II and Geometry	30% Proficient in Grades K-12 ELA 31% Proficient in Grades K-8 Math, Algebra I, Algebra II and Geometry	51.32% in Grades K-8 Math, Algebra I, Algebra II and Geometry."	

Goal Analysis [2025-26]

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 Action Implementation Update, Successes and Challenges:

Curriculum Alignment and Academic Improvement related actions were implemented (Actions 1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.18, 1.30, 1.31, 1.32, 1.33, 1.34, 1.35, 1.36 and 1.37):
MUSD continues to deepen and refine its systems work around curriculum alignment (1.34), with a continued expansion of essential elements in science and history/social science. Priority standards have been developed in our 5x5 matrices (1.1), providing the framework for the content, knowledge and skills to be taught and assessed across our 5 units of study. From the completed matrices, our teachers have continued to refine aligned unit exams to assess student mastery (1.8). Within Professional Learning Communities (PLCs), educators analyze assessment results using established data protocols (1.4, 1.5, 1.9, 1.10, 1.12). This structured reflection process identifies standards requiring intensified focus (1.12), students in need of targeted support, and leads to clearly defined goals and instructional commitments for the upcoming instructional cycle. Teachers have continued to engage in Guided Planning to design fully aligned units of instruction (1.6, 1.7). Administrators continue to receive coaching in instructional leadership and participate in Admin Power Clinics, which they use as a foundation for their professional development for teachers (1.34, 1.6, 1.7). The focus this year has been on pedagogy, instructional design, and high-impact strategies. Additionally, paraprofessionals continue to receive weekly professional development during early release Fridays, with emphasis on literacy support, behavior de-escalation, and small-group instruction. Our Extended Learning Opportunity Program (ELOP) continues to expand experiential learning opportunities for students through after-school and Saturday programming (1.35). Partnerships with the Antelope Valley Boys and Girls Club and Little Whisk Cooking Academy remain in place to provide enrichment and hands-on learning experiences. Our administrators have started to use an informal observation feedback tool through Google Forms to ensure that ongoing, timely and meaningful feedback is being offered to teachers in the areas they have received professional development in.

Literacy Development related actions were implemented(Actions 1.2, 1.3):

School sites have continued to implement Systematic Teaching of Reading Methods (STORM), emphasizing explicit reading instruction, essential components of literacy development, and practical, high-impact strategies for classroom implementation. Our Director of Literacy continues to support STORM implementation while reinforcing best practices in English Learner Development. Our primary grades have also implemented Amira as a Literacy Screener, and Really Great Reading to support improvements in reading outcomes.

College/Career Readiness & Credit Monitoring related actions were implemented (Actions 1.19, 1.20, 1.21, 1.23, 1.24, 1.25):
Our high schools continue to expand access to dual and concurrent enrollment opportunities. Efforts to refine master scheduling and graduation requirements remain focused on increasing A–G completion rates, with the long-term vision of enabling students to graduate with an Associate of Arts degree. Satellite dual enrollment courses at Mojave Jr./Sr. High School have continued to be offered. Financial aid workshops continue to guide students and families through application processes. The district has partnered with California College Guidance Initiative (CCGI) to strengthen college and career planning and financial aid completion support–currently we are in the data validation phase. Expanded A–G–aligned credit recovery options, including Saturday school and after-school interventions have reduced reliance on traditional credit retrieval models.Through LCAP partnerships, administrators and counselors continue to work with experts in Guidance Alignment to leverage data-informed scheduling practices that increase engagement and expand the number of students graduating college and career ready.

English Learner Progress actions were implemented (Actions 1.13, 1.14, 1.15, 1.16, 1.17):
Teachers have continued access to professional development on English Learner support through modules on the Ellevation platform, and our Director of Literacy delivered an ELD training in the summer.
English Learner performance data is reviewed consistently at the school site, administrative, and District Cabinet levels as part of the broader data reflection process. The Ellevation system also supports reclassification tracking and monitoring requirements. ERWC and English 3D resources have been used to support Designated English Learner classes at the secondary level this year. The district continues its partnership with the Parent Institute for Quality Education (PIQE), now entering its fifth year of family engagement workshops offered in both English and Spanish.
Our Director of Literacy has developed a comprehensive strategy guide to be used by teachers to support English Learner Progress.

Special Education (Action 1.11):
The Special Education Department continues implementation of its Compliance Improvement Monitoring plan, guided by findings from a Root Cause Analysis. Through strengthened staffing levels, clarified processes and protocols, and focused oversight, the department has demonstrated measurable improvement.

Attendance Monitoring & Improvement (Action 1.22):
Student Attendance Review Teams (SART) and Student Attendance Review Board (SARB) meetings have been held to work closely with families to improve attendance. Systems are now in place to closely monitor students with chronic absenteeism, interrupted enrollment, or

withdrawal without confirmed enrollment in another California public school. Our administrators have also participated, with the support of KCSOS, in an attendance needs assessment, which has included the implementation of strategies to reduce chronic absenteeism and the monitoring of data improvements. Focus groups have been initiated at the secondary level with an emphasis on chronically absent students to identify barriers and needs.

Teacher Recruitment & Capacity Building actions were implemented (Actions 1.26, 1.27, 1.28, 1.29, 1.36, 1.37):
The district continues proactive efforts to recruit and retain highly qualified educators. The Credential Support Program provides financial incentives to teachers completing credential requirements who commit to serving in the district. The Human Resources Department also participates in multiple career fairs to expand recruitment efforts, which has resulted in the lowest number of vacancies in many years.

Increased Fidelity and Monitoring (Action 1.38)
Administrators have continued to use the Kern Integrated Data System (KIDS), which allows ongoing live monitoring of several key areas and metrics aligned to the CA School Dashboard.

The revision of SST/MTSS protocols detailed in Action 1.9, was not fully implemented. Likewise, Avid Implementation is still at the beginning stages at participating sites, and is in need of further development. Teacher and administrative teams will be participating in Avid training over the summer to support this (Action 1.35).

Specific Action Implementation update:

Action 1.1: Teachers have reviewed and refined essential standards using 5x5 matrices and revised Mathematics and English Language Arts units through the guided planning process on five occasions throughout the school year. Educational partners supported and facilitated these planning sessions.

Action 1.2: Teachers have received 5 training sessions, delivered by their principals, focusing on instructional strategies to support literacy development. Star Early Literacy and Star Reading assessments were administered at the beginning and end of the school year. Literacy performance data was analyzed during five Data Reflection Sessions. Uninterrupted ELA instructional blocks were maintained in self-contained classrooms.

Action 1.3: This action was implemented. Six additional TK–3 teachers above base staffing levels were employed to reduce class sizes and extend kindergarten instructional time. Multiple literacy-focused events and author visits were scheduled throughout the year. The district also contracted with a credentialed librarian to strengthen literacy initiatives and support reading engagement efforts.

Action 1.4: Staff collaborated weekly during early-release Fridays and participated in five Data Reflection Sessions following each instructional unit. Orenda partners assisted in developing and facilitating a nested data system that analyzed disaggregated student data at the classroom, school, and district levels.

Action 1.5: Grade-level teams identified and prioritized standards; however, calibration of grading practices has not yet been completed. Standards-based grading was implemented in grades K–5 through Aeries, and secondary students were provided access to the Student Portal.

Action 1.6: Small-group instruction was delivered with support from instructional aides. Paraprofessionals engaged in weekly professional development focused on instructional support, English Learner strategies, and literacy development. Classroom routines and learning environments were monitored through walkthroughs. Collaborative lesson and unit planning incorporated templates emphasizing essential vocabulary, skills, knowledge, and EL supports. Staffing allocations funded instructional paraprofessionals, library technicians, EL aides, grades 4–12 teachers, and an Assistant Superintendent of Educational Services.

Action 1.7: Instructional activity paraprofessionals and library/media personnel were funded to enhance student support services.

Action 1.8: Teachers participated in an assessment development process to strengthen unit exams. Results were disaggregated by student group across all five instructional units and used to guide instructional adjustments.

Action 1.9: Early-release Fridays were utilized for collaboration and Data Reflection Sessions. Although revisions to the SST process began and the Kern Integrated Data System was explored as a support tool, full implementation was not completed during the year.

Action 1.10: Teachers administered Star Diagnostic assessments to identify unfinished learning and target areas requiring intervention.

Action 1.11: Funding was provided for special education staffing, 504 coordination stipends, and supplemental agreements, including Presence Learning, tele-speech services, Maxim/Amergis, and Autism Academy supports. The Special Education Department continued participating in the Compliance Improvement Monitoring process and implemented initiatives identified through a Root Cause Analysis. Increased staffing and clarified procedures contributed to significant improvements. According to the December California School Dashboard release, Students with Disabilities demonstrated double-digit gains in ELA, and improvements in Mathematics, and Graduation Rate.

Action 1.12: Dual enrollment opportunities remained available, with funding provided through KCCD and supporting expenses such as instructional materials and textbooks.

Action 1.13: Staff engaged in monthly professional learning related to the English Learner Roadmap, framework implementation, and instructional strategies. Ellevation was used to monitor EL student progress, particularly reclassification rates. EL performance data was reviewed following each of the five unit assessments during Data Reflection Sessions. Funding supported PIQE parent workshops as originally planned.

Action 1.14: A formal Long-Term English Learner Plan has not yet been developed; however, expanded use of the Kern Integrated Data System has strengthened data monitoring and established a foundation for future plan development.

Action 1.15: Bilingual aides, administrators, and teachers monitored the progress of reclassified English Learners in accordance with required timelines. Revisions to the SST process remain in progress.

Action 1.16: Teachers participated in professional development during the summer focusing on English Learner Development, including Specially Designed Academic Instruction in English (SDAIE) strategies.

Action 1.17: English Learners received both integrated and designated ELD instruction daily, aligned to their language proficiency levels. English Learner instructional aides were funded to support student growth and language acquisition.

Action 1.18: Student attendance was monitored on an ongoing basis, with increased efforts to verify students who relocated out of state. AVID licenses continued to be funded.

Action 1.19: PIQE parent workshops were provided, and students had access to academic and social-emotional counseling services. Five guidance alignment sessions were conducted for counselors and administrators to review student outcomes and key performance indicators. Funding supported counselors and related student support personnel.

Action 1.20: The district continued to maintain an expanded counseling staff to support student needs.

Action 1.21: A–G credit recovery opportunities were made available through summer school, after-school programs, and Saturday sessions.
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Action 1.22: The Student Services department monitored enrollment accuracy and attendance records throughout the year. Funding was not executed as planned, as the Child Welfare and Attendance Department was not staffed for the entire school year.

Action 1.23: School sites implemented procedures to orient new students to campus routines, expectations, and procedures during the first five days of enrollment, with refresher activities conducted after Winter and Spring Breaks.

Action 1.24: Career Technical Education materials and supplies were funded to strengthen career readiness opportunities for students.

Action 1.25: Funding was provided for CTE teachers to maintain and expand pathway offerings that support career preparation.

Action 1.26: The Human Resources Department conducted credential reviews, facilitated new teacher orientation, and actively advertised vacancies. Recruitment efforts were carried out successfully, although expenditures were lower than anticipated.

Action 1.27: A Credential Support Program was partially funded to recruit prospective teachers and assist them in completing credential requirements.

Action 1.28: New teachers were matched with mentor teachers and successfully completed induction program requirements.

Action 1.29: Funding was provided for teacher induction mentors to support new educators.

Action 1.30: Principals regularly conducted classroom walkthroughs, guided planning occurred five times during the year, and updates regarding student progress toward meeting or exceeding California State Standards were shared routinely with the Board and community.

Action 1.31: Students had access to sufficient standards-aligned instructional materials during the 2025–26 school year. Teacher teams were funded to develop units and assessments; however, much of this work occurred during regular work hours, resulting in lower-than-anticipated overtime costs.

Action 1.32: The Technology Department was fully funded to support technology standardization, Google platform implementation, expanded access to devices, improved Wi-Fi infrastructure, and teacher technology training.

Action 1.33: Additional technology equipment was purchased, and stipends were provided for technology support teachers.

Action 1.34: The Director of Curriculum Integration position was successfully filled, with partial funding provided through Action 1.34.

Action 1.35: The Extended Learning Opportunity Program provided TK–6 students with a variety of experiential learning opportunities and field trips after school, during Thanksgiving and Spring Breaks, and on Saturdays. Partnerships with the Antelope Valley Boys and Girls Club and Little Whisk Cooking Academy continued to support after-school programming. While participation rates were lower than projected, opportunities remained available to students.

Action 1.36: Planned focus groups were implemented and the SST revision process was initiated. The district continued to maintain a district-level homeless liaison rather than site-based positions. Homeless students were provided access to expanded learning opportunities, including after-school programs, summer learning, Saturday school, and field trips.

Action 1.37: Focus groups were implemented at California City Middle School, California City High School, and Mojave Jr./Sr. High School. The African American Advisory Group convened four times during the year, and extended learning opportunities were made available to African American students.

Action 1.38: The Kern Integrated Data System was utilized throughout the year to monitor local data trends and support implementation and evaluation of planned district actions.

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.

The district maintains that this difference did not negatively impact the implementation of services or its overall mission, as many expenditures supported multiple LCAP goals simultaneously, allowing for the continued delivery of targeted support to students. These material differences serve as a springboard for the 2026 LCAP, allowing the district to refine its budget coding processes and ensure greater transparency in future cycles.
Action 1.3, 1.4 & 1.7: Material differences existed, in the form of less spending than planned, staffing shortages and position eliminations through attrition.
Action 1.8: Material differences, in the form of over spending than planned, existed because the Renaissance program could fall under multiple actions, and so it was charged here.

Action 1.9: Material differences, in the form of less spending than planned, existed because site instructional teams were given time during their school week to disaggregate student data and refine instructional and targeted instructional experiences.
Action 1.11: Material differences, in the form of less spending than planned, existed to properly identifying students, better organization on services and hiring more staff internally rather than contracting out for services.
Action 1.19: Material differences, in the form of over spending than planned, existed due to ramped of efforts on credit monitoring and providing secondary support.
Action 1.22: Material differences, in the form of less spending than planned, existed due to the Child Welfare and Attendance team being absorbed into existing positions.
Action 1.24 & 1.25: Material differences, in the form of less spending than planned, existed due to staffing shortages and position eliminations through attrition.
Action 1.27: Material differences existed, in the form of less spending than planned, existed due to pausing the Credential Support Program.
Action 1.29: Material differences existed, in the form of increased spending on Teacher Induction Mentors than planned.
Action 1.31: Material differences existed, in the form of less spending than planned, existed due to additional negotiated adjunct hours fulfilling the time needed for teacher planning.
Action 1.33: Material differences existed, in the form of less spending than planned, existed due to large turnover in technology staffing and department moving in a different direction
Action 1.34: Material differences existed, in the form of less spending than planned, existed due to the elimination of the Director of Curriculum Integration & Ed. Partnerships.
Action 1.35: Material differences existed, in the form of less spending than planned, existed due to the elimination of the Director of ELOP, and one clerical position.
Action 1.38: Material differences existed, in the form of less spending than planned, existed due to the elimination of the Data Management Specialist Position.

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

Effective Actions:

While the level of implementation varied as described in Prompt 1, these actions are considered somewhat effective because California School Dashboard indicators demonstrate improvement in several key areas, while local measures continue to indicate positive implementation outcomes. Although not all outcome metrics have improved at the desired rate, district initiatives are beginning to show evidence of impact.

Curriculum Alignment Work (Actions 1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.18, 1.30, 1.31, 1.32, 1.33, 1.34, 1.35, 1.36, 1.37):
The 2025 California School Dashboard reflects continued academic improvement. Districtwide ELA performance improved by 11.2 points, resulting in a Distance from Standard of -88.6. Mathematics performance improved by 6.7 points, resulting in a Distance from Standard of -136.6. Students with Disabilities demonstrated significant gains, improving 16.2 points in ELA and 8.9 points in Mathematics. The Science Indicator also increased by 2.1 points. While performance levels remain below district goals, these improvements suggest that the district's curriculum alignment efforts are beginning to positively impact student outcomes.

Locally, the district continues to make substantial progress in implementing a coherent standards-based instructional system. The collaborative identification of priority standards has expanded across content areas and grade spans. The district's 5x5 matrix process continues to guide instructional planning, common assessments, and data analysis. Teams of teachers work collaboratively to develop aligned unit assessments and utilize STAR assessments and other local measures to monitor student progress. Staff regularly analyze assessment results, identify student needs, establish goals, and determine instructional responses.

Teachers engage in ongoing guided planning and instructional coaching focused on pedagogy, instructional design, and evidence-based instructional practices. Administrators continue to receive instructional leadership coaching and participate in ongoing professional learning. Weekly professional development opportunities for paraprofessionals remain focused on literacy support, behavior de-escalation, and small-group instruction. Local assessment data continue to indicate positive trends that are expected to support future gains in state accountability measures.

Literacy Development (Actions 1.2, 1.3):
The 2025 California School Dashboard reflects improvement in English Language Arts performance, with districtwide ELA Distance from Standard improving by 11.2 points. Students with Disabilities demonstrated particularly strong growth, improving by 16.2 points. Local literacy measures, including district unit assessments, continue to demonstrate progress across grade levels.

The district has continued to strengthen literacy instruction through intentional classroom design, model classrooms, implementation of student-friendly learning targets, academic vocabulary supports, and collaborative instructional strategies. Ongoing professional development and coaching have supported teachers in implementing evidence-based literacy practices designed to improve student achievement.

English Learner Progress (Actions 1.13, 1.14, 1.15, 1.16, 1.17):
The English Learner Progress Indicator demonstrated significant improvement on the 2025 California School Dashboard, increasing 9.2 percentage points to 40.6%. This growth reflects the district's continued focus on monitoring English Learner progress and strengthening systems of support.

English Learner data continue to be reviewed at the school site, administrative, and district cabinet levels through the district's nested data system. The use of Ellevation supports monitoring, documentation, and reclassification processes. The district also continues to partner with Parent Institute for Quality Education (PIQE) to provide family engagement workshops in both English and Spanish, empowering families to actively support student achievement. Continued emphasis on reclassification, language development, and targeted intervention is expected to support further improvement in future Dashboard cycles.

Special Education (Action 1.11):
The Special Education Department has continued to strengthen systems, processes, and services through the addition of specialized staff, refined procedures, and ongoing monitoring efforts. Dashboard results indicate meaningful gains for Students with Disabilities, including a 16.2-point improvement in ELA, an 8.9-point improvement in Mathematics, and a 5.7 percentage point increase in graduation rate.

Through Compliance Improvement Monitoring activities, stakeholder teams continue to engage in root cause analysis, goal development, and implementation planning. While additional work remains to improve college and career readiness outcomes for students with disabilities, current data indicate that district efforts are positively impacting student achievement and graduation outcomes.

Districtwide implementation of Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) processes continues to strengthen attendance monitoring and intervention efforts. Ongoing refinement of attendance systems, family outreach, and site-level intervention strategies will remain a priority moving forward.

Teacher Recruitment & Capacity Building (Actions 1.26, 1.27, 1.28, 1.29):
The district continues to prioritize recruitment, retention, and development of highly qualified staff. Human Resources and site leadership teams have expanded efforts to attract credentialed educators while supporting teachers who are completing credential requirements through the district's Credential Support Program and other professional growth opportunities. Professional learning, instructional coaching, and leadership development remain key components of the district's strategy to build internal capacity and improve instructional effectiveness. Continued staffing stability will be essential to sustaining academic improvement efforts. The % of clear-credentialed teachers increased by 20.4% according to the most recently available state data.

Monitoring and Fidelity (Action 1.38):
This action is not directly aligned to a specific Dashboard metric; however, implementation has strengthened the district's ability to monitor performance indicators and evaluate program effectiveness. Full integration with the Kern Integrated Data System (KIDS) platform continues to provide district and site leaders with access to real-time data, supporting ongoing decision-making, accountability, and continuous improvement efforts.

Actions 1.12, 1.27, 1.29, 1.31, and 1.33 are contributing actions that were effective, based on the following specific metrics identified to monitor effectiveness:

English Learners
ELA CAASPP: -105.8 DFS, Change: +3.3 DFS
Math CAASPP: -148.1 DFS, Change: -2.8 DFS
Grad Rate: 71.1%, Change: -20.9%
CCI: 18.4%, Change: -9.6%

Foster Youth
ELA CAASPP: -108.7 DFS, Change: +34.6 DFS
Math CAASPP: -179.3 DFS, Change: -4.9 DFS
Grad Rate: n/a
CCI: n/a

Socioeconomically Disadvantaged
ELA CAASPP: -94.6 DFS, Change: +9.9 DFS
Math CAASPP: -140.4 DFS, Change: +6 DFS
Grad Rate: 76.7%, Change: -4.3%
CCI: 37.5%, Change: -1.3%

While not every metric demonstrated improvement, each action was linked to multiple metrics that improved, indicating overall action effectiveness.

Actions 1.3, 1.4, 1.7, 1.13, 1.17 and 1.34 are contributing actions that were effective, with the following specific metrics identified to monitor effectiveness:

English Learners
ELPI: 40.6%, Change: +9.2%
ELA CAASPP: -105.8 DFS, Change: +3.3 DFS
Math CAASPP: -148.1 DFS, Change: -2.8 DFS
Grad Rate: 71.1%, Change: -20.9%
CCI: 18.4%, Change: -9.6%

Foster Youth
ELPI: n/a
ELA CAASPP: -108.7 DFS, Change: +34.6 DFS
Math CAASPP: -179.3 DFS, Change: -4.9 DFS
Grad Rate: n/a
CCI: n/a

Socioeconomically Disadvantaged
ELPI: n/a
ELA CAASPP: -94.6 DFS, Change: +9.9 DFS
Math CAASPP: -140.4 DFS, Change: +6 DFS
Grad Rate: 76.7%, Change: -4.3%
CCI: 37.5%, Change: -1.3%

While not every metric demonstrated improvement, each action was linked to multiple metrics that improved, indicating overall action effectiveness.

Actions 1.36 is a contributing action that was effective, with the following specific metrics identified to monitor effectiveness:

English Learners

ELA (Acad): -105.8 DFS, Change: +3.3 DFS
Math (Acad): -148.1 DFS, Change: -2.8 DFS
Susp Rate: 9.8%, Change: -1.9%
Chronic Abs: 44.2%, Change: -12%

Foster Youth

ELA (Acad): -108.7 DFS, Change: +34.6 DFS
Math (Acad): -179.3 DFS, Change: -4.9 DFS
Susp Rate: 37.2%, Change: -0.1%
Chronic Abs: 47.3%, Change: -0.6%

Socioeconomically Disadvantaged
ELA (Acad): -94.6 DFS, Change: +9.9 DFS
Math (Acad): -140.4 DFS, Change: +6 DFS
Susp Rate: 14.4%, Change: -1.5%
Chronic Abs: 52.5%, Change: -6.5%

As every metric for each student group had improvement with the exception of one (Math for EL), the action is deemed as effective.

Ineffective Actions:

College/Career Readiness & Credit Monitoring (Actions 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25):
The 2025 Dashboard indicates that the College/Career Indicator remained relatively stable at 39.0%, while the district graduation rate declined by 3.7 percentage points to 77.1%. While these outcomes indicate that additional work remains necessary, the district continues to implement several strategies designed to improve college and career readiness outcomes. The district remains committed to graduating students who are prepared for both college and career pathways. Master schedules and graduation planning continue to emphasize A-G completion and postsecondary readiness. Dual enrollment opportunities continue to expand, and partnerships with local colleges and community organizations support college awareness, financial aid completion, and career exploration activities. Credit recovery systems continue to evolve through expanded Saturday school opportunities, after-school support programs, summer learning options, and increased access to A-G aligned interventions. District administrators, counselors, and site teams continue to work with partners to improve guidance systems, optimize scheduling practices, and increase student engagement in rigorous coursework. Local indicators, including increased participation in dual enrollment and continued student acceptance into postsecondary institutions, provide encouraging evidence that these efforts are contributing to long-term improvements.

The revision of SST/MTSS protocols detailed in Action 1.9 were not fully implemented. Initial work related to district administration training and utilization of the Kern Integrated Data System has supported foundational improvements; however, full implementation remains incomplete.

Similarly, AVID implementation at participating sites remains in the early stages of development and requires additional professional learning, monitoring, and site-level support before its effectiveness can be fully evaluated (Action 1.35).

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 following changes were made to Goal 1 in response to reflections on prior practice:

Action 1.3: Added “After their students are released, Transitional Kindergarten and Kindergarten teachers will support small group instruction at the 1st-3rd grade level.”
Action 1.4: Reduced budget due to the negotiation of adjunct hours, which requires each teacher to complete ten hours of related work.
Action 1.7: Reduced budget due to the negotiation of adjunct hours and an adjustment of class configurations (combination classes being removed)
Action 1.8: Funding was removed, as we have shifted to the Kern Integrated Data System (KIDS) instead of SISENSE.
Action 1.9: ASES funding will not continue into the 2026-27 school year, requiring a shift to the budgeted amount for Action 1.9 (ELOP funds will be used).
Action 1.10: Revised Star Diagnostic language to reflect elementary grade spans, at the beginning and end of each year.
Action 1.13: Increased budgeted amount, due to increasing costs of Ellevation and the PIQE program.
Action 1.17: Increased budgeted amount to more accurately meet increased salaries and related costs.
Action 1.18: Removed reference to “Child Welfare and Attendance Department”
Action 1.19: Increased budgeted amount to meet the need of an additional counselor. Added: A partnership with Graduation Alliance will be maintained to extend additional educational opportunities for students that have disengaged or have periods of non-attendance.
Action 1.21: Budget was increased to meet increased credit/grade recovery costs
Action 1.22: Funding was removed, as the “Child Welfare and Attendance Department” has been de-centralized.
Action 1.24: Reduced budget due to a reduction in CTE funds.
Action 1.27: Reduced the budget due to the restructuring of the Credential Support Program.
Action 1.32: Overall reduction in budgeted expenditures, as prior years included major expenses for upgraded smartboards.
Action 1.34: Removed the Director of Curriculum Integration position.
Action 1.35: Removed the Director of ELOP position.
Action 1.38: Removed the Data Management Specialist position.

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	Pacing, Essential Standards	Teachers from all content areas and grade levels will develop or refine a 5x5 matrix, identifying the 5 most important standards across 5 units of study. This will be the minimum content that all students will be expected to master.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		1. Review and revise (as necessary) the grade level pacing and units of study for Mathematics and English Language Arts based on essential standards. 2. Annually review and revise the “scope and sequence” of essential standards through the 5X5 matrices. 3. Review and revise (as necessary) the pacing and units of study for all content areas. 4. Teams of teachers will participate in the Guided Planning process: creating, fine-tuning, and implementing the pacing and prioritization of standards across all content areas, and digitizing units of study and lessons. 5. Provide parent feedback on student progress and mastery of essential standards.		
1.2	Improved Literacy	The Educational Services department will develop, implement, and monitor a literacy development plan designed to improve literacy outcomes for all students, with additional support from a Director of Literacy. 1. School site administrators, directors, and other instructional leaders will receive training in the Systematic Teaching of Reading Methods (STORM), focusing on instructional design and strategies that emphasize: Decoding and Spelling (Phonemic Awareness/Phonics); Fluency; Vocabulary and Concept Development; and Metalinguistics. 2. Teachers and instructional aides will receive training in the Systematic Teaching of Reading Methods (STORM), focusing on instructional design and strategies that emphasize: Decoding and Spelling (Phonemic Awareness/Phonics); Fluency; Vocabulary and Concept Development; and Metalinguistics. 3. Explore and implement assessments, as appropriate, that focus on fundamental reading skills.	$2,492,791.00	No

Action #	Title	Description	Total Funds	Contributing
		4. Literacy data will be regularly reviewed, following established data protocols, in Professional Learning Communities in order to inform small group and whole group instruction. 5. New students will complete diagnostic academic assessments as soon as possible. 6. An uninterrupted ELA block will be maintained for all self contained grade levels. 7. Use of a reading skills screener will be implemented at the Kindergarten through 2nd grade level. Expenditures will include the partial funding of 20 TK-3rd grade teachers for the CDE-required instructional minutes and to maintain state required class sizes.		
1.3	Improved Literacy--Additional Supports	In order to meet the literacy needs of our unduplicated pupils described above, the utilization of smaller class sizes, when possible, and additional small group teacher support in grades 1-2 will be implemented to ensure improved literacy skills: 1. After their students are released, Transitional Kindergarten and Kindergarten teachers will support small group instruction at the 1st-3rd grade level. 2. Lower class sizes when possible, with the intent of improving social/emotional outcomes in order to leverage literacy opportunities for our unduplicated students. Expenditures to reduce class size and offer extra instructional minutes will fund 10 Tk-3 instructors and the partial funding of TK-3rd grade teacher salaries for expanded instructional minutes that would equate to 8 FTEs. In addition, 2 hours of TK-Kindergarten teacher time will be included in these expenditures.	$2,387,199.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Improved Professional Learning Communities	Staff members will participate in weekly collaboration in the PLC Setting, in order to disaggregate data by student group (including Foster Youth, English Learner and Socioeconomically Disadvantaged students) and closely monitor academic, attendance and behavioral progress. 1. Student achievement data will be analyzed regularly in Data Reflection Sessions, following established data protocols. This will be done in order to refine instruction and guided planning, inform small group instruction, and establish common agreements to leverage higher unduplicated student outcomes. 2. Partner with consultants to create sustainable nested data systems at the teacher, administrator and district levels, in order to ensure closing achievement gaps among our Socioeconomically Disadvantaged, Foster Youth and English Learners. Expenditures are to include the funding of two hours of Professional Learning Community time across 39 early release days to accomplish the actions above. Estimated expenditures for this edition of the LCAP have increased due to a more accurate methodology for calculating cost.	$665,726.00	Yes
1.5	Individual Learning Goals	Teachers, counselors, and administrators will guide students to monitor their own mastery of essential standards in all classes, and set personal achievement goals. 1. Grade levels and departments will calibrate grading expectations, emphasizing the mastery of essential content. 2. All graded work will be standards aligned, and entered into grade books on at least a weekly basis, as outlined in district reporting requirements. 3. Student Portal will be encouraged at all appropriate grade levels.	$0.00	No
1.6	Improved Instruction	Staff will collaboratively work toward the constant improvement of first-time instruction (with a focus on literacy) in order to close achievement gaps. 1. Increase targeted learning experiences and the accessibility of	$7,590,007.00	No

Action #	Title	Description	Total Funds	Contributing
		standards-aligned content through small group instruction, as supported with instructional aides/paras. 2. Paraprofessionals will receive ongoing weekly professional development to increase their effectiveness in supporting instruction, connecting English Learners to language rich environments, and literacy development. 3. Classroom environments will be intentionally designed to support literacy and collaborative learning. 4. Classroom expectations, instructional routines, and procedures will be established and frequently reviewed to support the learning environment. 5. Small group instruction will be integrated into lesson plans in order to address student learning gaps, with a special emphasis on literacy skills. 6. Students will be engaged through evidence-based lessons aligned with standard matrices. Collaborative lesson planning and unit design will be utilized to outline the most important vocabulary, knowledge, and skills required for student success in each unit. 7. When possible, efforts to lower class sizes will be made with the intent of improving social/emotional and academic outcomes in order to leverage educational opportunities for unduplicated or underperforming pupils. 8. Students will have access to digital collections of books and audiobooks to help with reading fluency and comprehension. 9. Increase the level of literacy development among our students through the strategic support of Librarians/Multimedia clerks. Expenditures to accomplish the actions above will include a majority of site staff salaries and benefits for instructional paras, library technicians, EL aides, and assistant superintendent of ed. services. This will include partial funding of 4th-12th grade teachers for instructional minutes required by the CDE, and to maintain state required class sizes in grades 4th-8th. LREBG funds will be used in order to preserve services above that		

Action #	Title	Description	Total Funds	Contributing
		otherwise would have been eliminated. Specifically, $22,773.30 will fund the use of Nearpod as a supplemental tool to provide interactive, engaging lessons as well as personalized learning to meet student needs. Research Base: This action is grounded in Tier 1 evidence-based practices outlined in the ESSA Evidence-Based Practices organized by LREBG Allowable Use. Studies from the U.S. Department of Education Office of Educational Technology and research published by the Wallace Foundation and National Bureau of Economic Research support that access to individualized digital platforms and devices enhances student engagement, closes opportunity gaps, and improves academic outcomes—especially when paired with teacher-guided integration. Sources from the What Works Clearinghouse (WWC) and Institute of Education Sciences (IES) highlight positive outcomes from small group interventions and demonstrate increased student achievement, especially in early literacy and mathematics. Monitoring Metrics: The district will measure the impact of this action using: • ELA and Math benchmark performance across grade levels • Academic progress on Star Diagnostic Assessments data disaggregated by unduplicated student groups • ELA and Math CAASPP Indicators		
1.7	Improved Instruction--Additional Supports	School teams will Increase instructional supports in order to meet the documented needs of our Foster Youth, English Learners and Socioeconomically Disadvantaged students. 1. Increase the effectiveness of small group instruction through the lowering of 4th-12th grade class sizes (where possible), increasing the number of trained instructional paraprofessionals, and providing professional development to teachers and classified staff on effective small group strategies. 2. Add library and multimedia staff to increase the level of literacy development for unduplicated students, and increase their access to agreed upon programs for additional support.	$2,244,919.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures to accomplish these actions will include additional staff hired beyond base (13 instructional activities paras and 3 FTE instructional support positions). 4th-12th grade teachers will be partially funded for instructional minutes that exceed the state requirements, equating to the addition of 2 FTE.		
1.8	Improved Assessments & Monitoring	Teachers will administer unit exams (aligned with priority standards across all subjects) in order to monitor student outcomes and ensure closing achievement gaps among our English Learners, Foster Youth, and Socioeconomically Disadvantaged pupils. 1. Evaluate and improve unit exams as needed, focusing on depth of knowledge and tiers of questions. The assessment windows for these exams will be shared on an annual assessment calendar and integrated into standards-aligned report cards at the elementary school level. 2. Assessment results of students will be disaggregated by student groups and reported to stakeholders. 3. Data from local assessments will be discussed in collaborative groups during data reflection sessions and PLCs and will inform instructional improvements.	$0.00	No
1.9	Acceleration	School site instructional teams will use evidence-based supports to accelerate the academic performance of our students that are falling behind: 1. Each week will have one early release day, utilized for professional learning communities, data reflection sessions, and collaboration time. Student data will be disaggregated by student groups to refine instruction and targeted instructional experiences. 2. Technology enhanced instruction and after-school programs will be leveraged to accelerate student learning.	$50,711.00	No

Action #	Title	Description	Total Funds	Contributing
		3. The Student Study Team (SST) process will be refined and fully implemented at all school sites. 4. High school administrators will regularly run D & F reports to inform their plans for student acceleration, ensuring that students stay on track for A-G completion. 5. Parent meetings and conferences will be conducted regularly to inform parents about student progress and opportunities.		
1.10	Acceleration-Additional Supports	1. Teachers will administer STAR Diagnostic assessments at the elementary level at the beginning and end of the year, to identify and address gaps in learning for unduplicated student groups.	$0.00	No
1.11	Special Education	All school sites will implement high leverage strategies to meet the needs of Students with Disabilities and ensure a compliant IEP process: 1. Students with special needs will be assessed using highly qualified and experienced assessors in order to determine areas of need, areas of strengths and provide appropriate placement and accommodations. 2. Individual Education Plan (IEPs) will be based on comprehensive assessments with meaningful input from parent/guardian/caregivers with a focus on Least Restrictive Environment (LRE) and the most expedient and appropriate inclusion in the general education setting. 3. Provide qualified specialists who are trained to identify and understand a wide variety of disabilities and how they impact learning and who can accommodate or when necessary, modify instruction to help students achieve their individual goals. 4. Meeting timelines and deadlines will be met, and teams will be responsive to ongoing needs and parent and staff requests.	$10,652,082.00	No

Action #	Title	Description	Total Funds	Contributing
		5. Develop and implement a system for capturing requests for evaluation that includes the communication of important timelines to necessary stakeholders. 6. Create and implement a Special Education manual. 7. Create materials and implement a process for compliant placement discussions/collaboration during IEP meetings. 8. Create a training for staff on the roles and responsibilities for supporting students with disabilities. 9. Conduct document reviews once per semester to ensure implementation of policy and procedures. 10. Implement monthly collaboration routines for administrators, school psychologists, special education teachers and general education teachers. 11. Create centralized access for special education resources, policies and procedures. 12. Host quarterly events to provide information (IEP process, Least Restrictive Environment, programs) and supports for students with disabilities. 13. Create and implement training for teachers and school psychologists on the IEP process and Least Restrictive Environment. 14. Create and implement training for Tier 1 and 2 instructional and behavioral supports. Expenditures to contribute toward the actions and services above will include special education staffing, 504 stipends, and supplemental agreements including presence learning, tele-speech, maxim/Amergis, and Autism Academy. An increase in estimated expenditures in this year's edition of the LCAP is due to a more accurate reflection of current staffing costs.		

Action #	Title	Description	Total Funds	Contributing
		LREBG funds will be utilized for the funding of two program specialists and an additional psychologist that otherwise would not be possible. Specifically, $346,677 will be expended to add these positions in order to increase supports and improve outcomes of our students with disabilities. Research Base: A 2021 study in Exceptional Children found that students with high-incidence disabilities achieved higher academic gains when their teachers worked collaboratively with specialists to increase evidence-based methods. Our Program Specialists and Psychologists will work closely with teaching staff to accurately identify students needs, and develop strategies to meet those needs. Monitoring Metrics: The district will measure the impact of this action using: • ELA and Math benchmark performance across grade levels for Students with Disabilities • Academic progress on Star Diagnostic Assessments data disaggregated by Students with Disabilities • ELA and Math CAASPP Indicators disaggregated by Students with Disabilities		
1.12	Targeted Learning Opportunities	1. Differentiated instruction, including rigorous, challenging content for students that are at grade level or beyond, will be provided to increase the % of pupils that are on track to be college and career ready. To support this action, MUSD will maintain and expand Dual Enrollment offerings and other accelerated learning opportunities across all grade levels. Expenditures in this area will include Dual Enrollment related expenses through KCCD and other program costs such as textbooks. Estimated expenditures for this edition of the LCAP have increased slightly due to an update of costs.	$44,535.00	Yes
1.13	EL Progress & Reclassification	In order to increase the number of EL students making steady progress and reaching proficiency (reclassification) within 5 years, school sites will:	$112,533.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1. Plan for a successful implementation of English Learner Roadmap with a targeted professional development plan. 2. Design instructional strategies aligned to the EL Roadmap to better support English learners' progress. 3. Monitor and assess instructional strategies to foster student engagement in a welcoming environment. 4. Continue to provide training in ELD framework for teachers with emphasis on integration of content standards and ELD framework. 5. Continue to implement the ELA/ELD framework with ELD instruction at all grade levels. 6. Implement ELLevation program for progress monitoring of EL students with the focus on reclassification of students as English proficient before becoming Long-term English Learners. (LTELs). 7. Provide professional development to teachers on the ELLevation platform to build capacity of teachers as they serve multilingual learners. a. The program will empower students with academic language necessary for being successful learners. 8. Continue to monitor academic progress through the PLC process and provide appropriate targeted instructional experiences. 9. Continue to offer Parent Institute of Quality Education (PIQE), family engagement workshops, both in English and Spanish, to empower, educate, and inspire parents to become active participants in their students' education. MUSD increases/improves services in the area of EL Progress and Reclassification through the funding of EL instructional materials, professional development, implementation of the ELLevation program, and PIQE parent engagement.		

Action #	Title	Description	Total Funds	Contributing
		Expenditures to fulfill these actions/services will include licenses for Ellevation, and other costs associated with offering professional development		
1.14	Long Term EL Progress	Instructional teams will enter Long-Term English Language Students into the SST process to determine additional strategies, evidence-based assistance, or services the child needs to progress toward proficiency: 1. Professional development will be offered to teachers with emphasis on long term English learners (LTELs) to better support their academic development and move them towards English proficiency. 2. Utilize ELLevation program to identify the LTELs and use strategic lessons designed to help them become English proficient. 3. Utilize the Kern Integrated Data System (KIDS) platform to monitor LTEL progress in key metrics throughout the school year.	$0.00	No
1.15	Reclassified EL Monitoring	Instructional teams will monitor Reclassified student progress for the state mandated timelines, and beyond if necessary: 1. Bilingual aides, administration and teachers will work closely together to track the progress of reclassified EL students for a minimum of four years. 2. If a reclassified student is falling behind, they will be entered into the SST process to determine a plan of support. 3. Explore an alternate reclassification processes for students with disabilities	$0.00	No
1.16	Specially Designed Academic Instruction in English (SDAIE)	Teachers will craft lesson plans with an emphasis on language development: 1. With the EL Roadmap implementation, teachers will align their lesson strategies and approach with the four principles to provide an asset-	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		oriented learning environment, where students can thrive and be successful. 2. Embedded SDAIE strategies will be used to support the language progress of English Learners. 3. Engaging vocabulary instruction, supported by the use of visuals and word walls, will be purposefully integrated into lessons across all content areas.		
1.17	ELD Instruction	Designated ELD instruction based on evidence-based practices, the ELD frameworks, and ELD/ELA standards will be offered for all English Learners: 1. English Learners will receive daily integrated and designated ELD instruction. 2. Designated ELD instruction will be provided to students in small groups based on their proficiency level until they are Reclassified Fluent English Proficient (RFEP). 3. Integrated ELD will be weaved throughout all content areas to increase literacy in all content areas. 4. Teachers will collaborate with EL paraprofessionals to use effective learning strategies and scaffold student learning. 5. Teachers will routinely examine texts and tasks used for instruction and identify academic vocabulary that might be challenging for students and provide scaffolds as necessary. 6. ELs with disabilities will receive daily designated ELD instruction in their identified setting based on their IEPs. 7. MUSD will increase/improve services for our English Learners through the funding of paraprofessionals to support their outcomes.	$380,641.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Included contributing expenditures will allow for the funding of 6 English Learner Instructional Aides to support English Learner progress in action 7 above. Estimated expenditures for this edition of the LCAP have changed slightly to more accurately reflect staffing costs.		
1.18	Middle School Drop Out Rate	Improved record-keeping and attendance monitoring by school sites will be implemented to reduce the rate of middle-school dropouts: 1. Student attendance will be frequently monitored. Students that move away will be accurately located and correct data will be entered into the system. 2. Improved efforts will be made by school sites to confirm when students move out of state. 3. Maintain the AVID program at CCMS to help middle school students achieve a successful transition into high school. Expenditures in this area, compared to the last edition of the LCAP have shifted to elsewhere in the LCAP, as the initial implementation costs will now no longer apply. Other costs to support Avid will now be found in Action 1.35.	$0.00	No
1.19	Credit Monitoring & Secondary Support	Administrators, counselors and teachers will closely monitor secondary students for credit deficiencies: 1. Offer Parent workshops through PIQE, which helps parents become more informed and engaged partners in their student's learning. 2. Provide parent education on traits/habits of high achieving students, navigating the higher education system and resources for incoming middle and high school parents. 3. Secondary school principals will host parent informational meetings at every grade level and report on student progress and ways to support students who are in danger of becoming credit deficient.	$566,324.00	No

Action #	Title	Description	Total Funds	Contributing
		4. Provide counseling, both academic and/or social-emotional, as needed. 5. Counselors and principals will monitor students' academic progress and will immediately intervene and support students if they are in danger of failing and becoming credit deficient. 6. Guidance alignment will continue with our secondary principals and counselors to ensure A-G aligned master schedules and a shift from credit recovery to grade recovery. 7. A scope and sequence of expected counselor check ins and topics to be covered will be developed and implemented for middle school and high school students. 8. A partnership with Graduation Alliance will be maintained to extend additional educational opportunities for students that have disengaged or have periods of non-attendance. Expenditures to fund the services/actions above will include the salary and benefits of Academic Counselors and Counseling Administrative Assistants (1 FTE Other pupil services, 3 FTE Guidance & Counseling Services, as well as the Parent Institute of Quality Education (PIQE) program costs.		
1.20	Credit Monitoring & Secondary Support-Additional Supports	1. MUSD will increase the number of counselors at secondary schools to: provide parent information and outreach opportunities; meet with students to assess their social-emotional status and monitor academic progress; and develop plans to ensure that more unduplicated students are on track to graduate college and career ready. Expenditures will included salaries and benefits for 1 counselor.	$152,954.00	Yes
1.21	Grade Recovery	Secondary schools will provide students with opportunities within the master schedule for A-G compliant grade recovery options to ensure	$135,404.00	Yes

Action #	Title	Description	Total Funds	Contributing
		graduation requirements are met and socioeconomically disadvantaged (SED) students are completing A-G requirements: 1. Provide A-G compliant grade recovery options for SED students who are credit-deficient through summer programs when available, tutoring offerings, extended hours on Saturdays, and during winter and spring recess sessions. Funds will cover staffing costs related to these increased opportunities. 2. Closely monitor SED student progress with weekly grade checks so students are better informed about their own progress. Expenditures in this area will include after school tutoring staffing.		
1.22	Secondary Attendance Monitoring	In order to improve the graduation rate and college/career indicator, the attendance and records of secondary students will be regularly monitored by school sites and the Student Services Department to reduce the level of dropouts and better account for students that have moved out of state. 1. The Student Services department will monitor the accuracy of student records by utilizing the CALPADS system and coordinating information with sites. 2. School sites will continue to regularly monitor attendance and information related to students that have dropped, or students that have periods of non-attendance in order to apply evidence-based strategies to reduce chronic absenteeism and dropout rates. 3. Increase/improve services in the area of attendance monitoring and outreach through the funding of attendance staff. Supplemental and Concentration Expenditures in this area were reduced to zero, due to the absorption of the Child Welfare and Attendance Department.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.23	Student Acclimation	The Educational Services and Student Services Departments will explore student orientation/intake opportunities to help new students make successful transitions: 1. Institute methods of assessing students as soon as possible after enrollment. 2. Institute methods of familiarizing students with essential staff members, PBIS, campus clubs/activities, and other school expectations. 3. Continue to expand peer motivation and enrichment opportunities, such as high school students visiting elementary school fun Friday activities.	$0.00	No
1.24	College/Career Readiness	Many of our pupils will be first time college students in their families. Our remote location, cost of college classes, and lack of career-interest development are also obstacles to successful post-high school transitions. In order to mitigate this, MUSD will increase the options that students can complete to become “Prepared” for college and careers through the following: A) CTE Pathway and scoring 3+ on ELA or Math CAASPP and a 2+ in the other subject area; or B) CTE Pathway + completion of 1 semester of Dual Enrollment with a passing grade; or C) At least a standard “Standard Met” on both ELA and MATH on CAASPP; or D) Completion of two semesters of Dual Enrollment with a passing grade; or E) Completion of courses that meet A-G criteria + [CTE Pathway Completion] or [a 3+ on ELA or Math CAASPP and a 2+ in the other subject area] or [1 semester of Dual Enrollment with passing grade] 1. Ongoing academic counseling will be offered to inform students and parents about college/career readiness. 2. Students will be guided to explore their interests in opportunities after high school.	$92,733.64	No

Action #	Title	Description	Total Funds	Contributing
		3. Administrators, academic counselors, and staff will monitor A-G progress using transcript analysis and strategic master scheduling. 4. Master schedule offerings will be A-G approved, and students will automatically be enrolled on an A-G complaint pathway of courses. 5. Offer CTE pathways in order to develop the Career readiness and interests of our student populations. 6. Offer and expand Dual Enrollment offerings at the secondary level in order to increase the number of pupils graduating from high school having earned an Associate's Degree. 7. Schedule career exploration workshops and seminars for transition to post-secondary education at each high school. 8. Ensure that added electives are College Prep Electives, aligned with the G requirements of the CSU/UC system, such as African American and Chicano/a Studies. 9. MUSD will partner with the California College Guidance Initiative (CCGI) to connect students with resources for applying to colleges, exploring careers, and gaining information on financial aide. Expenditures in this area will fund Career Technical Education (CTE) materials and supplies to accomplish the actions described above.		
1.25	College/Career Readiness-Additional Supports	1. MUSD will explore CTE pathway offerings at the secondary level to increase the career readiness of our unduplicated pupils. Planned expenditures will fund two teaching positions for Welding and Business pathways.	$263,823.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.26	Teacher Recruitment	MUSD will implement a recruiting strategy for specialized and/or difficult-to-fill positions in order to improve the consistency and quality of instruction and avoid disruptions to pupil progress: 1. Develop a recruitment/retention plan. 2. Review all teacher assignments at the beginning of each year for appropriate credentials. 3. Revamped hiring process which would include orientation and training for new employees with a focus on our local context and how to better serve our high percentage of unduplicated students. 4. Adequately advertise open positions using a variety of digital and print resources, and engage local universities to connect with potential employee candidates. 5. Utilize incentive programs for certificated and classified staff to ensure their longevity in continuing educational programs in order to increase student learning outcomes.	$5,650.00	No
1.27	Teacher Recruitment-Additional Supports	1. MUSD will provide incentives to attract individuals who have a desire to serve the needs of the unduplicated students in our district and who are willing to transition into teaching with the financial support in the form of a reimbursement for attaining a credential. 2. Work with third party agencies, as allowable, to recruit highly qualified applicants. Funds will cover the cost of a Credential Support Program (credential reimbursement) and the partnering with associated hiring agencies.	$800.00	Yes
1.28	Capacity Building	Use site-based mentor and orientation programs to help build the capacity of new employees in order to better prepare them to meet the needs of our students:	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		1. Each new teacher will attend the district orientation in order to become acquainted with the unique needs of MUSD pupil groups and the context of our school district. 2. Each new teacher will be paired with a “mentor teacher” at their site to better equip them for meeting the needs of our students. 3. New teachers will complete teacher induction requirements. 4. District and sites will support interns and pre-interns with appropriate mentors with an emphasis on the evidence-based practices that have been shown to meet the needs of our pupils. 5. Site administrators will meet weekly to provide moral and operational support with new teachers, offering them professional development, support, and timely feedback from walkthroughs in order to improve outcomes. 6. Teachers in need of an improvement plan will be entered into the PAR process to offer assistance and support.		
1.29	Capacity Building-Additional Supports	Fund teacher mentors for teachers new to the profession in order to increase their capacity for meeting the needs of our socioeconomically disadvantaged students. Expenditures will include the funding of Teacher Induction Mentors	$124,004.00	Yes
1.30	CCSS Materials and Improved Implementation	Teacher lesson plans will increase their fidelity to standards-aligned curriculum and units of study in order to improve the academic achievement of our students 1. Principals will conduct frequent classroom walkthroughs with a focus on standards-aligned instruction, evidence-based strategies, and the classroom environment. Principals will provide teachers with meaningful and timely feedback.	$1,286,946.00	No

Action #	Title	Description	Total Funds	Contributing
		2. The Education Services department will establish cycles of adoption and collaborate with teacher teams to review materials on a frequent basis. 3. Guided planning will be conducted on an ongoing basis to ensure well-developed units of study that are aligned to our 5x5 matrices. 4. Information regarding student progress towards meeting or exceeding CCSS will be reported to the board and community after each unit exam. Expenditures will include the funding of principals and textbook costs. Estimated expenditures decreased compared to last year due to adoptions that have already been purchased.		
1.31	Instructional and supplemental materials in ELA/ELD & Math	The Educational Services Department will monitor CCSS aligned instructional and supplemental materials in ELA/ELD and Mathematics to ensure student access: 1. Provide professional development on CCSS aligned materials and resources as needed. 2. Provide support and instructional strategies utilizing ELLevation platform. 3. Fund teacher teams, in collaboration with partners, to develop units of study, pacing, and assessments in order to create a coherent system that ensures standards aligned instruction and assessments. 4. Provide students with a sufficient level of standards aligned materials, as documented through Williams visits. 5. Develop digital collections of shared lesson and unit resources that are matrix aligned.	$41,916.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.32	District Technology	MUSD will implement a district technology plan in order to guide the improvement of technology-based instruction to increase student engagement and academic outcomes. 1. Create a district technology plan that includes planned activities and a replacement schedule. 2. Establish alignment with the district technology plan and site plans (Single Plans for Student Achievement). 3. Provide ongoing professional development to fully optimize the use of technology. 4. Standardize technology, where possible, at the site and grade levels. 5. Utilize Google services to leverage higher rates of student achievement. 6. Provide an increased number of computers and tablets in schools for students and staff for digital project-based tools. 7. Implement the expansion of Wi-Fi access, including to the public (guests), at all school sites and district offices. 8. Teachers will support the development of technological skills outlined in a scope and sequence technology outline, implement the National Education Technology Standards, and offer practice CAASPP testing to improve outcomes for students that may not have access to technology in the home. 9. Stipends will be offered for site technology support teachers in order to support the use of technology to improve instruction and increase outcomes. 10. Align software, hardware, or network/internet capacity to current needs. Expenditures in this area will include the funding of the Technology Department (7 FTE Classified Support, 1 FTE Director of Technology, 1	$1,553,842.00	No

Action #	Title	Description	Total Funds	Contributing
		FTE Clerical & Office Support) and technology replacement and maintenance.		
1.33	District Technology-Additional Supports	The MUSD Tech Department will provide additional technology support, equipment, tablets with WiFi access, and software to allow for extended learning opportunities to ensure that unduplicated student groups have additional opportunities to access instruction. Expenditures in this area will include the adding of equipment, and 6 technology support teacher stipends. Planned expenditures reduced slightly compared to last year due to some equipment costs shifting elsewhere in the LCAP.	$146,053.00	Yes
1.34	Curriculum Integration	The Educational Services Department will provide increased support, training, and oversight to leverage increased academic gains for our English Learners, Foster Youth, and Socioeconomically Disadvantaged students: 1. Provide increased support and training to staff members and site administrators in “high leverage” areas that are likely to improve outcomes for our socio-economically disadvantaged student, such as: standards alignment, instructional strategies, and data reflection sessions. 2. Conduct research and analysis related to LCAP metrics, State 5X5 progress, and monitoring of unduplicated student progress disaggregated by student group. 3. Assist site administrators with the implementation of Student Support Teams in order to address the academic needs of unduplicated students who are in need of increased support. 4. Increase the support provided to teachers in order to improve classroom classroom design and better meet the needs of our unduplicated students.	$298,894.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This area will be supported through partial funding of two department secretaries, and SST teams. (Stipend positions teachers, 2 FTE Clerical & Office Support, including a Department Secretary, and 6 Stipend positions for over contract).		
1.35	Extended Learning Opportunities and Learning Loss Mitigation	District departments, in conjunction with school sites, will implement the supports and strategies below to improve student outcomes across all school sites: Create Supplemental Instruction and Support Strategies: 1. Provide extended learning opportunities for students through tutoring options. 2. Provide additional instructional days on Saturdays, during winter break and spring recess, during summer bridge programs, and summer school. 3. Partnership with consultants to create effective, sustainable, and data-informed practices and systems to improve educational quality for all our students. 4. Expand the number of field trips and off-campus experiences for students through extended learning opportunities 5. Weekly professional development will be offered to paras on early release Fridays, in part in the area of literacy support and small group support. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports 1. Provide additional support staff in the primary grades to assist students with disabilities and English Language Learners in accessing the early literacy curriculum and improving reading outcomes.	$2,199,623.00	No

Action #	Title	Description	Total Funds	Contributing
		2. Explore and implement a robust phonics program for Kindergarten through second grade, to promote early literacy. 3. Explore and implement adoption of instructional materials as needed. 4. Increase and improve access to personal use and classroom technology, for staff and students with the purchase of additional devices, replacement of outdated devices, and enhancing the capacity of network infrastructure. Integrated student supports to address other barriers to learning 1. Introduce the AVID program to help students develop the skills they need to be successful in college These skills focus on writing, critical thinking, teamwork, organization and reading 2. Provide additional instructional support to students with speech or receptive language disorders by presenting information in an alternative way to enable students to participate in a more productive manner. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility 1. Expand Grade recovery opportunities for students to meet graduation and A-G requirements during the school day, on Saturdays, during winter break and spring recess, and during summer school. 2. Provide additional staff during the school day to allow for more individual and small group instruction in an effort to reduce the need for credit retrieval. 3. Through transcript analysis and strategic master scheduling, academic counselors will monitor a-g progress and intervene if students are in danger of failing or becoming credit deficient.		

Action #	Title	Description	Total Funds	Contributing
		Expenditures will include the ELOP program costs. Funding will also be used for Speech Aides, Saturday school and Avid related costs. Partial funding of partnerships with experts.		
1.36	Improve Homeless Student Outcomes	District and school teams will implement the following in order to improve homeless student outcomes: 1. Conduct focus groups with community members, parents, educators, and students to identify strategies to increase Homeless student engagement and successful outcomes. 2. Homeless stakeholders will be represented on advisory committees to the fullest extent possible 3. Create contingency plans that trigger standard operating procedures for specific Adverse Childhood Experiences related to homelessness. 4. SST procedures will be disseminated to sites to address the needs of underperforming homeless students. 5. Provide a Homeless Liaison to serve as the primary connection between homeless families and school staff to coordinate services and resources and to ensure that homeless students have the opportunity to succeed academically. 6. Extended learning opportunities, including after school programs, summer offerings, Saturday school, and field trips will be offered to increase Homeless Student outcomes. Estimated expenditures will fund extended learning opportunities. Costs reduced compared to last year, as the homeless liaison responsibilities were centralized and eliminated the need to add positions.	$125,692.76	No
1.37	Improved African American Outcomes	1. Conduct focus groups with community members, parents, educators, and students to identify strategies to increase African American student engagement and successful outcomes.	$817,003.00	No

Action #	Title	Description	Total Funds	Contributing
		2. Explore and implement necessary means (methods, committees, strategies, etc.) to actively engage the African American community in order to improve academic achievement. 3. Use comparison data from school districts with successful outcomes for socio-economically disadvantaged African American students to find best practices that can be replicated. 4. African American Advisory Group meetings will be held at the district at least four times a year. 5. Extended learning opportunities, including after school programs, summer offerings, Saturday school, and field trips will be offered to increase African American outcomes. Expenditures will fund extended learning opportunities to improve African American outcomes.		
1.38	Increased Fidelity & Monitoring	1. In order to ensure that actions 1-37 are being implemented according to plan, district leadership will monitor local data and action implementation during Administrative Council meetings (twice per month). Data will focus on expected progress toward the metrics identified above, and will be disaggregated to include the following student groups, and others as needed: a. All Students b. English Learners c. Foster Youth d. Homeless Students e. Long Term English Learners f. Socioeconomically Disadvantaged Students g. Students with Disabilities h. African American Students i. Hispanic Students j. Two or More Races k. White Students Data will also include breakdowns for the following schools, including the student groups listed above:	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		a. Mojave Elementary School b. Mojave Jr./Sr. High School c. Robert P. Ulrich Elementary School d. Hacienda Elementary School e. California City Middle School f. California City High School g. District Wide		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase the level of student engagement and the level of school connectedness among pupils, staff, and families.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (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.

MUSD has a deep belief in making sure that all of our students are okay, and ready to learn. This goal was developed to serve that purpose, through the increased engagement of students and the community, improvement of attendance, and the implementation of social/emotional supports, such as Positive Behavior Intervention and Supports (PBIS). The need for this goal is also found in the CA School Dashboard Indicators: MUSD was red on the Suspension Rate Indicator, and yellow on the Chronic Absenteeism indicator.

We also have designed this goal to meet the needs of our English Learners, Foster Youth, and Socioeconomically Disadvantaged students:

1. English Learners, Foster Youth, and SED students were Red on the Suspension Rate Indicator in 2023
2. English Learners and SED students were Yellow, and our Foster Youth were Orange on the Chronic Absenteeism Indicator in 2023.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of facilities that have good repair or higher rating with minimal deficiencies	100% of facilities have good repair or higher rating with minimal deficiencies as measured on the	During the 2024-2025 school year, 100% of facilities have good repair or higher rating	During the 2025-2026 school year, 100% of facilities have good repair or higher rating	100% of facilities will be in good repair as measured on the	0% Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Facilities Inspection Tool Priority 1C	Facilities Inspection Tool (FIT) in 2023.	with minimal deficiencies as measured on the Facilities Inspection Tool (FIT).	with minimal deficiencies as measured on the Facilities Inspection Tool (FIT).	facilities inspection tool (FIT).	
2.2	# of opportunities for parents to give input at the district and site level. Source: District and School Site Calendars and Sign-in Sheets. Priority 3A	During the 2023-2024 school year, Mojave Unified School District held the following # of meetings: LCAP Community Input Meetings: 8 African American Advisory Group: 4 Parent Involvement: 4 DELAC: 4 School Site Councils: Mojave Elementary School: 4 Mojave Jr./Sr. High: 4 Robert P. Ulrich Elementary: 4 Hacienda Elementary School: 4 California City Middle School: 4 California City High School: 4 ELAC Meetings: Mojave Elementary School: 4 Mojave Jr./Sr. High: 4	During the 2024-2025 school year, Mojave Unified School District held at least the following # of meetings: LCAP Community Input Meetings: 8 African American Advisory Group: 4 Parent Involvement: 4 DELAC: 4 School Site Councils: Mojave Elementary School: 4 Mojave Jr./Sr. High: 4 Robert P. Ulrich Elementary: 4 Hacienda Elementary School: 4 California City Middle School: 4	During the 2025-2026 school year, Mojave Unified School District held at least the following # of meetings: LCAP Community Input Meetings: Combined 8 in-person community meetings into 4 joint virtual meetings to increase participation African American Advisory Group: 4 DELAC: 4 School Site Councils: Mojave Elementary School: 4 Mojave Jr./Sr. High: 4 Robert P. Ulrich Elementary: 4	MUSD will hold the following number of meetings per category below: LCAP Community Input Meetings: 8 African American Advisory Group: 4 Parent Involvement: 4 DELAC: 4 School Site Councils: Mojave Elementary School: 4 Mojave Jr./Sr. High: 4 Robert P. Ulrich Elementary: 4 Hacienda Elementary School: 4 California City Middle School: 4 California City High School: 4 ELAC Meetings:	No Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Robert P. Ulrich Elementary: 4 Hacienda Elementary School: 4 California City Middle School: 4 California City High School: 4	California City High School: 4 ELAC Meetings: Mojave Elementary School: 4 Mojave Jr./Sr. High: 4 Robert P. Ulrich Elementary: 4 Hacienda Elementary School: 4 California City Middle School: 4 California City High School: 4	Hacienda Elementary School: 4 California City Middle School: 4 California City High School: 4 ELAC Meetings: Mojave Elementary School: 4 Mojave Jr./Sr. High: 4 Robert P. Ulrich Elementary: 4 Hacienda Elementary School: 4 California City Middle School: 4 California City High School: 4	Mojave Elementary School: 4 Mojave Jr./Sr. High: 4 Robert P. Ulrich Elementary: 4 Hacienda Elementary School: 4 California City Middle School: 4 California City High School: 4	
2.3	# of Parent Teacher Conference Signatures Source: Sign in logs for parent teacher conferences Priority 3B	Parent-Teacher conferences are scheduled annually throughout MUSD to promote the participation of parents of unduplicated pupils. Each school site promotes this event, as well as multiple others, through Facebook posts, messages, newsletters, flyers and beyond. Baseline # of	Parent-Teacher conferences are scheduled annually throughout MUSD to promote the participation of parents of unduplicated pupils. Each school site promotes this event, as well as multiple others,	Parent-Teacher conferences are scheduled annually throughout MUSD to promote the participation of parents of unduplicated pupils. Each school site promotes this event, as well as multiple others,	The # of parent teacher conference attendance signatures will be 2,000.	+59 from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		parent teacher conference attendance signatures: 1,058 in the 2023 school year.	through Facebook posts, messages, newsletters, flyers and beyond. # of parent teacher conference attendance signatures: 1,117 in the 2024-25 school year.	through Facebook posts, messages, newsletters, flyers and beyond. The most recently available # of parent teacher conference attendance signatures is 1,117.		
2.4	% of parents of students with exceptional needs that have had at least an annual meeting with school personnel and appropriate service providers. Source: IEP Meeting Data from SIRAS Priority 3C	Based on signed IEPS, 504 plans, and parent conference logs, 100% of parents of students with exceptional needs have at least an annual meeting with school personnel and appropriate service providers in the 2023 school year.	Based on signed IEPS, 504 plans, and parent conference logs, 100% of parents of students with exceptional needs have at least an annual meeting with school personnel and appropriate service providers in the 2024 school year.	Based on signed IEPS, 504 plans, and parent conference logs, 100% of parents of students with exceptional needs have at least an annual meeting with school personnel and appropriate service providers in the 2025 school year.	100% of parents of students with exceptional needs will have at least an annual meeting with school personnel and appropriate service providers.	0% Difference from Baseline
2.5	Attendance Rates (%) Source: data taken from our student information system (Aeries) Priority 5A	Based on recent local data from 2024, MUSD had an attendance rate of 87.36%, with student groups at the following rates: EL: 88.11% Foster: 85.25% Homeless: 84.31% Socioeconomically Disadvantaged: 87.07%	Based on recent local data from 2025, MUSD had an attendance rate of 87.57%, with student groups at the following rates: EL: 88.6% Foster: 87.0% Homeless: 85.9%	Based on recent local data from 2026, MUSD had an attendance rate of 87.79%, with student groups at the following rates: EL: 89.4% Foster: 86.3% Homeless: 83.9%	MUSD and all student groups, will have at least a 94% attendance rate.	Our attendance rate is currently .43% from baseline, with student groups at the following differences: EL: +1.29% Foster: +1.05% Homeless: -0.41%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 86.29% African American: 87.03% Hispanic: 87.49% Two or More Races: 85.96% White: 88.09%	Socioeconomically Disadvantaged: 87.8% Students with Disabilities: 86.1% African American: 86.7% Hispanic: 88.7% Two or More Races: 87.2% White: 89.3%	Socioeconomically Disadvantaged: 88% Students with Disabilities: 86.5% African American: 87.2% Hispanic: 88.7% Two or More Races: 87.9% White: 89.3%		Socioeconomically Disadvantaged: +0.93% Students with Disabilities: +0.21% African American: +0.17% Hispanic: +1.21% Two or More Races: +1.94% White: +1.21%
2.6	% of Students Chronically Absent Source: CA School Dashboard Chronic Absenteeism Indicator Priority 5B	Based on the 2023 CA School Dashboard Indicator, MUSD had chronic absenteeism rate of 62.3%, with student groups at the following rates: EL: 56.4% Foster: 51.8% Homeless: 65.1% Socioeconomically Disadvantaged: 63.4% Students with Disabilities: 64% African American: 67% Hispanic: 61.8% Two or More Races: 69.1% White: 52.5%	Based on the 2024 CA School Dashboard Indicator, MUSD had chronic absenteeism rate of 57.9%, with student groups at the following rates: EL: 56.1% Foster: 47.8% Homeless: 70.7% Socioeconomically Disadvantaged: 59% Students with Disabilities: 57.2% African American: 60.3% Hispanic: 57.2% Two or More Races: 59.8% White: 52.0%	Based on the 2025 CA School Dashboard Indicator, MUSD had chronic absenteeism rate of 50.8%, with student groups at the following rates: EL: 44.2% Foster: 47.3% Homeless: 58.9% Socioeconomically Disadvantaged: 52.5% Students with Disabilities: 53% African American: 56.5% Hispanic: 49.7% Two or More Races: 47.9% White: 45.4%	The MUSD chronic absenteeism rate will be 32.3%, with student groups at the following rates: EL: 26.4% Foster: 21.8% Homeless: 35.1% Socioeconomically Disadvantaged: 33.4% Students with Disabilities: 34% African American: 37% Hispanic: 31.8% Two or More Races: 39.1% White: 52.5%	The difference from Baseline for our Chronic Absenteeism rate is of -11.5%, with student groups at the following differences: EL: -12.2% Foster: -4.5% Homeless: -6.2% Socioeconomically Disadvantaged: -10.9% Students with Disabilities: -11% African American: -10.5% Hispanic: -12.1% Two or More Races: -21.2% White: -7.1%
2.7	Pupil suspension rates	The 2023 CA School Dashboard has MUSD	The 2024 CA School Dashboard	The 2025 CA School Dashboard	MUSD will have an overall suspension	Difference from Baseline is -3.3%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard Suspension Indicator Priority 6A	at a suspension rate of 16.7%, with student groups at the following rates: EL: 12.1% Foster: 27.1% Homeless: 16.4% Socioeconomically Disadvantaged: 17.1% Students with Disabilities: 22.6% African American: 25.5% Hispanic: 12.7% Two or More Races: 14.1% White: 14.9%	has MUSD at a suspension rate of 15.5%, with student groups at the following rates: EL: 11.7% Foster: 37.3% Homeless: 15% Socioeconomically Disadvantaged: 15.9% Students with Disabilities: 23% African American: 25.3% Hispanic: 11.5% Two or More Races: 15.3% White: 11.2%	has MUSD at a suspension rate of 13.4%, with student groups at the following rates: EL: 9.8% Foster: 37.2% Homeless: 14.1% Socioeconomically Disadvantaged: 14.4% Students with Disabilities: 16.7% African American: 23% Hispanic: 9.6% Two or More Races: 12.6% White: 9.6%	rate of 2.5% for all student groups.	with student groups at the following differences: EL: -2.3% Foster: +10.1% Homeless: -2.3% Socioeconomically Disadvantaged: -2.7% Students with Disabilities: -5.9% African American: -2.5% Hispanic: -3.1% Two or More Races: -1.5% White: -5.3%
2.8	Expulsion Rate (%) State data from Dataquest and Ed-Data.org Priority 6B	The most recently available state data indicates an MUSD expulsion rate of 0.3% from 2022.	The most recently available state data indicates an MUSD expulsion rate of 0.5% from 2023-24.	The most recently available state data indicates an MUSD expulsion rate of 0.8% from 2024-25	The MUSD expulsion rate will remain under 1%.	Difference from Baseline is +0.5%
2.9	% of students in grades 5, 7, 9, and 11 reporting a sense of school connectedness and safety. Source: California Healthy Kids Survey Priority 6C	The most recently available California Healthy Kids Survey data from 2023 is as follows: School Connectedness: 5th Grade: 65% 7th Grade: 35% 9th Grade: 26% 11th Grade: 31%	The most recently available California Healthy Kids Survey data is as follows: School Connectedness: 5th Grade: 62% 7th Grade: 33% 9th Grade: 35% 11th Grade: 40%	The most recently available California Healthy Kids Survey data is as follows: School Connectedness: 5th Grade: 62% 7th Grade: 33% 9th Grade: 35% 11th Grade: 40%	The California Healthy Kids Survey Data will have: School Connectedness: 5th Grade: 70% 7th Grade: 64% 9th Grade: 64% 11th Grade: 54%	The current difference from baseline for sense of connectedness: 5th Grade: -3% 7th Grade: -2% 9th Grade: +9% 11th Grade: +9% The current difference from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sense of Safety: 5th Grade: 66% 7th Grade: 33% 9th Grade: 35% 11th Grade: 32.5%	Sense of Safety: 5th Grade: 64% 7th Grade: 25% 9th Grade: 31% 11th Grade: 27%	Sense of Safety: 5th Grade: 64% 7th Grade: 25% 9th Grade: 31% 11th Grade: 27%	Sense of Safety: 5th Grade: 90% 7th Grade: 66% 9th Grade: 60% 11th Grade: 70%	baseline for sense of Safety: 5th Grade: -2% 7th Grade: -8% 9th Grade: -4% 11th Grade: -5.5%
2.10	% of students that have access to required areas of a broad course of study Source: Local indicators on the CA School Dashboard Priority 7A	Based on information analyzed for the reporting of the local indicators on the CA School Dashboard for 2024, 100% of students have access to required areas of a broad course of study	Based on information analyzed for the reporting of the local indicators on the CA School Dashboard for 2025, 100% of students have access to required areas of a broad course of study	Based on information analyzed for the reporting of the local indicators on the CA School Dashboard for 2026, 100% of students have access to required areas of a broad course of study	100% of students will have access to required areas of a broad course of study	No Difference from Baseline
2.11	% of our English Learners receiving designated and integrated ELD support. Source: Local data from our student information system (Aeries) and master schedules Priority 7B	Based on our local data from the student reporting system and master schedules, 100% of our students receive designated and integrated ELD support in 2023.	Based on our local data from the student reporting system and master schedules, 100% of our students receive designated and integrated ELD support in 2024-2025.	Based on our local data from the student reporting system and master schedules, 100% of our students receive designated and integrated ELD support in 2025-2026	100% of our English Learner students will receive designated and integrated ELD support.	No Difference from Baseline
2.12	% of Students with Disabilities that have access to and received special education programs and services in the least restrictive environment	Using IEP Audits established by the District, 100% of Students with Disabilities had access to and received special education programs and services in the least	Using IEP Audits established by the District, 100% of Students with Disabilities had access to and received special education	Using IEP Audits established by the District, 100% of Students with Disabilities had access to and received special education	100% of Students with Disabilities will have access to and receive special education programs and services in the	No Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local data from SIRAS and Aeries during document reviews established by the district. Priority 7C	restrictive environment in 2023.	programs and services in the least restrictive environment in 2024-25.	programs and services in the least restrictive environment in 2025-26.	least restrictive environment.	
2.13						

Goal Analysis [2025-26]

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 Action Implementation Update, Successes and Challenges:

Parent Involvement and Engagement actions were implemented (Actions 2.1, 2.3, 2.4, 2.5, 2.6, 2.25):
The district has continued to intentionally expand opportunities for meaningful parent participation in decision-making processes. Families are regularly invited to engage through advisory committees, school site councils, and other stakeholder groups (2.1). Parent surveys are distributed throughout the year to gather input that directly informs district and site-level planning (2.3, 2.5). Family engagement events have been held consistently across campuses, including a Back to School Bash, multicultural literacy nights, author visits, and additional community-centered activities designed to strengthen school-home partnerships (2.4). Through our continued partnership with the Parent Institute for Quality Education (PIQE), families are participating in workshops equipping parents with tools to better support their children's academic and emotional growth (2.3). To strengthen communication and streamline outreach, the district implemented Parent Square as its primary family communication platform, improving consistency and accessibility of school-to-home messaging.

PBIS Implementation & Restorative Practices related actions were implemented(Actions 2.7, 2.8, 2.23, 2.24):
The district continues to prioritize student engagement, social-emotional development, and restorative practices through a structured, data-driven approach (2.24). A district-level team conducts monthly Discipline Data Reflection sessions to analyze trends in non-violent offenses across schools, grade levels, and student groups, ensuring responsive and targeted interventions (2.24). Professional development has remained a central focus on restorative practices and PBIS implementation. Tier I PBIS implementation training through the Placer County Office of Education was completed during the first semester (2.7, 2.8). Teachers and paraprofessionals have also participated in training related to Restorative Practices from our Director of Student Services, who completed a Training of Trainers program through the Institute of Restorative Practices (2.24). At the start of the school year, each campus dedicated the first five instructional days to explicitly teaching campus rituals, routines, behavioral expectations, and academic integrity standards (2.7, 2.8). Students engaged in activities centered on self-care, emotional well-being, and positive peer interactions. Refresher days were held following winter break, with an additional

reinforcement day planned after spring break to sustain expectations and campus culture (2.7, 2.8). All sites continue implementation of the three-tiered PBIS framework. Tier I utilizes PBIS Rewards, Tier II includes Strong Kids, and Tier III supports are individualized, including Prevent-Teach-Reinforce (PTR) at the elementary level and Renew at the secondary level (2.7, 2.8). Based on the most recent California PBIS Coalition recognitions, California City Middle School, Hacienda Elementary School, and Mojave Elementary School earned Gold status, Mojave Jr./Sr. High School earned Silver status, and California City High School along with Robert P. Ulrich Elementary School earned Bronze status . Paraprofessionals also continue to receive weekly professional development in behavior de-escalation strategies. At the beginning of the school year we conducted the Tiered Fidelity Inventory (TFI) across all sites to establish updated implementation baselines and identify areas for growth (2.7, 2.8).

Student Engagement & Attendance related actions were implemented (Actions 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.19. 2.20):
Extracurricular programing and athletic teams continue to serve as key drivers of student engagement across sites. Attendance is monitored daily, with SART and SARB processes implemented as necessary to address chronic absenteeism.
Saturday School programming supports both attendance recovery and grade improvement.

Facilities and Improved School Safety actions were implemented (Action 2.9, 2.10, 2.18, 2.21, 2.22):
The district continues to maintain and improve facilities to ensure safe and supportive learning environments. The most recent Williams Inspection resulted in no major facility-related findings at any of our school sites. Under the supervision of the district's Construction Manager, multiple projects have been completed across school sites, further enhancing campus safety and infrastructure reliability.

Compliance Areas (Actions 2.2, 2.17)
Both high schools are currently WASC accredited, and are in year one of their current cycle. The district is making preparations for a possible Federal Program Monitoring (FPM) review in the upcoming school year, collecting documentation and reviewing the Instruments with our administration team.

Extended Learning Opportunities and Learning Loss Mitigation (2.26)
Mojave Unified continues to provide social-emotional counseling services and restorative practice supports. Paraprofessionals receive weekly professional development, which includes behavior de-escalation and PBIS-aligned strategies.

Increased Fidelity and Monitoring (Action 2.27)
As part of this effort, the district joined the Kern Integrated Data System (KIDS), providing real-time access to key performance indicators aligned with the California School Dashboard and enhancing data-informed decision-making.

Trauma Informed Practices (Action 2.23)
All Elementary and Secondary staff participated in a Trauma Informed Practices training this year.

Action 2.24 was not fully implemented, in part due to administrative staffing shortages. However, district staff received training on how to utilize the Kern Integrated Data System to support the Student Success Team (SST) process in the upcoming school year.

Individual Action Implementation Update:

Action 2.1: The following meetings were offered four times, or more, throughout the 2025-26 school year: LCAP input; School Site Council; English Learner Advisory Committee; District English Language Advisory Committee; and African American Advisory Group meetings. The Parent Involvement policy was revised and board approved with an opportunity for parent input.
Action 2.2: The district has made preparations for an anticipated FPM review in the 2026-2027 school year.
Action 2.3: School and community events were offered on an ongoing basis, such as literacy nights and the back to school bash. Class dojo and parent square were used to regularly communicate with parents. The Parent Institute of Quality Education was partnered with, and adult education programs were offered, including English as a Second Language, Welding, and a Diploma Track, with 100+ graduates during the 2025-26 school year.
Action 2.4: Translation and interpretation services were funded and utilized.
Action 2.5: The governing board approved volunteers throughout the school year, and the district supplemented related costs (background checks, TB tests)
Action 2.6: Annual meetings were held for individual students, and the Special Education department is planning on hosting more informational family nights during the 2026-27 school year.
Action 2.7: Professional development, through Placer County Office of Education was offered four times during the 2025-26 school year, focusing on implementation of Tier I and Tier II. Each campus has a behavior matrix used to define behaviors and their progressive discipline steps, and discipline data was analyzed on at least a monthly basis. Restorative practices are at the beginning stages of implementation--the Director of Student Services offered PD to administrators, paras, teachers, and delivered information sessions to students and parents. Youth Mental Health PD was offered to staff by Eugene Hamilton. Vice Principals, intervention counselors, Sachel Pulse and the PBIS points program was funded through this action.
Action 2.8: Additional behavior intervention coordinators were funded as planned.
Action 2.9: Safety teams visited each site throughout the 2025-26 school year, and the comprehensive school safety plans were revised. BARK was utilized to identify potential safety and security risks for students online. Health staff and risk management staff were funded as planned.
Action 2.10: Additional staffing for campus safety personnel was funded to meet the needs identified through the California Healthy Kids Survey; however, fewer positions were funded than expected due to staffing shortages.
Action 2.11: Professional development was offered to the entire district in August of 2025. A certified librarian was contracted to assist in expanding the selection of books to include culturally responsive titles.
Action 2.12: A vice principal position was filled during the 2025-26 school year.
Action 2.13: Extracurricular, intramural and organized activities were implemented as planned.
Action 2.14: Classified stipends were funded as planned to support extra-curricular activities for students.
Action 2.15: Class offerings were expanded to include more dual enrollment and elective classes, as well as summer enrichment. Funding of electives teachers was implemented as planned.
Action 2.16: Activities stipends were funded as planned to increase student engagement and offer more opportunities beyond the school day.
Action 2.17: Both high schools have made preparations for upcoming mid-term reviews during the 2026-27 school year.
Action 2.18: Security personnel was funded as planned; a digital bullying report form was utilized at the school-site and district levels, and all reports of bullying were addressed per board policy.
Action 2.19: Student attendance and engagement activities, including SART and SARB were implemented, and identified positions were funded as planned.
Action 2.20: Saturday school attendance recovery opportunities and field trips were funded, as was summer school transportation.

Action 2.21: Ongoing maintenance and custodial services were maintained at the school site and across the district, after-hours security patrols were funded, and expanded based on need. While technology-enhanced security measures were explored, they were not yet implemented due to staffing shortages.
Action 2.22: Additional staff for security and custodial support beyond base were funded.
Action 2.23: A Trauma Informed Practice (TIP) plan has not yet been implemented to due administrative shortages and coverage.
Action 2.24: SST procedures were not yet revised; however, the Kern Integrated Data System was implemented for the first time this school year, and will lay the groundwork for identifying students needs in real time.
Action 2.25: A director of student services was partially funded, as planned, to increase community outreach efforts and opportunities.
Action 2.26: Weekly professional development was offered to paraprofessionals, including behavior de-escalation strategies; Youth Mental Health First aide training was implemented as was professional development in restorative practices. Expenditures for these actions included funding PBIS and related supplies as planned.
Action 2.27: The Kern Integrated Data System was implemented with administrative staff this year, which allowed for more ongoing monitoring of key metrics for this goal. As more staff get trained and begin using the platform more regularly, it will help with ensuring the planned actions are executed with fidelity.

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.

The district maintains that this difference did not negatively impact the implementation of services or its overall mission, as many expenditures supported multiple LCAP goals simultaneously, allowing for the continued delivery of targeted support to students. These material differences serve as a springboard for the 2026 LCAP, allowing the district to refine its budget coding processes and ensure greater transparency in future cycles.
Action 2.3 & 2.4: There is a material difference, in the form of over spending than planned, due to the increased efforts of parent participation and additional supports.
Action 2.6: There is a material difference, in the form of less spending than planned, due to expenditures being charged to parent participation as a whole.
Action 2.9 & 2.10: There is a material difference that balances the actions out, the district continues to put efforts in additional support towards the identified groups which make up 88% of our district's students
Action 2.13 & 2.14: There is a material difference that balances the actions out, the district continues to put efforts in additional support towards the identified groups which make up 88% of our district's students
Action 2.16: There is a material difference, in the form of over spending than planned, due to the increased efforts of student engagement and additional supports.
Action 2.18: There is a material difference, in the form of less spending than planned, due to staffing shortages and position eliminations through attrition, which served as a cost-saving measure.
Action 2.20: There is a material difference, in the form of less spending than planned, due to staffing shortages and position eliminations through attrition, which served as a cost-saving measure.
Action 2.21 & 2.22: There is a material difference, in the form of less spending than planned, while the district completed multiple projects under the Construction Manager, the variance reflects budget allocations that were not fully utilized within the fiscal year.
Action 2.26: There is a material difference, in the form of less spending than planned, which the district attributed to lower-than-anticipated participation in TK–6 programming, the district is expanding ELO-P to the upper grades to increase participation district wide.

Action 2.27: There is a material difference, in the form of less spending than planned, due to the elimination of the Data Management Specialist Position.

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

Effective Actions

Parent Involvement and Engagement (Actions 2.1, 2.3, 2.4, 2.5, 2.6, 2.25)
The district continued to provide multiple opportunities for meaningful parent engagement throughout the 2025–2026 school year. Parents and guardians were invited to participate in advisory committees, stakeholder groups, and school-site activities, including opportunities specifically designed to gather input from families of students with disabilities and English Learners. Family engagement events, workshops, and surveys were utilized to strengthen communication and support shared decision-making. Feedback gathered through these efforts continues to inform district planning and implementation of LCAP actions.

PBIS Implementation and Restorative Practices (Actions 2.7, 2.8, 2.23, 2.24)
Implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and social-emotional supports contributed to measurable improvements in student outcomes. According to the 2025 California School Dashboard, the district's suspension rate decreased from 15.5% to 13.4%, representing a significant decline of 2.1 percentage points. Suspension rates also improved for several student groups, including Students with Disabilities, English Learners, Hispanic students, and socioeconomically disadvantaged students. These improvements suggest that district efforts to strengthen behavior supports and restorative approaches are having a positive impact on school climate and student engagement.

Student Engagement and Attendance (Actions 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.19, 2.20)
Attendance and engagement initiatives resulted in meaningful gains during the 2025 reporting cycle. The district's Chronic Absenteeism rate decreased from 57.9% to 50.8%, a significant improvement of 7.1 percentage points. Similar improvements were observed among English Learners, Students with Disabilities, Homeless Youth, and socioeconomically disadvantaged students. School sites continued to promote student engagement through athletics, extracurricular activities, attendance monitoring, intervention supports, and implementation of attendance review processes. While chronic absenteeism remains an area of need, current data indicate that district attendance initiatives are producing positive results.

Compliance Areas (Actions 2.2, 2.17)
The district maintained compliance with state and federal accountability requirements through ongoing monitoring and continuous improvement efforts. School and district leadership continued to support accreditation, program monitoring, and accountability processes to ensure compliance and maintain high-quality educational programs. While no specific Dashboard indicators are directly aligned to these actions, these efforts remain essential to sustaining effective district operations and supporting student achievement.

Trauma-Informed Practices (Action 2.23)

Professional learning related to trauma-informed practices continued to support staff capacity to address student behavioral, social-emotional, and mental health needs. Improvements in suspension rates and chronic absenteeism suggest that investments in trauma-informed approaches, coupled with PBIS and restorative practices, are contributing to improved student outcomes and school climate.

Extended Learning Opportunities and Learning Loss Mitigation (Action 2.26)
The district continued to provide social-emotional counseling services, restorative supports, Youth Mental Health First Aid training, and targeted interventions to address unfinished learning and student wellness. Ongoing professional development for paraprofessionals and instructional staff focused on PBIS implementation, behavior support strategies, and student engagement. Improvements in attendance and reductions in chronic absenteeism and suspension rates provide evidence that these supports are helping students remain connected to school and learning.

Somewhat Effective Actions

Facilities and School Safety (Actions 2.9, 2.10, 2.18, 2.21, 2.22)
District facilities continued to be maintained to provide safe and supportive learning environments, and compliance inspections identified no major facility concerns. However, while behavioral indicators improved, student engagement data suggest that additional efforts are needed to strengthen students' connection to school. The Graduation Rate declined from 80.8% to 77.1%, and the College/Career Indicator remained at 39%. For these reasons, these actions are considered somewhat effective and will require continued refinement.

Actions 2.4, 2.8, 2.10, 2.12, 2.14, 2.16, 2.20, 2.22, and 2.25 are contributing actions that were effective, based on the universal improvements on the specific metrics identified to monitor effectiveness below:

English Learners:
Susp Rate: 9.8%, Change: -1.9%
Chronic Abs: 44.2%, Change: -12%
Attendance Rate: 88.46%, Change: +1.48%

Foster Youth:
Susp Rate: 37.2%, Change: -0.1%
Chronic Abs: 47.3%, Change: -0.6%
Attendance Rate: 85.37%, Change: +.24

Socioeconomically Disadvantaged:
Susp Rate: 14.4%, Change: -1.5%
Chronic Abs: 52.5%, Change: -6.5%
Attendance Rate: 86.75%, Change: +.51%

Ineffective Actions

Action 2.24
Although components of Action 2.24 were initiated, full implementation was not achieved during the reporting period. Administrative capacity and competing priorities limited implementation fidelity. While staff received training and systems were developed to strengthen intervention processes, available data do not yet demonstrate a measurable impact attributable specifically to this action. The district will continue implementation efforts and monitor outcomes during the upcoming year.

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.

MUSD has made the following changes to the actions and services in Goal # 2 based on reflections on prior practice:

Action 2.1: Removed the proposed expenditures from this action, as they were covered elsewhere in the LCAP.
Action 2.7: Decrease in funding, as Sachel Pulse and the Family Services Technician position were removed.
Action 2.8: Removed the Board Certified Behavior Analyst Position.
Action 2.10: Increasing planned expenditures to improve sense of school safety to meet our needs.
Action 2.11: Increased expenditures for professional development in the area of cultural awareness, now using LREBG Funds.
Action 2.13: Increased cost to add inclusive playground equipment.
Action 2.14: Budget increased due to the rising costs of transportation for related activities and increased quantity of trips.
Action 2.16: Budget increased to meet the needs of rising costs for student engagement related supplies and activities.
Action 2.19: Increased expenditures to include the costs of attendance clerks for monitoring.
Action 2.20: Increased planned expenditures based on an estimated increase in participation in Saturday events, trips and other related programs.
Action 2.27: The Data Management Specialist position was removed.

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	Parent Engagement	Sites and the district will actively invite parents to be engaged in the decision making process through participation in advisory committees, councils, and groups, to improve student outcomes: 1. A minimum of four LCAP community input meetings will be held by the district.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		2. A minimum of four School Site Council meetings will be held at each school site. 3. A minimum of four English Language Advisory Committee (ELAC) meetings will be held at each school site. 4. For sites that maintain Parent Teacher Organizations or Parent Teacher Groups—meetings should be held on a quarterly basis. 5. District English Language Advisory Committee meetings will be held at the district level at least four times per year. 6. Parent Involvement Committee meetings will be held annually at the district and site level. 7. African American Advisory Group meetings will be held at the district at least four times a year. 8. Provide transportation and childcare to increase participation of socio-economically disadvantaged parents in school and district activities.		
2.2	FPM Compliance	District and site leadership will ensure that all appropriate federal and state regulations, as outlined in Federal Program Monitoring instruments, will be followed while conducting School Site Councils, English Language Advisory Committees, District Advisory Committees, Parent Teacher Organizations and Parent Teacher Groups in order to successfully engage stakeholders: 1. FPM compliance will be maintained and documented using current instruments on an ongoing basis, not only during years of review.	$0.00	No
2.3	Increased Parent Participation	Sites and the district will actively invite parents to be engaged partners in the education of their children: 1. Explore training opportunities for staff in innovative ways to engage parents.	$637,710.00	No

Action #	Title	Description	Total Funds	Contributing
		2. Continue and expand school events to engage families and community members. Actively invite community members to school events and strengthen district and community partnership. 3. Continue to extend invitations and advertise school activities on campus on a regular basis using social media platforms, messages, school websites, Parent Square, etc. 4. Add staff as necessary to improve services offered to families of unduplicated students. 5. Offer programs that assist families in engaging with their students in the educational process. 6. Facilitate professional development for EL parents through CABE. 7. Foster youth and homeless stakeholders will be represented on advisory committees to the fullest extent possible. 8. Adult education programs will be developed and offered in the evenings when possible. 9. Continue and expand PIQE program offerings for all parents. 10. Pilot alternative locations for parental access to technology on each school to provide easy access to parent portal and other important resources. 11. Use different electronic avenues to promote district events and enhance communication with parents (Facebook, Parent Portal, Parent Square, websites, messages, etc.). 12. Both paper copy and electronic newsletters will be provided to keep parents and families connected and updated with school news and events.		

Action #	Title	Description	Total Funds	Contributing
		This action will fund Parent Institute of Quality Education (PIQE) costs, the services of a videographer to document and share information with parents. and 6 site secretaries.		
2.4	Increased Parent Participation--Additional Supports	1. Additional staff and translation services will be provided to improve the availability of resources and access for families of Socioeconomically Disadvantaged, Foster Youth and English Learners. Expenditures will include contracts for translation and interpretation services.	$25,000.00	Yes
2.5	Parent Volunteers	Sites and the district will actively invite parents to be volunteers: 1. Sites will recruit highly-qualified volunteers by working with teachers and reaching out to the community. 2. Parent-volunteers will be trained on school expectations for volunteers by using site handbooks, conduct agreements, and through feedback offered by site administration. 3. Sites will coordinate approved volunteers to match them with areas in the most need of assistance. 4. Volunteers will be included to receive notification when advisory committees and other parent groups are meeting or being formed. 5. The district will explore methods to eliminate the financial burden of the volunteer approval process. 6. The district will implement an end-of-year volunteer recruitment process to ensure that volunteers can be approved by the beginning of the next school year.	$2,600.00	No
2.6	SPED Parent Involvement	The district will continue to provide increased opportunities for parents of students with exceptional needs to meet with Special Education staff:	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		1. Annual parent meetings will continue for information regarding a variety of services offered for students with exceptional needs, including but not limited to DIS services, enrichment, mainstreaming, and full participation in the general education curriculum when appropriate. 2. Parent workshops will be offered in the areas of early intervention, IEP participation, Speech, and Language development, age-appropriate milestones, home-to-school connections, and post-educational experiences. 3. Parents will be provided annual notifications with the county, community advisory committee meetings, which would include procedures on how to participate 4. Parents will have access to translation and interpretation services. Expenditures will include materials and supplies for parent meetings.		
2.7	PBIS Implementation and Restorative Practices	Improve the ongoing support, training and direction for Positive Behavior Intervention Supports (PBIS) implementation at all schools in order to better meet the significant social/emotional needs of our students: 1. Share goals and strategies used in PBIS with parents and students. 2. Provide professional development on PBIS strategies for classified staff. 3. Expand implementation of PBIS to all three tiers, as guided by a hired coach/consultant, intervention coordinators, and deans. 4. Expectations for all parts of campuses will be defined, with schoolwide expectations. 5. The behavior matrix will be used to define behaviors and their progressive discipline steps. 6. Data will be analyzed frequently by PBIS teams and stakeholders to	$924,406.00	No

Action #	Title	Description	Total Funds	Contributing
		make informed adjustments in our school community. 7. Planned and structured supervision will be implemented across all campuses. 8. Implement restorative practices where possible to avoid the loss of instruction of our student groups. 9. Implementation of restorative practices will provide students with SEL support, individual and group counseling, self care and strategies for reintegrating them back to the classroom. 10. Increase SEL support with the addition of counseling and training on Youth Mental Health First Aid (YMHFA) on all sites. 11. A welcoming environment will be maintained across campuses, and positive relationships and interactions with students will be an area of focus. 12. Universal screeners and the California Healthy Kids (CHKS) will be used to identify individual needs and trends. Expenditures to support these actions will include salaries and benefits to fund vice principals, intervention counselors, and a Social Emotional Learning team, as well as funding for Minga. LREBG expenditures, in the amount of $118,615 will be used to fund a district wide intervention coordinator that otherwise would not be possible, in order to support increased behavioral outcomes for our students. Research Base: A 2021 student in the Journal of Positive Behavior Interventions examined the effects of schoolwide PBIS on student outcomes and found that elementary schools implementing PBIS PBIS demonstrated a significant reduction in behavior problems, including fewer office discipline referrals and suspensions compared to control schools. Our District Intervention Coordinator will directly support the implementation of Positive Behavior Intervention and Supports.		

Action #	Title	Description	Total Funds	Contributing
		Monitoring Metrics: The district will measure the impact of this action using: • Suspension rate data (local and CA State Dashboard) • Chronic Absenteeism Data (local and CA State Dashboard) • Local Attendance Rate Data		
2.8	PBIS Implementation and Restorative Practices-Additional Supports	1. The diversity in backgrounds of unduplicated students in the district requires a system of behavior expectations that are common at all campuses. Additional staff will be employed to assist with the implementation of school-wide behavior expectations at times and in locations identified as lacking in oversight and supervision–this will include additional paraprofessionals, campus safety staff and other intervention positions. Expenditures to support this action will include two vice principals.	$543,463.00	Yes
2.9	Increased Sense of School Safety	Site administrators, staff members, students and stakeholders will maintain comprehensive school safety plans and implement other strategies to foster a healthy school climate and improve the sense of safety: 1. Safety teams, along with input from School Site Councils, will annually review and refine comprehensive school safety plans. 2. Each site will frequently practice safety-related procedures, as outlined in state and federal mandates (fire drills, lock down procedures, earthquake drills, bus evacuation drills, etc.). Health aides, and–when appropriate–RNs/LVNs/CNAs–will coordinate with other school personnel to increase student safety. 3. The safety team will coordinate quarterly during safety meetings and review procedures and protocols as necessary. 4. District staff will support sites to develop safety plans, monitor compliance with the plans, identify or develop, and schedule and monitor safety training requirements and protocols, perform regular site walks to	$889,038.00	No

Action #	Title	Description	Total Funds	Contributing
		identify safety concerns and ensure correction of any deficiencies in order to improve school climates. 5. Portions of Healthy Kids survey assist in identifying areas of need based on student and staff input. 6. District will reestablish an emergency operations team to assist sites by conducting regularly scheduled visits to identify potential hazards and safety risks. 7. To ensure timely communications, each site will have an adequate number of 2-way radios for high needs classrooms to the site office, and for site offices to the central support office. 8. BARK app will be used to identify potential safety and security risks. Expenditures in this area will include the funding of health aides, a nurse, a licensed vocational nurse, and risk management.		
2.10	Increased Sense of School Safety-Additional Supports	1. Additional staffing, including overtime for extracurricular activities) will be added to focus on improvements to safety, and implementation of measures to address student needs identified through the Healthy Kids Survey. Expenditures will include additional staffing for campus safety personnel (15 FTE campus safety)	$1,103,898.00	Yes
2.11	Cultural Awareness	Implement training, as needed, to develop strategies for meeting the needs of all students, improving teacher-student relationships and building school-community trust: 1. Professional development will be offered at the site and district level to improve teacher-student relationships and school-community trust in order to improve the behavioral and academic outcomes of pupils. 2. A certificated librarian will assist in expanding the selection of books to	$72,000.00	No

Action #	Title	Description	Total Funds	Contributing
		include Culturally Responsive books. LREBG expenditures of $72,000 will be used to fund professional development in cultural awareness. Research Base: Research consistently demonstrates that culturally responsive practices contribute to improved academic, behavioral, and social-emotional outcomes for students. A 2023 report from the Learning Policy Institute found that professional learning focused on equity and cultural responsiveness can improve student engagement, strengthen school connectedness, and reduce disparities in discipline outcomes. Additionally, research published by the American Educational Research Association has shown that culturally responsive teaching practices promote stronger student-teacher relationships, increased attendance, and greater student participation in school. By providing Cultural Awareness Professional Development, the district aims to strengthen inclusive practices that support the success and well-being of all students. Monitoring Metrics: The district will measure the impact of this action using: • Suspension rate data (local and CA State Dashboard) • Chronic Absenteeism Data (local and CA State Dashboard) • Local Attendance Rate Data		
2.12	Cultural Awareness-Additional Supports	1.Include 1 vice principal position to assist with improving student sense of connectedness, reviewing disaggregated outcome data, and ensuring the development and access of programs for unduplicated student groups.	$169,472.00	Yes
2.13	Sports and Recreation	School sites will provide extracurricular, intramural, and organized sports activities to increase resilience, engagement, and self-efficacy of students: 1. Provide intramural and cooperative activities for students during lunch (jump roping, etc.). 2. Provide structured physical education for elementary students.	$506,603.00	No

Action #	Title	Description	Total Funds	Contributing
		3. Provide middle school stipends and transportation to maintain and increase middle school sports and enrichment programs. 4. Continue to provide and enhance extracurricular clubs and activities. 5. Expand extracurricular activities that focus on cultural and performing arts to increase student engagement, pride and confidence. 6. Renovation of school playgrounds to offer improved outdoor opportunities to all students.		
2.14	Sports and Recreation-Additional Supports	1. MUSD will provide after school and extra-curricular activities to keep unduplicated students engaged and connected to their school and community; middle school sports and activities stipends, equipment, supplies, uniforms, and transportation. Expenditures to support this action will include the funding of 97 activity stipends (certificated and classified).	$514,265.00	Yes
2.15	Increased Student Engagement	MUSD will provide classes that incorporate student interests and increase courses that include content areas that students might not otherwise have adequate access to in our remote community (visual, performing and industrial arts, technology, etc.): 1. Site and District personnel will monitor gradebook participation, transcripts and master schedules to verify that students are enrolled in and have access to all required areas of coursework. 2. Provide students opportunities to experience visual and performing arts through cross-curricular projects and events. 3. Maintain access to high quality digital project based tools and resources for students and staff.	$742,009.00	No

Action #	Title	Description	Total Funds	Contributing
		4. Continue to provide a variety of opportunities for middle school students 5. Continue to provide electives and opportunities to enhance and enrich learning experiences of high school students. 6. Offer summer enrichment and grade recovery options, as available. 7. Maintain and expand college dual enrollment offerings. 8. Maintain and expand high school workability programs for students with special needs. 9. Expand student access to music and art instruction and engagement in related experiences. Expenditures to support this area will include the funding of an elective teacher.		
2.16	Increased Student Engagement-Additional Support	1. The remote location of the district limits opportunities for our unduplicated student groups that are available to their peers. To bridge opportunity gaps, a variety of courses will be offered during the school year, and enrichment beyond the school day will be provided. This action will be supported through the funding of additional elective teachers.	$899,685.00	Yes
2.17	WASC	California City High School and Mojave Jr./Sr. High schools will maintain their WASC accreditation: 1. WASC Self-study activities will be performed on an ongoing basis, not just during years of review. 2. District administration will schedule quarterly meetings with each high school in order to ensure alignment between WASC, SSC, and LCAP. Expenditures include WASC accreditation fees and related costs.	$2,540.00	No

Action #	Title	Description	Total Funds	Contributing
2.18	Increased Supervision and Bullying Prevention	1. Increased security personnel will be added and maintained on school campuses to increase the level of supervision; increase the level of engagement on campus; and reduce the likelihood of bullying, fights, and suspensions. 2. Digital Bullying Report forms are available for students and parents to report occurrences of bullying, with the assistance of staff or an interpreter if necessary. This report notifies both school and district administration immediately. 3. All reports of bullying will be thoroughly investigated per board policy and state law. Corrective actions will be implemented to address any misbehavior, and appropriate social/emotional support will be offered for the victim. This action will fund 15 instructional activities paraprofessionals.	$352,923.00	No
2.19	Increased Attendance	School sites, in conjunction with the Student Services Department, will evaluate and refine best practices and methods used to reduce the level of chronic absenteeism: 1. Teachers will submit timely and accurate attendance daily. 2. Automated phone calls will be used to notify parents of absences. 3. Student engagement—inside of the classroom and in other activities—should be prioritized to increase the desire to attend school. 4. Acknowledge and incentivize improvement in attendance. 5. Continue to offer transportation for socio-economically disadvantaged students to promote daily student attendance and encourage participation. 6. Include bus aides for socio-economically disadvantaged SPED students to supervise and offer instructional activities.	$3,732,941.00	No

Action #	Title	Description	Total Funds	Contributing
		7. Teachers and school sites will create opportunities to strengthen relationships with parents to engage in a positive way by increasing informal meetings like ‘Coffee with the Principal,’’ Chat with Staff,’ and other outreach initiatives. 8. Actively seek out students in need of resources. 9. Continue to offer trainings to all staff to create a positive school climate for all students. 10. Provide campus supervisors and paraprofessionals with tools and resources to organized activities during typically unstructured playtime for students. 11. Continue to implement a site SART and district SARB process and contract with outside agencies when and if deemed necessary to provide additional resources. Expenditures to support these actions will include the funding of attendance clerks, parent square, smart sites, parent meeting supplies and bus drivers.		
2.20	Increased Attendance-Additional Supports	1. Unduplicated student groups depend upon home-to-school transportation to attend school on a regular basis. Saturday school is offered to allow for access to missed instruction; to recover attendance credit; and to qualify for attendance incentives such as "perfect attendance". This action will be supported through the funding of Summer School Transportation, Additional Home-to-School Transportation costs, and Saturday School Staff. Expenditures to support this area will include the funding of Saturday school attendance recovery opportunities and field trips.	$418,207.00	Yes
2.21	Facilities and Improved School Safety	School sites will research and implement improved strategies and services to foster a healthy and positive school environment to bolster the social and emotional progress of students:	$4,259,946.00	No

Action #	Title	Description	Total Funds	Contributing
		1. Perform ongoing routine repair and maintenance for all school sites and remote support facilities. 2. Increase services where necessary to improve the learning environment for pupils. 3. Custodial Services: clean classrooms and offices every other day; clean restrooms daily and check them throughout the day. 4. Grounds keeping: maintain “curb appeal” of seven school sites and four remote support facilities, safety and ambiance of student areas, and prepare fields for physical education and athletics. 5. Any complaints or other deficiencies identified will be promptly addressed. 6. Information will be provided annually on progress toward meeting this standard to the local governing board at regularly scheduled meetings and to stakeholders and the public through the accountability dashboard. 7. Provide district security patrols to monitor facilities after-hours. 8. Explore and implement technology-enhanced security measures at campuses across the district.		
2.22	Facilities and Improved School Safety-Additional Supports	1. Clean, safe, and secure facilities are important for the stability and social-emotional well-being of all students. However, low income and foster students are particularly sensitive to, and likely to have a negative reaction to, an environment that is in a state of disrepair. Stakeholders pointed out the need to employ additional staff to ensure facilities are cleaned and sanitized more often in order to reduce the incidents of illness for socioeconomically disadvantaged students, in particular, who may lack transportation and access to distant health care options and who miss more school as a result. They also noted that traumatic visual stimuli often produced negative behaviors in low income and foster students. To reduce the likelihood of responsive behavior incidents, stakeholders	$1,554,808.00	Yes

Action #	Title	Description	Total Funds	Contributing
		recommended that damage be repaired quickly and graffiti be removed promptly. This action will be supported through the funding of additional custodial staff, maintenance staff, and security monitoring and patrolling to ensure that low income and foster students are not further traumatized by arriving at schools that have been broken into and vandalized overnight. Expenditures to support these actions will include funding for security patrol and custodial support needed beyond base (6 FTE other classified, 8 FTE Classified Support)		
2.23	Trauma-Informed Practices	The Student Services Department, in conjunction with school sites, will implement Trauma Informed Practices to improve outcomes for students that have faced adversity. 1. Train staff on TIPS & monitor implementation of strategies	$0.00	No
2.24	Needs Identification	The Student Services and Educational Services Departments will develop a system for identifying and communicating the social/emotional needs of individual students and student groups 1. Identify the criteria that will be used for identifying students in need of services. 2. Develop data dashboards that integrate the identified “at risk” criteria. 3. Create contingency plans that trigger standard operating procedures for specific Adverse Childhood Experiences (such as homelessness). 4. Write and revise SSTs and procedures. SST procedures will be disseminated to sites to address the needs of students at risk (including homeless students) 5. Develop an intake process for any TIPS ACE (Adverse childhood Experience) to ensure support is in place for students in need.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		6. Develop a communication plan, protocols, and procedures for staff to support students who are experiencing adverse childhood experiences to mitigate trauma.		
2.25	Educational Partnerships	District leadership and school sites will provide increased community outreach efforts and coordinate input opportunities for community groups and organizations in order to magnify outcomes for our English Learners, Foster Youth, and Low income students: 1. Pursue community connections that can create increased curricular possibilities. 2. Continue and expand NASA partnership to provide specialized STEM opportunities. 3. Organize frequent opportunities for community participation in the development of the LCAP, disaggregating annual expected measurable outcome data by student group. 4. Develop site plans to enhance family and community engagement. 5. Utilize social media, surveys and other communication resources to actively seek stakeholder feedback and organize community outreach activities. This action will be supported through the funding of 1 Director of Student Services and Department Secretary.	$342,037.00	Yes
2.26	#18: Extended Learning Opportunities and Learning Loss Mitigation	District leadership and school sites will implement the following supports/strategies to improve student outcomes across school sites: Supplemental Instruction and Support Strategies	$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
		1. Continue to provide social-emotional counseling and work with site-level staff to identify root causes of chronic absenteeism and collaboratively work through solutions to boost attendance. 2. Implementation of restorative practices will provide students with SEL support, individual and group counseling, self-care and strategies for reintegrating them back to the classroom. 3. Increase SEL support with the addition of counseling and training on Youth Mental Health First Aid (YMHFA) on all sites. 4. Provide additional transportation for students and families to increase participation in school and district activities. 5. Weekly professional development will be offered to paras on early release Fridays, in part in the area of behavior de-escalation strategies and positive interactions with students in order to improve classroom environments. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports 1. Counselors will work with students to develop trust and build relationships to enhance school-to-home connections and improve student engagement. 2. Organize field trips to provide additional opportunities for students to connect academic studies with real-life experiences and to make learning fun again. 3. Enhance the learning environment by providing flexible furniture that allows for a variety of classroom set-ups to create individual and cooperative workspaces for instructional activities. Integrated student supports to address other barriers to learning		

Action #	Title	Description	Total Funds	Contributing
		1. Expand PBIS to Tier 2 and develop SEL programs to strengthen connections, build relationships with students and families, and establish trust. 2. Provide a safe location and designated staff at each school site where students can receive support and assistance when needed. 3. Provide a Foster Youth Liaison to promote school stability by ensuring and facilitating their access to their entitled educational rights. 4. Provide a Homeless Liaison to serve as the primary connection between homeless families and school staff to coordinate services and resources and to ensure that homeless students have the opportunity to succeed academically. 5. Expand training opportunities for PBIS to students and parents. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility 1. Family nights will be held to inform students and parents about college/career readiness; the college entrance application process; the FAFSA application process. 2. College and career fairs will be hosted to expose students to the wide variety of options that are available to them after graduation. 3. Continue to offer initial and follow-up training in Youth Mental Health First Aid training to staff. 4. Expand training in Youth Mental Health First Aid to students and families.		

Action #	Title	Description	Total Funds	Contributing
		Expenditures for these actions will include funding for Positive Behavior Intervention and Supports, Social Emotional Learning, and related supplies.		
2.27	Increased Fidelity & Monitoring	1. In order to ensure that actions 1-26 are being implemented according to plan, district leadership will monitor local data and action implementation during Administrative Council meetings (twice per month). Data will focus on expected progress toward the metrics identified above, and will be disaggregated to include the following student groups, and others as needed: a. All Students b. English Learners c. Foster Youth d. Homeless Students e. Long Term English Learners f. Socioeconomically Disadvantaged Students g. Students with Disabilities h. African American Students i. Hispanic Students j. Two or More Races k. White Students Data will also include breakdowns for the following schools, including the student groups listed above: a. Mojave Elementary School b. Mojave Jr./Sr. High School c. Robert P. Ulrich Elementary School d. Hacienda Elementary School e. California City Middle School f. California City High School g. District Wide	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By the end of the 2026-2027 school year, MUSD will improve the attendance, suspension rates, academic achievement and % of appropriately credentialed and assigned teachers of Mojave Elementary School, Mojave Jr./Sr. High School, Robert P. Ulrich Elementary, and California City High School students, as measured on the California School Dashboard indicators.	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)

An explanation of why the LEA has developed this goal.

The following CA School Dashboard Data supports the development of this goal in order to meet student needs:

Mojave Elementary School: Yellow in Chronic Absenteeism, Red in Suspension Rate, Yellow in English Learner Progress, Orange in English Language Arts, and Red in Mathematics. The following needs were also identified by student groups: African American and Socioeconomically Disadvantaged were Red on English Language Arts, and Hispanic and Students with Disabilities were Orange; African American and Socioeconomically Disadvantaged were Red on Mathematics, and Hispanic and Students with Disabilities were Orange; English Learners were Yellow on the English Learner Progress Indicator; English Learners were red on Chronic Absenteeism, and African American, Students with Disabilities and White were Orange; English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and White were Red on Suspension Rate and African American students were Orange.

Mojave Jr./Sr. High School: Yellow in Chronic Absenteeism, Yellow in Suspension Rate, Orange in English Learner Progress, Orange in Graduation Rate, Yellow in College/Career, Red in English Language Arts, Orange in Mathematics. The following needs were also identified by student groups: African American, English Learners, Hispanic, and Socioeconomically Disadvantaged were Red on English Language Arts, and Students with Disabilities were orange; African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities were Orange on Mathematics; English Learners were Orange on the English Learner Progress Indicator; English Learners were Red in Chronic Absenteeism, and African American, Hispanic and Students with Disabilities were Orange; Socioeconomically Disadvantaged students were orange on Graduation Rate; Students with Disabilities were Red on Suspension Rate, and African American, English Learners, Long-Term English Learners and White were Orange.

Robert P. Ulrich Elementary School: Orange in Chronic Absenteeism, Orange on Suspension Rate, Red on English Learner Progress; Orange on English Language Arts, and Orange in Mathematics. The following needs were also identified by student groups: English Learners were Red on the English Learner Progress Indicator; White students were red on Chronic Absenteeism, and African American, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged and Students with Disabilities were orange; African

American, Two or More Races; Students with Disabilities and White were Red on Suspension Rate, and Socioeconomically Disadvantaged were orange.

California City High School: Yellow on English Learner Progress, Red on English Language Arts, Red in Mathematics, and Red on Suspension Rate. The following needs were also identified by student groups: African American students were Red on English Language Arts, and Socioeconomically Disadvantaged were Orange; African American students were red on Mathematics, and Socioeconomically Disadvantaged and Hispanic Students were Orange; English Learners, Long-Term English Learners, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, African American and Hispanic students were Red for Suspension Rate, and White, and Two or More Races were in the Orange.

Currently, due to an unprecedented staffing shortage across the state of California, which our remote district has been more acutely impacted by, we have the following areas of need based on the most recent state data: Mojave Elementary School has 88.2% of teachers that possess clear credentials; Robert P. Ulrich Elementary has 71.4% of teachers in possession of clear credentials and 9.5% are out of field; Mojave Jr./Sr. High School has 70.4% of teachers in possession of clear credentials with 5.2% out of field; and California City High School has 59.1% of teachers in possession of clear credentials, and 4.5% out of field.

Additionally, the California Department of Education has identified Mojave Elementary School, Mojave Jr./Sr. High School, Robert P. Ulrich Elementary School, and California City High School as qualifying for Equity Multiplier funding, requiring this goal to plan for the use of the funds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Mojave Elementary School % of students chronically absent Source: CA School Dashboard Chronic Absenteeism Indicator Priority 5	On the 2023 California School Dashboard, Mojave Elementary School had a Chronic Absenteeism rate of 67.6%, with the following student group rates: African American: 74.6% English Learners: 49.4% Students with Disabilities: 71.1%	According to the most recent Chronic Absenteeism Indicator on the CA School Dashboard (2024), MES has a Chronic Absenteeism Rate of 61.4%, with student groups at the following levels:	According to the most recent Chronic Absenteeism Indicator on the CA School Dashboard (2025), MES has a Chronic Absenteeism Rate of 55.7%, with student groups at the following levels:	Mojave Elementary School will have a Chronic Absenteeism Rate of 37.6% or better, with student groups at the following rates: African American: 44.6% English Learners: 19.4% Students with Disabilities: 41.1%	Current difference from baseline for MES Chronic Absenteeism is -11.9% with student groups at the following rates: African American: -8.4% English Learners: -4% Students with Disabilities: -11.3% White: -12.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 63.3% Hispanic: 66.1% Socioeconomically Disadvantaged: 67%	African American: 65.1% English Learners: 60.9% Students with Disabilities: 68.9% White: 50% Hispanic: 60.1% Socioeconomically Disadvantaged: 62.1%	African American: 66.2% English Learners: 45.4% Students with Disabilities: 59.8% White: 51% Hispanic: 53% Socioeconomically Disadvantaged: 56.6%	White: 33.3% Hispanic: 36.1% Socioeconomically Disadvantaged: 37%	Hispanic: -13.1% Socioeconomically Disadvantaged: -10.4%
3.2	Mojave Jr./Sr. High School % of students chronically absent Source: CA School Dashboard Chronic Absenteeism Indicator Priority 5	On the 2023 California School Dashboard, Mojave Jr./Sr. High School had a Chronic Absenteeism rate of 63.7%, with the following student group rates: African American: 67.9% English Learners: 57.1% Hispanic: 60.5% Students with Disabilities: 71.7% Socioeconomically Disadvantaged: 63.2%	According to the most recent Chronic Absenteeism Indicator on the CA School Dashboard (2024), MJSHS has a Chronic Absenteeism Rate of 59.5%, with student groups at the following levels: African American: 65.4% English Learners: 58.1% Hispanic: 55.7% Students with Disabilities: 56.3% Socioeconomically Disadvantaged: 59.5%	According to the most recent Chronic Absenteeism Indicator on the CA School Dashboard (2025), MJSHS has a Chronic Absenteeism Rate of 53.8%, with student groups at the following levels: African American: 61.5% English Learners: 42.9% Hispanic: 52.8% Students with Disabilities: 60% Socioeconomically Disadvantaged: 55.4%	Mojave Jr./Sr. High School will have a Chronic Absenteeism Rate of 33.7% or better, with student groups at the following rates: African American: 37.9% English Learners: 27.1% Hispanic: 30.5% Students with Disabilities: 41.7% Socioeconomically Disadvantaged: 33.2%	Current difference from Baseline for MJSHS Chronic Absenteeism is -9.9% with student groups at the following rates: African American: -6.4% English Learners: 14.2% Hispanic: -7.7% Students with Disabilities: -11.7% Socioeconomically Disadvantaged: -7.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	California City Middle School % of students chronically absent Source: CA School Dashboard Chronic Absenteeism Indicator Priority 5	On the 2024 California School Dashboard, California City Middle School had a Chronic Absenteeism rate of 51.6% , with the following student group rates: African American: 51.1% English Learners: 47% Hispanic: 51.4% Long Term English Learners: 52.5% Two or More Races: 60.5% Socioeconomically Disadvantaged: 53% Students with Disabilities: 52.3% White: 46.8%	N/A	On the 2025 California School Dashboard, California City Middle School had a Chronic Absenteeism rate of 47.9% , with the following student group rates: African American: 48.6% English Learners: 52.2% Hispanic: 50% Long Term English Learners: 48.8% Two or More Races: 47.1% Socioeconomically Disadvantaged: 49.5% Students with Disabilities: 48.5% White: 36.4%	California City Middle School will have a Chronic Absenteeism Rate of 21.6% or better, with student groups at the following rates: African American: 21.1% English Learners: 17% Hispanic: 21.4% Long Term English Learners: 22.5% Two or More Races: 30.5% Socioeconomically Disadvantaged: 23% Students with Disabilities: 22.3% White: 16.8%	Current difference from Baseline for CCMS Chronic Absenteeism is -3.7% with student groups at the following rates: African American: -2.5% English Learners: +5.2% Hispanic: -1.4% Long Term English Learners: 3.7% Two or More Races: -13.4% Socioeconomically Disadvantaged: -3.5% Students with Disabilities: 3.8% White: -10.4%
3.4	Robert P. Ulrich Elementary School % of students chronically absent Source:	On the 2023 California School Dashboard, Robert P. Ulrich Elementary School had a Chronic Absenteeism rate of 62.1%, with the following student group rates:	According to the most recent Chronic Absenteeism Indicator on the CA School Dashboard (2024), RPU has a	According to the most recent Chronic Absenteeism Indicator on the CA School Dashboard (2025), RPU has a	Robert P. Ulrich Elementary School will have a Chronic Absenteeism Rate of 32.1% or better, with student groups at the following rates:	Current Difference from Baseline for the RPU Chronic Absenteeism is -8.6% with student groups at the following differences:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA School Dashboard Chronic Absenteeism Indicator Priority 5	English Learners: 57.8% Two or More Races: 67.4% Students with Disabilities: 62.2% White: 46.2% African American: 69.1% Hispanic: 62.1% Socioeconomically Disadvantaged: 63.6%	Chronic Absenteeism Rate of 60.6%, with student groups at the following levels: English Learners: 53.4% Two or More Races: 56.4% Students with Disabilities: 55.3% White:55.1% African American: 64% Hispanic: 61.6% Socioeconomically Disadvantaged: 62.2%	Chronic Absenteeism Rate of 53.5%, with student groups at the following levels: English Learners: 37.7% Two or More Races: 51.1% Students with Disabilities: 51.5% White:48.8% African American: 59.4% Hispanic: 52.6% Socioeconomically Disadvantaged: 55.6%	English Learners: 27.8% Two or More Races: 37.4% Students with Disabilities: 32.2% White: 16.2% African American: 39.1% Hispanic: 32.1% Socioeconomically Disadvantaged: 33.6%	English Learners: -20.1% Two or More Races: -16.3% Students with Disabilities: -10.7% White: +2.6% African American: -9.7% Hispanic: -9.5% Socioeconomically Disadvantaged: -8%
3.5	Mojave Elementary School Distance from Standard on the ELA CAASPP Source: CA School Dashboard Priority 4	On the 2023 California School Dashboard, Mojave Elementary School had an ELA Distance from Standard of -118.1, with student groups at the following: African American: -129.8 Hispanic: -115.3 Socioeconomically Disadvantaged: -120.1	According to the most recent English Language Arts Indicator on the CA School Dashboard (2024), MES has a Distance from Standard of -114.7, with student groups at the following:	According to the most recent English Language Arts Indicator on the CA School Dashboard (2025), MES has a Distance from Standard of -98, with student groups at the following:	Mojave Elementary School will have an ELA Distance from Standard of -103.1 with student groups at the following: African American: -114.8 Hispanic: -100.3	The current difference from baseline for MES ELA is +20.1, with student groups at the following differences: African American: +12.9 Hispanic: +19.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -134	African American: -134.4 Hispanic: -112.1 Socioeconomically Disadvantaged: -118.4 Students with Disabilities: -122.9	African American: -116.9 Hispanic: -95.9 Socioeconomically Disadvantaged: -102.3 Students with Disabilities: -114.6	Socioeconomically Disadvantaged: -105.1 Students with Disabilities: -119	Socioeconomically Disadvantaged: +17.8 Students with Disabilities: +19.4
3.6	Mojave Jr./Sr. High School Distance from Standard on the ELA CAASPP Source: CA School Dashboard Priority 4	On the 2023 California School Dashboard, Mojave Jr./Sr. High School had an ELA Distance from Standard of -101.3, with student groups at the following: English Learners: -127.9 Students with Disabilities: -218.7 African American: -120.8 Hispanic: -86.3 Socioeconomically Disadvantaged: -103.7	According to the most recent English Language Arts Indicator on the CA School Dashboard (2024), MJSHS has a Distance from Standard of -114.9, with student groups at the following: English Learners: -131.6 Students with Disabilities: -154.4 African American: -151.3 Hispanic: -99.4 Socioeconomically Disadvantaged: -116.6	According to the most recent English Language Arts Indicator on the CA School Dashboard (2025), MJSHS has a Distance from Standard of -112.2, with student groups at the following: English Learners: -142.8 Students with Disabilities: -132.8 African American: -129.4 Hispanic: -110.2 Socioeconomically Disadvantaged: -117.7	Mojave Jr./Sr. High School will have an ELA Distance from Standard of -86.3 with student groups at the following: English Learners: -112.9 Students with Disabilities: -203.7 African American: -105.8 Hispanic: -71.3 Socioeconomically Disadvantaged: -88.7	The current difference from baseline for MJSHS ELA is -10.9 , with student groups at the following differences: English Learners: -14.9 Students with Disabilities: +85.9 African American: -.8.6 Hispanic: -23.9 Socioeconomically Disadvantaged: -14

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Robert P. Ulrich Elementary School Distance from Standard on the ELA CAASPP Source: CA School Dashboard Priority 4	On the 2023 California School Dashboard, Robert P. Ulrich Elementary School had an ELA Distance from Standard of -114.8.	According to the most recent English Language Arts Indicator on the CA School Dashboard (2024), RPU has a Distance from Standard of -95.7.	According to the most recent English Language Arts Indicator on the CA School Dashboard (2025), RPU did not have a listed Distance From Standard.	Robert P. Ulrich Elementary School will have an ELA Distance from Standard of -99.8.	Robert P. Ulrich Elementary School did not have a listed Distance from Standard on the 2025 CA School Dashboard. The most recent data from 2024 had the following difference from baseline: +19.1
3.8	California City Middle School Distance from Standard on the ELA CAASPP Source: CA School Dashboard Priority 4	On the 2024 California School Dashboard, California City Middle School had a ELA Distance from standard of -124.1 with student groups at the following: African American: -128.5 English Learners: -142.4 Hispanic: -123.2 Long Term English Learners: -161.6 Two or More Races: -122.8 Socioeconomically Disadvantaged: -129.4 Students with Disabilities: -170.0 White: -124.9	N/A	On the 2025 California School Dashboard, California City Middle School had a ELA Distance from standard of -100.6 with student groups at the following: African American: -107.9 English Learners: -112 Hispanic: -94.6 Long Term English Learners: -135.9 Two or More Races: -127.1 Socioeconomically Disadvantaged: -103.2	California City Middle School will have an ELA Distance from Standard of -109.1with student groups at the following: African American: -113.5 English Learners: -127.4 Hispanic: -108.2 Long Term English Learners: -146.6 Two or More Races: -107.8 Socioeconomically Disadvantaged: -114.4 Students with Disabilities: -155 White: -109.9	The current difference from baseline for CCMS ELA is +23.5 , with student groups at the following differences: African American: +20.6 English Learners: +30.4 Hispanic: +28.6 Long Term English Learners: +25.7 Two or More Races: -4.3 Socioeconomically Disadvantaged: +26.2 Students with Disabilities: +15.8 White: +30.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Students with Disabilities: -154.2 White: -94.5		
3.9	Mojave Elementary School Distance from Standard on the Math CAASPP Source: CA School Dashboard Priority 4	On the 2023 California School Dashboard, Mojave Elementary School had a Math Distance from standard of -121.9 with student groups at the following: African American: -125 Hispanic: -120 Socioeconomically Disadvantaged: -123.3 Students with Disabilities: -153.9	According to the most recent Mathematics Indicator on the CA School Dashboard (2024), MES has a Distance from Standard of -120, with student groups at the following: African American: -132.7 Hispanic: -117 Socioeconomically Disadvantaged: -120.5 Students with Disabilities: -143.9	According to the most recent Mathematics Indicator on the CA School Dashboard (2025), MES has a Distance from Standard of -111.4, with student groups at the following: African American: -135.5 Hispanic: -107.9 Socioeconomically Disadvantaged: -114.4 Students with Disabilities: -146.1	The Mojave Elementary School Math Distance from Standard will be -106.9 with student groups at the following: African American: -110 Hispanic: -105 Socioeconomically Disadvantaged: -108.3 Students with Disabilities: -138.9	The current difference from baseline for MES Math is +10.5 , with student groups at the following differences: African American: -10.5 Hispanic: +12.1 Socioeconomically Disadvantaged: +8.9 Students with Disabilities: +7.8
3.10	Mojave Jr./Sr. High School Distance from Standard on the Math CAASPP Source: CA School Dashboard Priority 4	On the 2023 California School Dashboard, Mojave Jr./Sr. High School had a Math Distance from standard of -185.3 with student groups at the following: African American: -196.1	According to the most recent Mathematics Indicator on the CA School Dashboard (2024), MJSHS has a Distance from Standard of -158.6, with student	According to the most recent Mathematics Indicator on the CA School Dashboard (2025), MJSHS has a Distance from Standard of -176.5, with student	The Mojave Jr./Sr. High School Math Distance from Standard will be -170.3, with student groups at the following: African American: -181.1	The current difference from baseline for MJSHS Math is +8.8, with student groups at the following differences: African American: +5.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: -205.1 Hispanic: -166.8 Socioeconomically Disadvantaged: -184.9 Students with Disabilities: -259.9	groups at the following: African American: -175.4 English Learners: -159.5 Hispanic: -152 Socioeconomically Disadvantaged: -160.3 Students with Disabilities: -188.8	groups at the following: African American: -190.7 English Learners: -198.1 Hispanic: -174.9 Socioeconomically Disadvantaged: -180.7 Students with Disabilities: -196.5	English Learners: -190.1 Hispanic: -151.8 Socioeconomically Disadvantaged: -169.9 Students with Disabilities: -244.9	English Learners: +7 Hispanic: -8.1 Socioeconomically Disadvantaged: +4.2 Students with Disabilities: +63.4
3.11	Robert P. Ulrich Elementary School Distance from Standard on the Math CAASPP Source: CA School Dashboard Priority 4	On the 2023 California School Dashboard, the Robert P. Ulrich Elementary School had a Math Distance from Standard of -107.5.	According to the most recent Mathematics Indicator on the CA School Dashboard (2024), RPU has a Distance from Standard of -100.9	According to the most recent Mathematics Indicator on the CA School Dashboard (2025), RPU did not have a listed Distance From Standard.	The Robert P. Ulrich Elementary School will have a Math Distance from Standard of -92.5	Robert P. Ulrich Elementary School did not have a listed Distance from Standard on the 2025 CA School Dashboard. The most recent data from 2024 had the following difference from baseline: +6.6
3.12	California City Middle School Distance from Standard on the Math CAASPP Source: CA School Dashboard Priority 4	On the 2024 California School Dashboard, California City Middle School had a Math Distance from standard of -186.4 with student groups at the following:	N/A	On the 2025 California School Dashboard, California City Middle School had a Math Distance from standard of -164.8 with student	California City Middle School will have a Mathematics Distance from Standard of -171.4 with student groups at the following:	The current difference from baseline for CCMS ELA is +21.6 , with student groups at the following differences:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: -196.1 English Learners: -197.7 Hispanic: -182.3 Long Term English Learners: -215.5 Two or More Races: -206.5 Socioeconomically Disadvantaged: -191.2 Students with Disabilities: -240.8 White: -169.9		groups at the following: African American: -166.1 English Learners: -182.9 Hispanic: -166.3 Long Term English Learners: -206.4 Two or More Races: -186.8 Socioeconomically Disadvantaged: -165.7 Students with Disabilities: -219.1 White: -145.7	African American: -181.1 English Learners: -182.7 Hispanic: -167.3 Long Term English Learners: -200.5 Two or More Races: -191.5 Socioeconomically Disadvantaged: -176.2 Students with Disabilities: -225.8 White: -154.9	African American: +30 English Learners: +14.8 Hispanic: +16 Long Term English Learners: +9.1 Two or More Races: +19.7 Socioeconomically Disadvantaged: +25.5 Students with Disabilities: +21.7 White: +24.2
3.13	Mojave Elementary School Suspension Rate % Source: CA School Dashboard Priority 6	On the 2023 California School Dashboard, Mojave Elementary School had a suspension rate of 10.7%, with the following student group rates: African American: 20.3% English Learners: 6.1% Socioeconomically Disadvantaged: 10.9% Students with Disabilities: 14.1% White: 12.5% Hispanic: 5.7%	Based on the most recent Suspension Indicator on the CA School Dashboard (2024), MES has a suspension rate of 11.8%, with student groups at the following rates: African American: 19.7% English Learners: 8.4% Socioeconomically Disadvantaged: 12.1%	Based on the most recent Suspension Indicator on the CA School Dashboard (2025), MES has a suspension rate of 10%, with student groups at the following rates: African American: 17.6% English Learners: 3% Socioeconomically Disadvantaged: 10.7%	The Mojave Elementary School Suspension rate will be 4.7% or lower, with the following student group rates: African American: 14.3% English Learners: 1.5% or lower Socioeconomically Disadvantaged: 4.9% Students with Disabilities: 8.1% White: 6.5%	Current difference from Baseline for the MES suspension rate is -0.7%, with student groups at the following differences: African American: -2.7% English Learners: -3.1% Socioeconomically Disadvantaged: -0.2% Students with Disabilities: -7.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 15.4% White: 14.3% Hispanic: 7.9%	Students with Disabilities: 6.8% White: 5.7% Hispanic: 6.3%	Hispanic: 1.5% or lower	White: -6.8% Hispanic: +0.6%
3.14	Mojave Jr./Sr. High School Suspension Rate % Source: CA School Dashboard Priority 6	On the 2023 California School Dashboard, Mojave Jr./Sr. High School had a suspension rate of 24.8%, with the following student group rates: African American: 34.5% English Learners: 20.6% Hispanic: 21.1% Socioeconomically Disadvantaged: 24.8% Students with Disabilities: 26.7% White: 22.9%	Based on the most recent Suspension Indicator on the CA School Dashboard (2024), MJSHS has a suspension rate of 17.8%, with student groups at the following rates: African American: 27.5 % English Learners: 14.6% Hispanic: 13.1% Socioeconomically Disadvantaged: 17.7% Students with Disabilities: 27.8% White: 16.7%	Based on the most recent Suspension Indicator on the CA School Dashboard (2025), MJSHS has a suspension rate of 24.9%, with student groups at the following rates: African American: 39.1% English Learners: 17.9% Hispanic: 18.8% Socioeconomically Disadvantaged: 26.8% Students with Disabilities: 29.4% White: 33.3%	The Mojave Jr./Sr. High School Suspension rate will be 18.8% with the following student group rates: African American: 28.5% English Learners: 14.6% Hispanic: 15.1% Socioeconomically Disadvantaged: 18.8% Students with Disabilities: 20.7% White: 16.9%	Current difference from Baseline for the MJSHS suspension rate is +.01%, with student groups at the following differences: African American: +4.6% English Learners: -2.7% Hispanic: -2.3% Socioeconomically Disadvantaged: +2% Students with Disabilities: +2.7% White: +10.4%
3.15	Robert P. Ulrich Elementary Suspension Rate % Source: CA School Dashboard Priority 6	On the 2023 California School Dashboard, Robert P. Ulrich Elementary School had a suspension rate of 2.8%, with the following student group rates:	Based on the most recent Suspension Indicator on the CA School Dashboard (2024), RPU has a suspension rate of 3.8%, with student	Based on the most recent Suspension Indicator on the CA School Dashboard (2025), RPU has a suspension rate of 3.4%, with student	The Robert P. Ulrich Elementary School suspension rate with the following student group rates:	Current difference from Baseline for the RPU Suspension rate is +0.6%, with student groups at the following differences:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 3.2% Hispanic: 1.7% Socioeconomically Disadvantaged: 3.1% Students with Disabilities: 2.4% Two or More Races: 7.5% White: 3.7%	groups at the following rates: African American: 8.2% Hispanic: 0.3% Socioeconomically Disadvantaged: 4% Students with Disabilities: 7.1% Two or More Races: 8.8% White: 6.3%	groups at the following rates: African American: 6.6% Hispanic: 1.3% Socioeconomically Disadvantaged: 3.7% Students with Disabilities: 4% Two or More Races: 6.3% White: 4.9%	Two or More Races: 1.5% or lower Socioeconomically Disadvantaged: 1.5% or lower African American: 1.5% or lower Hispanic: 1.5% or lower Students with Disabilities: 1.5% or lower White: 1.5% or lower	African American: +3.4% Hispanic: -0.4% Socioeconomically Disadvantaged: +0.6% Students with Disabilities: +1.6% Two or More Races: -1.2% White: +1.2%
3.16	California City Middle School Suspension Rate % Source: CA School Dashboard Priority 6	On the 2024 California School Dashboard, California City Middle School had a suspension rate of 32.3%, with the following student group rates: African American: 46.9% English Learners: 21.6% Hispanic: 26.6% Long Term English Learners: 20.5% Two or More Races: 25%	N/A	On the 2025 California School Dashboard, California City Middle School had a suspension rate of 11.4%, with the following student group rates: African American: 16.5% English Learners: 11.6% Hispanic: 10% Long Term English Learners: 9.3% Two or More Races: 5.7%	The California City Middle School Suspension rate will be 26.3%, with the following student group rates: African American: 40.9% English Learners: 15.6% Hispanic: 20.6% Long Term English Learners: 14.5% Two or More Races: 19%	The current difference from baseline for the CCMS Suspension rate is -20.9%, with student groups at the following differences: African American: -30.4% English Learners: -10% Hispanic: -16.6% Long Term English Learners: -11.2% Two or More Races: 19.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 32.6% Students with Disabilities: 42.3% White: 19.7%		Socioeconomically Disadvantaged: 11.4% Students with Disabilities: 7.5% White: 6.7%	Socioeconomically Disadvantaged: 26.6% Students with Disabilities: 36.3% White: 13.7%	Socioeconomically Disadvantaged: -21.2% Students with Disabilities: -34.8% White: -13%
3.17	California City High School % of students chronically absent Source: Kern Integrated Data System Priority 5	According to local data on the Kern Integrated Data System (KIDS) platform, CCHS had a chronic absenteeism rate of 52% during the 2025-2026 school year, with the following student group rates: African American: 59% Hispanic: 49% Two or More Races: 46% White: 53% English Learners: 53% Foster Youth: 54% Homeless Students: 50.0% Long Term English Learners: 54.24% Socioeconomically Disadvantaged: 55.72% Students with Disabilities: 64.15%	N/A	N/A	California City High School will have a chronic absenteeism rate of 42%, with the following student group rates: African American: 49% Hispanic: 39% Two or More Races: 36% White: 43% English Learners: 43% Foster Youth: 44% Homeless Students: 40.0% Long Term English Learners: 44.24% Socioeconomically Disadvantaged: 45.72% Students with Disabilities: 54.15%	This metric is being added for the first time for year 3 of the plan. Therefore, there is no difference form the baseline established yet.
3.18	California City High School Distance from	On the 2025 CA School Dashboard, California City High School had an	N/A	N/A	California City High School will have an ELA	This metric is being added for the first time for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standard on the ELA CAASPP Source: CA School Dashboard Priority 4	ELA Distance from Standard of -48.3, with student groups at the following rates: Socioeconomically Disadvantaged: -52.5 African American: -109.4			Distance from Standard of -43.3, with student groups at the following rates: Socioeconomically Disadvantaged: -47.5 African American: -104.4	year 3 of the plan. Therefore, there is no difference form the baseline established yet.
3.19	California City High School Distance from Standard on the Math CAASPP Source: CA School Dashboard Priority 4	On the 2025 CA School Dashboard, California City High School had a Math Distance from Standard of -163.5, with student groups at the following rates: Socioeconomically Disadvantaged: -170.6 African American: -215.8 Hispanic: -154.5	N/A	N/A	California City High School will have a Math Distance from Standard of -158.5, with student groups at the following rates: Socioeconomically Disadvantaged: -165.6 African American: -210.8 Hispanic: -149.5	This metric is being added for the first time for year 3 of the plan. Therefore, there is no difference form the baseline established yet.
3.20	California City High School Suspension Rate % Source: CA School Dashboard Priority 6	On the 2025 California School Dashboard, California City High School had a suspension rate of 20.6%, with the following student group rates: English Learners: 19.5%	N/A	N/A	California City High School will have a suspension rate of 18.6%, with the following student group rates: English Learners: 17.5%	This metric is being added for the first time for year 3 of the plan. Therefore, there is no difference form the baseline established yet.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long-Term English Learners: 19.6% Homeless Youth: 22.5% Socioeconomically Disadvantaged: 31% African American: 34.5% Hispanic: 16.2% White: 9.2% Two or More Races: 18%			Long-Term English Learners: 17.6% Homeless Youth: 20.5% Socioeconomically Disadvantaged: 29% African American: 32.5% Hispanic: 14.2%	

Goal Analysis [2025-26]

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.

Mojave Elementary School has started to revamp student libraries through the addition of high-interest, culturally relevant texts, as well as improved spaces. Other elements of this goal have been planned, but were not yet implemented as other funding sources also funded the expansion of technology and experiential learning.

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 was a material difference, as actual expenditures were less than planned. This material difference was due to the availability of other funds that overlapped in this area. Further implementation is planned for the 2026-27 school year.

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

The planned actions described in 3.1 are not yet effective, as they have not been fully implemented, and have not yet influenced the identified CA School Dashboard metrics listed above. However, state data has demonstrated some promising trends that could, in part, be linked to improved libraries:

Mojave Elementary School improved on their English Language Arts Distance from Standard by 10.5 points, and demonstrated progress for Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic Students, and African American Students.

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.

Due to the fact that the California Department of Education has added California City High School to our school sites eligible for the Equity Multiplier funding, it has been added to this goal. Based on stakeholder input, we also clarified the technology-related language, and added the following elements to action 3.1:

d. Increased administrative support with a focus on systems improvement and behavioral intervention
e. Improving and modernizing science labs with state-of-the-art equipment.

Additional planned expenditures were included as another school qualified for equity multiplier funds.

The following metrics were added for Goal 3, as California City High School qualified for Equity Multiplier Funds:
Metric 3.17, California City High School % of students chronically absent (Source: Kern Integrated Data System, Priority 5)
Metric 3.18, California City High School Distance from Standard on the ELA CAASPP (Source: CA School Dashboard, Priority 4)
Metric 3.19, California City High School Distance from Standard on the Math CAASPP (Source: CA School Dashboard, Priority 4)
Metric 3.20, California City High School Suspension Rate % (Source: CA School Dashboard, Priority 6)

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	Improved Outcomes	1. California City Middle School, California City High School, Mojave Elementary School, Robert P. Ulrich Elementary School, and Mojave Jr./Sr. High School will implement the following evidence-based services and supports to improve student attendance, decrease suspension rates, and improve performance on the ELA & Math CAASPP: a. Revamping student libraries, as needed, to support student learning and literacy through the addition of high-interest, culturally relevant texts, research technology, and improved learning spaces. b. Expanding access to technology, as needed, to connect students with targeted instructional experiences and support: teacher devices, student devices, carts, interactive displays, other classroom technology components/infrastructure and related installation. c. Added experiential learning opportunities, including field trips, to expand depth of knowledge and the relevance of learning topics.	$2,994,280.00	No

Action #	Title	Description	Total Funds	Contributing
		d. Increased administrative support with a focus on systems improvement and behavioral intervention e. Improving and modernizing science labs with state-of-the-art equipment. f. Increased clerical support with a focus on improving bilingual communication with families, supporting improved attendance and college/career outcomes. Each school site named above will expend their share of the equity multiplier funds on the items specified above, based on need.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$10587794	$1291094

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
35.042%	0.000%	$0.00	35.042%

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
1.3	**Action:** Improved Literacy--Additional Supports **Need:** The following identified needs reveal a need to increase and improve actions dedicated to improving literacy outcomes for our unduplicated student groups:	Given the identified needs discussed above, increased efforts are needed in order to improve the literacy of our unduplicated students. Offering increased instructional time in a setting with smaller groups is a reasonable way to create the conditions needed to foster these improvements. Given the nature of the planned actions, it is not feasible to have increased instructional minutes or reduced class sizes for just unduplicated students;	English Learner ELPAC scores, as well as CAASPP ELA.

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
	English Learners: Yellow on the English Learner Progress Indicator; Red on the ELA Indicator. Foster Youth: Orange on the ELA Indicator. Socioeconomically Disadvantaged: Red on the ELA Indicator. A major theme that arose during our community input meetings and data walks was that there is a critical need for us to increase and improve our literacy supports for our English Learners, Foster Youth, and Socioeconomically disadvantaged students. **Scope:** Schoolwide	therefore, these will have to be planned on a schoolwide basis.	
1.4	**Action:** Improved Professional Learning Communities **Need:** English Learners: Orange on Graduation Rate Indicator; Medium on the College/Career Readiness Indicator; Yellow on the English Learner Progress Indicator; Red on the ELA and Math Indicators. Foster Youth: Orange on the ELA and Math Indicators. Socioeconomically Disadvantaged: Orange on the Graduation Rate Indicator; Medium on the College/Career Readiness Indicator; Red on the ELA and Math Indicators.	Improving professional learning communities to include a nested data system will allow for the disaggregated review of unduplicated student data at all levels of the district, allowing for the monitoring of the closure of achievement gaps, and targeted instructional experiences. Given the nature of disaggregating student data by student group, and the need to use comparison data with other student groups, justifies the use of this action on an LEA-Wide basis.	The following metrics will be disaggregated by student group, to include our Socioeconomically Disadvantaged students, Foster Youth and English Learners: College/Career Readiness Indicators; ELA and Math Indicators; English Learner Progress Indicator; Graduation Rate Indicator

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
	Staff members will participate in weekly collaboration in the PLC Setting, in order to disaggregate data by student group (including Foster Youth, English Learner and Socioeconomically Disadvantaged students) and closely monitor academic, attendance and behavioral progress. Staff and administrator input has emphasized the need for planning, time for professional learning communities, and the use of disaggregated data systems to monitor and improve unduplicated student outcomes. **Scope:** LEA-wide		
1.7	**Action:** Improved Instruction--Additional Supports **Need:** English Learners: Orange on Graduation Rate Indicator; Medium on the College/Career Readiness Indicator; Yellow on the English Learner Progress Indicator; Red on the ELA and Math Indicators. Foster Youth: Orange on the ELA and Math Indicators. Socioeconomically Disadvantaged: Orange on the Graduation Rate Indicator; Medium on the College/Career Readiness Indicator; Red on the ELA and Math Indicators.	The described actions are designed to increase the quality of instruction received by our English Learners, Foster Youth, and Socioeconomically Disadvantaged students by connecting them with more small group targeted support as supported by more highly trained staff. These improvements to the instructional environment, while designed with the unduplicated students in mind, will secondarily benefit other students on an LEA-wide basis.	The following metrics will be disaggregated by student group, to include our Foster Youth, English Learners and Socioeconomically Disadvantaged pupils: Graduation Rate Indicator; College/Career Readiness Indicators; ELA and Math Indicators; English Learner Progress Indicator; Graduation Rate Indicator

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
	Parent and Teacher input through surveys and LCAP input meetings has prioritized supporting small group instruction and the reduction of class sizes when possible, allowing teachers to meet the literacy needs of our unduplicated students through targeted supports. **Scope:** LEA-wide		
1.12	**Action:** Targeted Learning Opportunities **Need:** Socioeconomically Disadvantaged: Orange on the Graduation Rate Indicator; Medium on the College/Career Readiness Indicator; Red on the ELA and Math Indicators. Student and parent input has emphasized a demand for dual enrollment offerings to improve the data points discussed above, especially for our socioeconomically disadvantaged students and first generation college students . **Scope:** LEA-wide	Many of our socioeconomically disadvantaged (SED) students (especially in our remote area) will be first generation college students, and have not been exposed to the career paths that are open to them. Expanding the offering of high level, college/career prep courses will assist or SED students in developing their interests and engaging in the possibility of college/careers. Expanding these course offerings will allow all student groups to participate as there will be open seats, categorizing this action as LEA-wide.	Disaggregated by Socioeconomically Disadvantaged: Graduation Rate Indicator; College/Career Readiness Indicator; ELA & Math Indicators
1.20	**Action:** Credit Monitoring & Secondary Support-Additional Supports **Need:**	Providing increased counseling and guidance for academic and social-emotional progress is likely to improve outcomes for our unduplicated students. The capacity of these added positions will allow for	Disaggregated by socioeconomically disadvantaged students: graduation rate indicator, college/career readiness

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
	Socioeconomically Disadvantaged: Orange on the Graduation Rate Indicator; Medium on the College/Career Readiness Indicator; Red on the ELA and Math Indicators. Our MUSD parents have expressed that they value increased opportunities for input, and have identified the need for us to increase our graduation and College/career outcomes for our socioeconomically disadvantaged student group. **Scope:** Schoolwide	other student groups to be served as well on a school-wide basis.	indicator, ELA and Math Indicators.
1.21	**Action:** Grade Recovery **Need:** Socioeconomically Disadvantaged: Orange on the Graduation Rate Indicator; Medium on the College/Career Readiness Indicator; Red on the ELA and Math Indicators. Over the course of multiple years, a theme of input provided among multiple educational partner groups has established a demand for improved grade recovery opportunities and instructional support for our socioeconomically disadvantaged students **Scope:** Schoolwide	Based on the identified needs above and educational partner feedback, our Socioeconomically Disadvantaged students would benefit from opportunities to get assistance with coursework and recover grades in order to stay on the path of college/career readiness. Given the small enrollment size of our secondary schools, the services described could be made available to students on a school-wide basis.	Disaggregated by socioeconomic status: Graduation Rate Indicator; College/Career Readiness Indicator; ELA & Math Indicators.

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
1.25	**Action:** College/Career Readiness-Additional Supports **Need:** Socioeconomically Disadvantaged: Medium on the College/Career Readiness Indicator. Student and parent input has revealed a demand for CTE pathways to improve career readiness and student engagement. **Scope:** Schoolwide	Integrating a CTE pathway is another option for our SED students to become college/career ready according to the CA School Dashboard. Given the small size of our schools, seats will be available for non-SED students to also enroll in these courses; thus, they will be on a "Schoolwide" basis.	Disaggregated by economic status: College/Career Readiness Indicator
1.27	**Action:** Teacher Recruitment-Additional Supports **Need:** Socioeconomically Disadvantaged: Orange on the Graduation Rate Indicator; Medium on the College/Career Readiness Indicator; Red on the ELA and Math Indicators. Staff input has emphasized the need to incentivize employees to recruit teachers that are more highly qualified to meet the needs above. **Scope:** LEA-wide	Increasing our ability to recruit stable staffing for our socioeconomically disadvantaged students will increase our ability to provide high quality first time instruction. Adding teachers through the credential support program will, by nature, also add seats in classes for non-SED students, and are therefore offered on an LEA-Wide basis.	Disaggregated by economic status: Graduation Rate Indicator, College/Career Readiness Indicator; ELA & Math Indicators.
1.29	**Action:** Capacity Building-Additional Supports **Need:**	Mentorship is an evidence-based approach for the support of new teachers, especially those in high-demand environments. Providing mentor teachers that are familiar with our local context and needs,	Disaggregated by economic status: Graduation Rate Indicator, College/Career Readiness

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
	Socioeconomically Disadvantaged: Orange on the Graduation Rate Indicator; Medium on the College/Career Readiness Indicator; Red on the ELA and Math Indicators. Staff input has revealed a need for mentorship opportunities for our new teachers to better meet the needs of our socioeconomically disadvantaged students. **Scope:** LEA-wide	provides an opportunity to increase outcomes for our socioeconomically disadvantaged students. Since our teachers serve SED and non-SED students, these will be offered on an LEA-Wide basis.	Indicator, ELA & Math Indicators.
1.31	**Action:** Instructional and supplemental materials in ELA/ELD & Math **Need:** Socioeconomically Disadvantaged: Orange on the Graduation Rate Indicator; Medium on the College/Career Readiness Indicator; Red on the ELA and Math Indicators. Staff and administrators have expressed that they value ongoing professional development opportunities and time to plan rigorous, differentiated instruction for our low income student population. **Scope:** LEA-wide	Increasing the capacity of teachers and the access to digitized resources will help add stability of instructional quality for our socioeconomically disadvantaged students who, research has demonstrated, benefit from consistency. As it is not feasible to restrict the professional development and digital resources to only teachers that teach SED students (since all teachers teach a combination of student groups), these services will be carried out on an LEA-wide basis.	Disaggregated by economic status: Graduation rate indicator; college/career readiness indicator; ELA & Math Indicator.
1.33	**Action:** District Technology-Additional Supports	Expanding technological resources for SED students will allow them to access educational opportunities that they may not otherwise have	Disaggregated by economic status: Graduation Rate Indicator;

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
	Need: Socioeconomically Disadvantaged: Orange on the Graduation Rate Indicator; Medium on the College/Career Readiness Indicator; Red on the ELA and Math Indicators. In recent years, community survey data has emphasized the need to support the access to instructional technology for our low income students. **Scope:** LEA-wide	access to. As other students will secondarily benefit from the technological expansion, this action will be included on an LEA-wide basis.	College/Career Readiness Indicator; ELA & Math Indicator.
1.34	**Action:** Curriculum Integration **Need:** English Learners: Orange on Graduation Rate Indicator; Medium on the College/Career Readiness Indicator; Yellow on the English Learner Progress Indicator; Red on the ELA and Math Indicators. Foster Youth: Orange on the ELA and Math Indicators. Socioeconomically Disadvantaged: Orange on the Graduation Rate Indicator; Medium on the College/Career Readiness Indicator; Red on the ELA and Math Indicators. Teachers, administrators, and community members have advocated for the execution of systems work that will result in identifying and meeting the needs of our unduplicated pupils.	Funding department secretaries and SST teams will allow for the increased support needed to build the capacity of our teachers to meet the needs of our unduplicated students. As all of our teachers serve a combination of student groups, it is feasible to offer these services on an LEA-Wide level.	Disaggregated by English Learners, Foster youth, and low income students: Graduation Rate Indicator; College/Career Readiness Indicator; English Learner Progress Indicator; ELA & Math Indicators.

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		
2.4	**Action:** Increased Parent Participation--Additional Supports **Need:** Attendance rates: EL: 88.11%, Foster: 85.25%, Socioeconomically Disadvantaged: 87.07% CA School Dashboard Chronic Absenteeism Indicator: EL: 50.52%, Foster: 42.39%, Socioeconomically Disadvantaged: 53.22% CA School Dashboard Suspension Rate Indicator: EL: 12.1%, Foster: 27.1%, Socioeconomically Disadvantaged: 17.1% Our MUSD parents and staff value prioritization of improving the district's ability to improve family engagement. **Scope:** LEA-wide	Increased staffing will improve the district's ability to improve family engagement for our unduplicated pupils. Given the small % of pupils that are not unduplicated, it is feasible to include this as an LEA-wide action.	Disaggregated by English Learners, Foster Youth, and socioeconomically disadvantaged: Attendance rates, Chronic Absenteeism Indicator, Suspension Rate Indicator.
2.8	**Action:** PBIS Implementation and Restorative Practices-Additional Supports **Need:**	The diversity in backgrounds of unduplicated students in the district requires a system of behavior expectations that are common at all campuses. Additional staff will be employed to assist with the implementation of school-wide	Disaggregated by English Learners, Foster Youth and Socioeconomically Disadvantaged students: Attendance rates, Chronic

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
	Attendance rates: EL: 88.11%, Foster: 85.25%, Socioeconomically Disadvantaged: 87.07% CA School Dashboard Chronic Absenteeism Indicator: EL: 50.52%, Foster: 42.39%, Socioeconomically Disadvantaged: 53.22% CA School Dashboard Suspension Rate Indicator: EL: 12.1%, Foster: 27.1%, Socioeconomically Disadvantaged: 17.1% Multiple educational partner groups have emphasized this area as an urgent need. **Scope:** LEA-wide	behavior expectations at times and in locations identified as lacking in oversight and supervision– this will include additional paraprofessionals, campus safety staff and other intervention positions. Given that these additional staff members will interact with non-unduplicated students due to the nature of the school setting, these services will be included on an LEA-Wide basis.	Absenteeism Indicator, Suspension Rate Indicator.
2.10	**Action:** Increased Sense of School Safety-Additional Supports **Need:** Attendance rates: EL: 88.11%, Foster: 85.25%, Socioeconomically Disadvantaged: 87.07% CA School Dashboard Chronic Absenteeism Indicator: EL: 50.52%, Foster: 42.39%, Socioeconomically Disadvantaged: 53.22% CA School Dashboard Suspension Rate Indicator:	Additional staffing will increase the district's capacity to prioritize safety-related measures and ensure they are being monitored regularly. Given that these additional staff members will interact with non-unduplicated students due to the nature of the school setting, these services will be included on an LEA-Wide basis.	Disaggregated by economic status, English Learners and Foster Youth: Attendance rates, Chronic Absenteeism Indicator, Suspension Rate indicator, results from the California Health Kids Survey

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
	EL: 12.1%, Foster: 27.1%, Socioeconomically Disadvantaged: 17.1% Input from the California Healthy Kids Survey has identified this as an urgent need as well. **Scope:** LEA-wide		
2.12	**Action:** Cultural Awareness-Additional Supports **Need:** Attendance rates: Socioeconomically Disadvantaged: 87.07% CA School Dashboard Chronic Absenteeism Indicator: Socioeconomically Disadvantaged: 53.22% CA School Dashboard Suspension Rate Indicator: Socioeconomically Disadvantaged: 17.1% Parent and community input has revealed that cultural awareness is an area of priority. **Scope:** Schoolwide	Increased staffing to focus on cultural awareness and expand the sense of connectedness will emphasize the district's priority to ensure that all students are ok. It is not feasible that the person fulfilling this job description would be able to reasonably identify only low income students to work with; therefore, it is considered an LEA-Wide service.	Disaggregated by economic status: Attendance Rates, Chronic Absenteeism Indicator, Suspension Rate Indicator.
2.14	**Action:** Sports and Recreation-Additional Supports **Need:**	The metrics discussed above indicate an increased need to engage our low income students--adding these additional sports and recreation opportunities will give students more opportunities to become positively affiliated with	Disaggregated by economic status: Attendance rates, chronic absenteeism indicator, suspension rate indicator.

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
	Attendance rates: Socioeconomically Disadvantaged: 87.07% CA School Dashboard Chronic Absenteeism Indicator: Socioeconomically Disadvantaged: 53.22% CA School Dashboard Suspension Rate Indicator: Socioeconomically Disadvantaged: 17.1% Parent and student input has identified after school engagement as a critical area of need for our low income students. **Scope:** Schoolwide	the school community. These activities will have space available for non low-income students as well, and are therefore offered on a schoolwide level.	
2.16	**Action:** Increased Student Engagement-Additional Support **Need:** Attendance rates: Socioeconomically Disadvantaged: 87.07% CA School Dashboard Chronic Absenteeism Indicator: Socioeconomically Disadvantaged: 53.22% CA School Dashboard Suspension Rate Indicator: Socioeconomically Disadvantaged: 17.1% Parent and student input prioritizes increased engagement opportunities.	Our remote area and high level of poverty inhibits the opportunities that our families are able to access. Increasing the level of course offerings and enrichment opportunities for our low income students will ensure that we foster the development of their interests and awareness of their potential. Space will be available to allow for other student groups to also participate in these opportunities, and are therefore offered on the LEA-wide level.	Disaggregated by socioeconomically disadvantaged: Attendance Rates, Chronic Absenteeism Indicator, Suspension Rate Indicator.

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		
2.20	**Action:** Increased Attendance-Additional Supports **Need:** Attendance rates: EL: Socioeconomically Disadvantaged: 87.07% CA School Dashboard Chronic Absenteeism Indicator: Socioeconomically Disadvantaged: 53.22% Ongoing feedback from our teachers and community has revealed a need for Saturday learning opportunities to meet the needs of our low income students. **Scope:** LEA-wide	In our large geographical area, our low-income students largely depend upon home-to-school transportation to attend school on a regular basis. Saturday school is offered to allow for access to missed instruction; to recover attendance credit; and to qualify for attendance incentives such as "perfect attendance". This action will be supported through the funding of Summer School Transportation, Additional Home-to-School Transportation costs, and Saturday School Staff. Given the fact that there will be space available for other students, these services will be offered on an LEA-wide basis.	Disaggregated by socioeconomically disadvantaged: School Attendance Rates; Chronic Absenteeism Indicator.
2.22	**Action:** Facilities and Improved School Safety-Additional Supports **Need:** Attendance rates: Foster: 85.25%, Socioeconomically Disadvantaged: 87.07% CA School Dashboard Chronic Absenteeism Indicator: Foster: 42.39%, Socioeconomically Disadvantaged: 53.22%	Clean, safe, and secure facilities are important for the stability and social-emotional well-being of all students. However, low income and foster students are particularly sensitive to, and likely to have a negative reaction to, an environment that is in a state of disrepair. Stakeholders pointed out the need to employ additional staff to ensure facilities are cleaned and sanitized more often in order to reduce the incidents of illness for low income and foster students, in particular, who lack transportation and access to distant health care options and who miss more school as a result.	Disaggregated by socioeconomic disadvantaged and Foster Youth: Attendance Rates; Suspension Indicator; Chronic Absenteeism Indicator

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
	CA School Dashboard Suspension Rate Indicator: Foster: 27.1%, Socioeconomically Disadvantaged: 17.1% Stakeholders pointed out the need to employ additional staff to ensure facilities are cleaned and sanitized more often in order to reduce the incidents of illness for low income and foster students, in particular, who lack transportation and access to distant health care options and who miss more school as a result. They also noted that traumatic visual stimuli often produced negative behaviors in low income and foster students. To reduce the likelihood of responsive behavior incidents, stakeholders recommended that damage be repaired quickly and graffiti be removed promptly. **Scope:** LEA-wide	They also noted that traumatic visual stimuli often produced negative behaviors in low income and foster students. To reduce the likelihood of responsive behavior incidents, stakeholders recommended that damage be repaired quickly and grafiti be removed promptly. This action will be supported through the funding of additional custodial staff, maintenance staff, and security monitoring and patrolling to ensure that low income and foster students are not further traumatized by arriving at schools that have been broken into and vandalized overnight. It is not possible to only offer these services to a specific student group, therefore, they will be included on an LEA-Wide level.	
2.25	**Action:** Educational Partnerships **Need:** Attendance rates: EL: 88.11%, Foster: 85.25%, Socioeconomically Disadvantaged: 87.07% CA School Dashboard Chronic Absenteeism Indicator: EL: 50.52%, Foster: 42.39%, Socioeconomically Disadvantaged: 53.22%	Adding a director will enable the district to solicit critical student group feedback, and also expand student opportunities to industries in our surrounding area. These services will have space for all student groups, and therefore are offered on an LEA-Wide level.	Disaggregated by English Learners, Foster Youth and Socioeconomically Disadvantaged: Attendance Rates, Chronic Absenteeism Indicator, Suspension Rate Indicator

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
	CA School Dashboard Suspension Rate Indicator: EL: 12.1%, Foster: 27.1%, Socioeconomically Disadvantaged: 17.1% Our community has expressed that they value the district's efforts to increase community outreach opportunities. **Scope:** LEA-wide		

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
1.13	**Action:** EL Progress & Reclassification **Need:** English Learners: Yellow on the English Learner Progress Indicator; Red on the ELA and Math Indicators. Our administrator input has emphasized the need for ongoing professional development and data monitoring for our English Learners. **Scope:**	The state of California has issued the English Learner roadmap as a guide of best practices for supporting the learning and reclassification of our English Learners. Integrating these strategies into consistent professional development, utilizing the ELLevation platform for monitoring/supporting students, and engaging parents through the PIQE process offers an evidence based approach at improving outcomes for our English Learners.	English Learner Progress Indicator; ELA & Math Indicators disaggregated by English Learners.

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)		
1.17	**Action:** ELD Instruction **Need:** English Learners: Yellow on the English Learner Progress Indicator; Red on the ELA and Math Indicators. Leveraging additional staff to improve our English Learner outcomes is highly valued by our English Learner families. **Scope:** Limited to Unduplicated Student Group(s)	The consistent implementation of integrated and designated high leverage strategies are state-recommended approaches for English Learner support. Funding additional, well-trained, English Learner paraprofessionals will increase our ability to meet the needs of our English Learners.	English Learner Progress Indicator; ELA & Math indicators disaggregated by English Learners.

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.

N/A

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.

The following sites have an enrollment of unduplicated student groups greater than 55%: Mojave Elementary School, Mojave Jr./Sr. High School, Robert P. Ulrich Elementary School, Hacienda Elementary School, California City Middle School, and California City High School. When considering the use of additional concentration grant add-on funding to support our low-income students, English Learners, and Foster Youth, there are several areas of need that have been identified throughout recent educational partner engagement, data analysis, and the LCAP development. These needs have been magnified by the impacts of he COVID-19 pandemic on public education in California, and have been, or will be, addressed in the following ways:

--Where possible, we have expanded our staff to increase student support, high quality first instruction and small group instruction. This includes 6 FTE teachers to include combo classes, beyond base to reduce class sizes at the kindergarten-3rd grade level (goal 1, action 3), 25 instructional aides (Goal 1 action 7), 6 English Learner Instructional Aides (Goal 1, action 17) and a Director position (Goal 1, Action 34). In order to increase the monitoring and academic (as well as Social Emotional) support of our unduplicated student progress toward graduation and college/career readiness, 2 FTE guidance and counseling service positions have been added(Goal 1, action 20). To improve our attendance monitoring for our unduplicated pupil groups, 2 FTE clerical and office support positions have been added (Goal 1, Action 22)
--To further expand unduplicated student engagement and outcomes, 1.5 FTE have been added to support CTE and College/Career readiness (Goal 1, Action 25)
--In light of the social emotional needs of our unduplicated pupils identified in our LCAP, which have been exacerbated by the pandemic, the following additions and considerations have been made: 3 additional intervention coordinators (Goal 1, Action 8), 13 campus safety have been added (Goal 2, Action 10), additional security patrol and custodial support were added (Goal 2, Action 22), a vice principal position was added to assist with improving cultural awareness, identifying and addressing implicit biases and ensuring equity (Goal 2, Action 12), and a director of student services position was created (Goal 2, Action 25)

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	0	1:19
Staff-to-student ratio of certificated staff providing direct services to students	0	1:21

2026-27 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	30214635	10587794	35.042%	0.000%	35.042%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$41,599,079.00	$8,410,224.40	$2,549,879.00	$2,696,455.00	$55,255,637.40	$41,951,253.40	$13,304,384.00

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	Pacing, Essential Standards	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.2	Improved Literacy	All	No			All Schools	Ongoing	$2,442,716.00	$50,075.00	$2,189,064.00	$0.00	$0.00	$303,727.00	$2,492,791.00	
1	1.3	Improved Literacy--Additional Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	Ongoing	$2,326,169.00	$61,030.00	$2,312,395.00	$46,413.00	$0.00	$28,391.00	$2,387,199.00	
1	1.4	Improved Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$665,726.00	$0.00	$665,726.00	$0.00	$0.00	$0.00	$665,726.00	
1	1.5	Individual Learning Goals	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.6	Improved Instruction	All	No			All Schools	Ongoing	$7,386,516.00	$203,491.00	$6,904,352.00	$141,627.00	$0.00	$544,028.00	$7,590,007.00	
1	1.7	Improved Instruction--Additional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,134,595.00	$110,324.00	$1,843,432.00	$0.00	$0.00	$401,487.00	$2,244,919.00	
1	1.8	Improved Assessments & Monitoring	All	No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.9	Acceleration	All	No			All Schools	Ongoing	$0.00	$50,711.00	$0.00	$0.00	$0.00	$50,711.00	$50,711.00	
1	1.10	Acceleration-Additional Supports	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.11	Special Education	Students with Disabilities	No			All Schools	Ongoing	$8,699,001.00	$1,953,081.00	$10,242,904.00	$346,677.00	$0.00	$62,501.00	$10,652,082.00	
1	1.12	Targeted Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$44,535.00	$0.00	$44,535.00	$0.00	$0.00	$0.00	$44,535.00	

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	1.13	EL Progress & Reclassification	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$112,533.00	$47,283.00	$0.00	$0.00	$65,250.00	$112,533.00	
1	1.14	Long Term EL Progress	English Learners	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.15	Reclassified EL Monitoring	English Learners	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.16	Specially Designed Academic Instruction in English (SDAIE)	English Learners	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.17	ELD Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$380,641.00	$0.00	$380,641.00	$0.00	$0.00	$0.00	$380,641.00	
1	1.18	Middle School Drop Out Rate	All	No			Specific Schools: Middle Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.19	Credit Monitoring & Secondary Support	All	No			Specific Schools: Middle Schools, High Schools	Ongoing	$566,324.00	$0.00	$566,324.00	$0.00	$0.00	$0.00	$566,324.00	
1	1.20	Credit Monitoring & Secondary Support-Additional Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools, High Schools	Ongoing	$152,954.00	$0.00	$152,954.00	$0.00	$0.00	$0.00	$152,954.00	
1	1.21	Grade Recovery	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools, High Schools	Ongoing	$101,904.00	$33,500.00	$33,500.00	$0.00	$0.00	$101,904.00	$135,404.00	
1	1.22	Secondary Attendance Monitoring	All	No			Specific Schools: Middle Schools, High Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

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	1.23	Student Acclimation	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.24	College/Career Readiness	All	No			Specific Schools: High Schools	Ongoing	$12,733.64	$80,000.00	$0.00	$32,733.64	$0.00	$60,000.00	$92,733.64	
1	1.25	College/Career Readiness-Additional Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	Ongoing	$263,823.00	$0.00	$259,355.00	$0.00	$0.00	$4,468.00	$263,823.00	
1	1.26	Teacher Recruitment	All	No			All Schools	Ongoing	$0.00	$5,650.00	$5,650.00	$0.00	$0.00	$0.00	$5,650.00	
1	1.27	Teacher Recruitment-Additional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$800.00	$800.00	$0.00	$0.00	$0.00	$800.00	
1	1.28	Capacity Building	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.29	Capacity Building-Additional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$124,004.00	$0.00	$124,004.00	$0.00	$0.00	$0.00	$124,004.00	
1	1.30	CCSS Materials and Improved Implementation	All	No			All Schools	Ongoing	$1,251,746.00	$35,200.00	$1,251,746.00	$35,200.00	$0.00	$0.00	$1,286,946.00	
1	1.31	Instructional and supplemental materials in ELA/ELD & Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$41,916.00	$0.00	$41,916.00	$0.00	$0.00	$0.00	$41,916.00	
1	1.32	District Technology	All	No			All Schools	Ongoing	$703,044.00	$850,798.00	$703,044.00	$850,798.00	$0.00	$0.00	$1,553,842.00	
1	1.33	District Technology-Additional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$46,053.00	$100,000.00	$100,000.00	$0.00	$0.00	$46,053.00	$146,053.00	
1	1.34	Curriculum Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$254,210.00	$44,684.00	$254,210.00	$0.00	$0.00	$44,684.00	$298,894.00	
1	1.35	Extended Learning Opportunities and Learning Loss Mitigation	All	No			All Schools	3 Years	$671,663.00	$1,527,960.00	$0.00	$2,169,663.00	$0.00	$29,960.00	$2,199,623.00	
1	1.36	Improve Homeless Student Outcomes	Homeless Students	No			All Schools	Ongoing	$38,380.76	$87,312.00	$0.00	$123,980.76	$0.00	$1,712.00	$125,692.76	
1	1.37	Improved African American Outcomes	African American Students	No			All Schools	Ongoing	$249,475.00	$567,528.00	$249,475.00	$556,400.00	$0.00	$11,128.00	$817,003.00	

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	1.38	Increased Fidelity & Monitoring	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Parent Engagement	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.2	FPM Compliance	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	Increased Parent Participation	All	No			All Schools	Ongoing	$562,710.00	$75,000.00	$637,710.00	$0.00	$0.00	$0.00	$637,710.00	
2	2.4	Increased Parent Participation--Additional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	
2	2.5	Parent Volunteers	All	No			All Schools	Ongoing	$0.00	$2,600.00	$2,600.00	$0.00	$0.00	$0.00	$2,600.00	
2	2.6	SPED Parent Involvement	Students with Disabilities	No			All Schools	Ongoing	$0.00	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	
2	2.7	PBIS Implementation and Restorative Practices	All	No			All Schools	Ongoing	$754,084.00	$170,322.00	$0.00	$118,615.00	$0.00	$805,791.00	$924,406.00	
2	2.8	PBIS Implementation and Restorative Practices-Additional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$437,206.00	$106,257.00	$402,216.00	$0.00	$141,247.00	$0.00	$543,463.00	
2	2.9	Increased Sense of School Safety	All	No			All Schools	Ongoing	$772,833.00	$116,205.00	$253,084.00	$550,094.00	$0.00	$85,860.00	$889,038.00	
2	2.10	Increased Sense of School Safety-Additional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$847,641.00	$256,257.00	$1,103,898.00	$0.00	$0.00	$0.00	$1,103,898.00	
2	2.11	Cultural Awareness	All	No			All Schools	Ongoing	$0.00	$72,000.00	$0.00	$72,000.00	$0.00	$0.00	$72,000.00	
2	2.12	Cultural Awareness-Additional Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$169,472.00	$0.00	$169,472.00	$0.00	$0.00	$0.00	$169,472.00	
2	2.13	Sports and Recreation	All	No			All Schools	Ongoing	$0.00	$506,603.00	$0.00	$0.00	$506,603.00	$0.00	$506,603.00	
2	2.14	Sports and Recreation-Additional Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools, High Schools	Ongoing	$479,915.00	$34,350.00	$514,265.00	$0.00	$0.00	$0.00	$514,265.00	

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
2	2.15	Increased Student Engagement	All	No			All Schools	Ongoing	$720,014.00	$21,995.00	$698,141.00	$0.00	$0.00	$43,868.00	$742,009.00	
2	2.16	Increased Student Engagement-Additional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$788,508.00	$111,177.00	$894,753.00	$0.00	$0.00	$4,932.00	$899,685.00	
2	2.17	WASC	All	No			All Schools	Ongoing	$0.00	$2,540.00	$2,540.00	$0.00	$0.00	$0.00	$2,540.00	
2	2.18	Increased Supervision and Bullying Prevention	All	No			All Schools	Ongoing	$352,923.00	$0.00	$352,923.00	$0.00	$0.00	$0.00	$352,923.00	
2	2.19	Increased Attendance	All	No			All Schools	Ongoing	$2,937,310.00	$795,631.00	$3,732,941.00	$0.00	$0.00	$0.00	$3,732,941.00	
2	2.20	Increased Attendance-Additional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$418,207.00	$418,207.00	$0.00	$0.00	$0.00	$418,207.00	
2	2.21	Facilities and Improved School Safety	All	No			All Schools	Ongoing	$2,721,045.00	$1,538,901.00	$2,121,174.00	$236,743.00	$1,902,029.00	$0.00	$4,259,946.00	
2	2.22	Facilities and Improved School Safety-Additional Supports	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$1,043,850.00	$510,958.00	$1,554,808.00	$0.00	$0.00	$0.00	$1,554,808.00	
2	2.23	Trauma-Informed Practices	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.24	Needs Identification	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.25	Educational Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$342,037.00	$0.00	$342,037.00	$0.00	$0.00	$0.00	$342,037.00	
2	2.26	#18: Extended Learning Opportunities and Learning Loss Mitigation	All	No			All Schools	3 Years	$0.00	$125,000.00	$0.00	$125,000.00	$0.00	$0.00	$125,000.00	
2	2.27	Increased Fidelity & Monitoring	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Improved Outcomes	All	No			Specific Schools: Mojave Elementary School, Mojave Jr./Sr. High School, Robert P. Ulrich Elementary School, California City Middle	Ongoing	$463,576.00	$2,530,704.00	$0.00	$2,994,280.00	$0.00	$0.00	$2,994,280.00	

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, California City High School									

2026-27 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
30214635	10587794	35.042%	0.000%	35.042%	$11,685,407.00	0.000%	38.675 %	**Total:**	$11,685,407.00
								LEA-wide Total:	$7,815,542.00
								Limited Total:	$427,924.00
								Schoolwide Total:	$3,441,941.00

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	**1.3**	Improved Literacy--Additional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$2,312,395.00	
1	**1.4**	Improved Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$665,726.00	
1	**1.7**	Improved Instruction--Additional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,843,432.00	
1	**1.12**	Targeted Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,535.00	
1	**1.13**	EL Progress & Reclassification	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$47,283.00	
1	**1.17**	ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$380,641.00	

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	1.20	Credit Monitoring & Secondary Support-Additional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools, High Schools	$152,954.00	
1	1.21	Grade Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools, High Schools	$33,500.00	
1	1.25	College/Career Readiness-Additional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$259,355.00	
1	1.27	Teacher Recruitment-Additional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$800.00	
1	1.29	Capacity Building-Additional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,004.00	
1	1.31	Instructional and supplemental materials in ELA/ELD & Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,916.00	
1	1.33	District Technology-Additional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	1.34	Curriculum Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$254,210.00	
2	2.4	Increased Parent Participation--Additional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
2	2.8	PBIS Implementation and Restorative Practices-Additional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$402,216.00	
2	2.10	Increased Sense of School Safety-Additional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,103,898.00	
2	2.12	Cultural Awareness-Additional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$169,472.00	
2	2.14	Sports and Recreation-Additional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools, High Schools	$514,265.00	

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 (%)
2	2.16	Increased Student Engagement-Additional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$894,753.00	
2	2.20	Increased Attendance-Additional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$418,207.00	
2	2.22	Facilities and Improved School Safety-Additional Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,554,808.00	
2	2.25	Educational Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$342,037.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$54,649,716.00	$47,243,689.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Pacing, Essential Standards	No	$0.00	35274
1	**1.2**	Improved Literacy	No	$2,594,899.00	2485131
1	**1.3**	Improved Literacy--Additional Supports	Yes	$2,442,248.00	2140508
1	**1.4**	Improved Professional Learning Communities	Yes	$821,169.00	622835
1	**1.5**	Individual Learning Goals	No	$0.00	0
1	**1.6**	Improved Instruction	No	$7,876,686.00	7603739
1	**1.7**	Improved Instruction--Additional Supports	Yes	$3,027,241.00	2093931
1	**1.8**	Improved Assessments & Monitoring	Yes	$10,648.00	54334
1	**1.9**	Acceleration	No	$169,204.00	41761
1	**1.10**	Acceleration-Additional Supports	No	$0.00	0
1	**1.11**	Special Education	No	$10,692,188.00	8712414

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Targeted Learning Opportunities	Yes	$53,921.00	50921
1	1.13	EL Progress & Reclassification	Yes	$95,303.00	55851
1	1.14	Long Term EL Progress	No	$0.00	0
1	1.15	Reclassified EL Monitoring	No	$0.00	0
1	1.16	Specially Designed Academic Instruction in English (SDAIE)	No	$0.00	0
1	1.17	ELD Instruction	Yes	$306,304.00	317507
1	1.18	Middle School Drop Out Rate	No	$0.00	0
1	1.19	Credit Monitoring & Secondary Support	No	$649,992.00	1061301
1	1.20	Credit Monitoring & Secondary Support-Additional Supports	Yes	$153,477.00	146156
1	1.21	Grade Recovery	Yes	$104,416.00	87057
1	1.22	Secondary Attendance Monitoring	Yes	$78,256.00	27488
1	1.23	Student Acclimation	No	$0.00	0
1	1.24	College/Career Readiness	No	$131,024.00	42110

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	1.25	College/Career Readiness-Additional Supports	Yes	$256,283.00	149930
1	1.26	Teacher Recruitment	No	$5,650.00	0
1	1.27	Teacher Recruitment-Additional Supports	Yes	$62,000.00	18154
1	1.28	Capacity Building	No	$0.00	0
1	1.29	Capacity Building-Additional Supports	Yes	$161,671.00	275566
1	1.30	CCSS Materials and Improved Implementation	No	$1,286,946.00	1437777
1	1.31	Instructional and supplemental materials in ELA/ELD & Math	Yes	$43,569.00	104424
1	1.32	District Technology	No	$1,760,345.00	1760345
1	1.33	District Technology-Additional Supports	Yes	$145,941.00	115893
1	1.34	Curriculum Integration	Yes	$514,786.00	457449
1	1.35	Extended Learning Opportunities and Learning Loss Mitigation	No	$2,720,568.00	1188002
1	1.36	Improve Homeless Student Outcomes	Yes	$116,347.00	116347
1	1.37	Improved African American Outcomes	No	$756,258.00	756258
1	1.38	Increased Fidelity & Monitoring	No	$62,235.00	39627

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Parent Engagement	No	$5,039.00	3344
2	2.2	FPM Compliance	No	$0.00	0
2	2.3	Increased Parent Participation	No	$592,524.00	908206
2	2.4	Increased Parent Participation--Additional Supports	Yes	$26,000.00	53273
2	2.5	Parent Volunteers	No	$2,600.00	1300
2	2.6	SPED Parent Involvement	No	$10,000.00	1123
2	2.7	PBIS Implementation and Restorative Practices	No	$1,091,286.00	1016088
2	2.8	PBIS Implementation and Restorative Practices-Additional Supports	Yes	$490,582.00	513029
2	2.9	Increased Sense of School Safety	No	$895,339.00	736247
2	2.10	Increased Sense of School Safety-Additional Supports	Yes	$688,447.00	834412
2	2.11	Cultural Awareness	No	$33,606.00	23218
2	2.12	Cultural Awareness-Additional Supports	Yes	$151,075.00	163334
2	2.13	Sports and Recreation	No	$297,607.00	21406

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.14	Sports and Recreation-Additional Supports	Yes	$327,795.00	244041
2	2.15	Increased Student Engagement	No	$723,054.00	723054
2	2.16	Increased Student Engagement-Additional Support	Yes	$681,456.00	983427
2	2.17	WASC	No	$2,460.00	2767
2	2.18	Increased Supervision and Bullying Prevention	No	$323,316.00	185670
2	2.19	Increased Attendance	No	$3,384,896.00	3384896
2	2.20	Increased Attendance-Additional Supports	Yes	$257,130.00	153853
2	2.21	Facilities and Improved School Safety	No	$4,175,583.00	3491210
2	2.22	Facilities and Improved School Safety-Additional Supports	Yes	$1,391,568.00	939569
2	2.23	Trauma-Informed Practices	No	$0.00	0
2	2.24	Needs Identification	No	$0.00	0
2	2.25	Educational Partnerships	Yes	$331,096.00	327940
2	2.26	#18: Extended Learning Opportunities and Learning Loss Mitigation	No	$125,000.00	5882
2	2.27	Increased Fidelity & Monitoring	No	$62,235.00	39733

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)
3	**3.1**	Improved Outcomes	No	$1,480,447.00	488577

2025-26 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)
10869455	$11,542,286.00	$11,047,229.00	$495,057.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Improved Literacy--Additional Supports	Yes	$2,434,187.00	2140508		
1	1.4	Improved Professional Learning Communities	Yes	$764,127.00	622835		
1	1.7	Improved Instruction--Additional Supports	Yes	$2,782,952.00	2093931		
1	1.8	Improved Assessments & Monitoring	Yes	$10,648.00	54334		
1	1.12	Targeted Learning Opportunities	Yes	$50,921.00	50921		
1	1.13	EL Progress & Reclassification	Yes	$2,500.00	55851		
1	1.17	ELD Instruction	Yes	$306,304.00	317507		
1	1.20	Credit Monitoring & Secondary Support-Additional Supports	Yes	$153,477.00	146156		
1	1.21	Grade Recovery	Yes	$2,500.00	87057		
1	1.22	Secondary Attendance Monitoring	Yes	$78,256.00	27488		
1	1.25	College/Career Readiness-Additional Supports	Yes	$256,283.00	149930		
1	1.27	Teacher Recruitment-Additional Supports	Yes	$62,000.00	18154		
1	1.29	Capacity Building-Additional Supports	Yes	$161,671.00	275566		

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	1.31	Instructional and supplemental materials in ELA/ELD & Math	Yes	$2,500.00	104424		
1	1.33	District Technology-Additional Supports	Yes	$100,000.00	115893		
1	1.34	Curriculum Integration	Yes	$450,322.00	457449		
1	1.36	Improve Homeless Student Outcomes	Yes	$9,945.00	116347		
2	2.4	Increased Parent Participation--Additional Supports	Yes	$26,000.00	53273		
2	2.8	PBIS Implementation and Restorative Practices-Additional Supports	Yes	$490,582.00	513029		
2	2.10	Increased Sense of School Safety-Additional Supports	Yes	$688,447.00	834412		
2	2.12	Cultural Awareness-Additional Supports	Yes	$151,075.00	163334		
2	2.14	Sports and Recreation-Additional Supports	Yes	$327,795.00	244041		
2	2.16	Increased Student Engagement-Additional Support	Yes	$250,000.00	983427		
2	2.20	Increased Attendance-Additional Supports	Yes	$257,130.00	153853		
2	2.22	Facilities and Improved School Safety-Additional Supports	Yes	$1,391,568.00	939569		
2	2.25	Educational Partnerships	Yes	$331,096.00	327940		

2025-26 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)
29351373	10869455	0	37.032%	$11,047,229.00	0.000%	37.638%	$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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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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