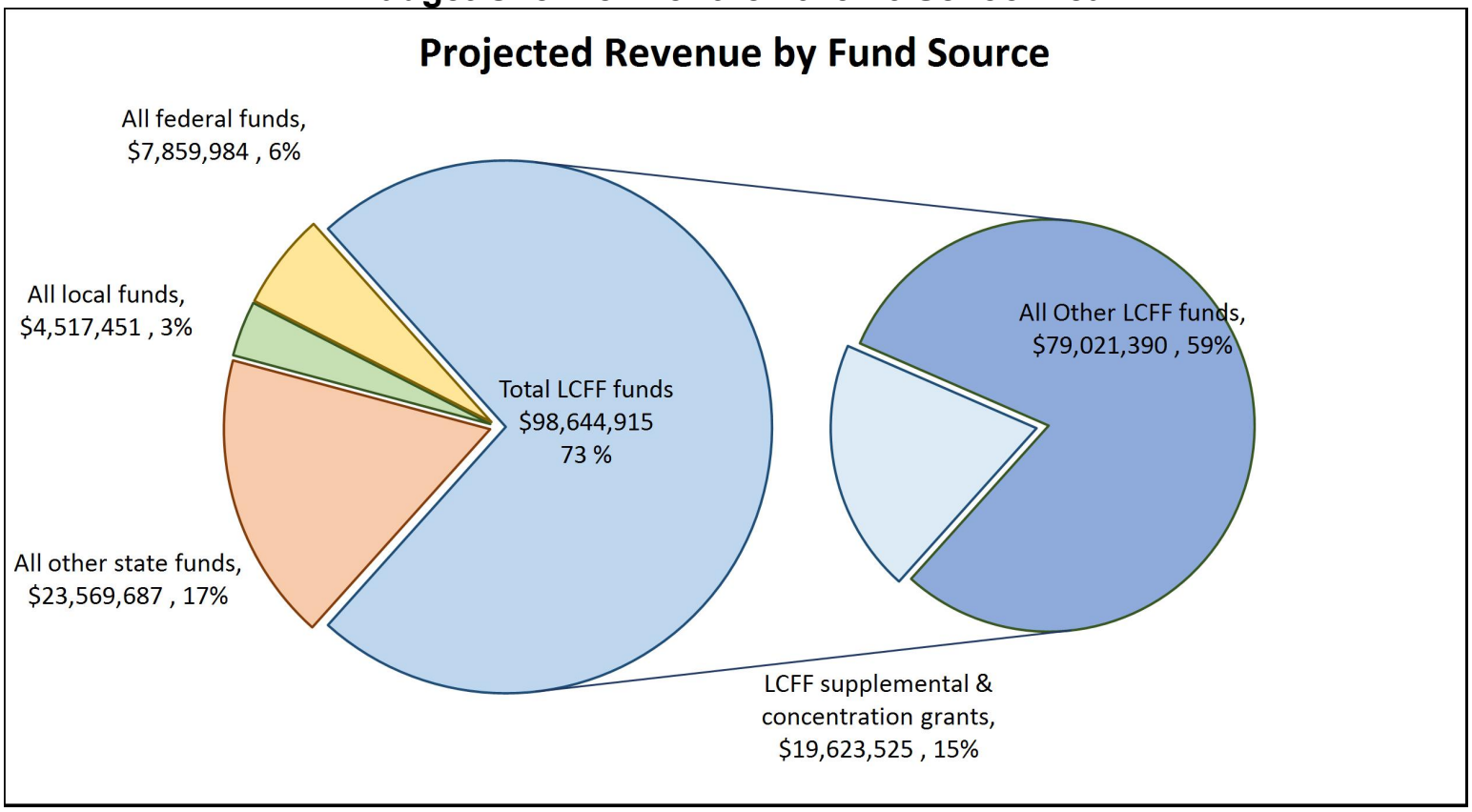
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Morongo Unified School District
CDS Code: 36-67777-0000000
School Year: 2025-26
LEA contact information:
Dr. Patricio Vargas
Superintendent
Patricio.Vargas@morongo.k12.ca.us
(760) 367-9191 ext 4221

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

Budget Overview for the 2025-26 School Year

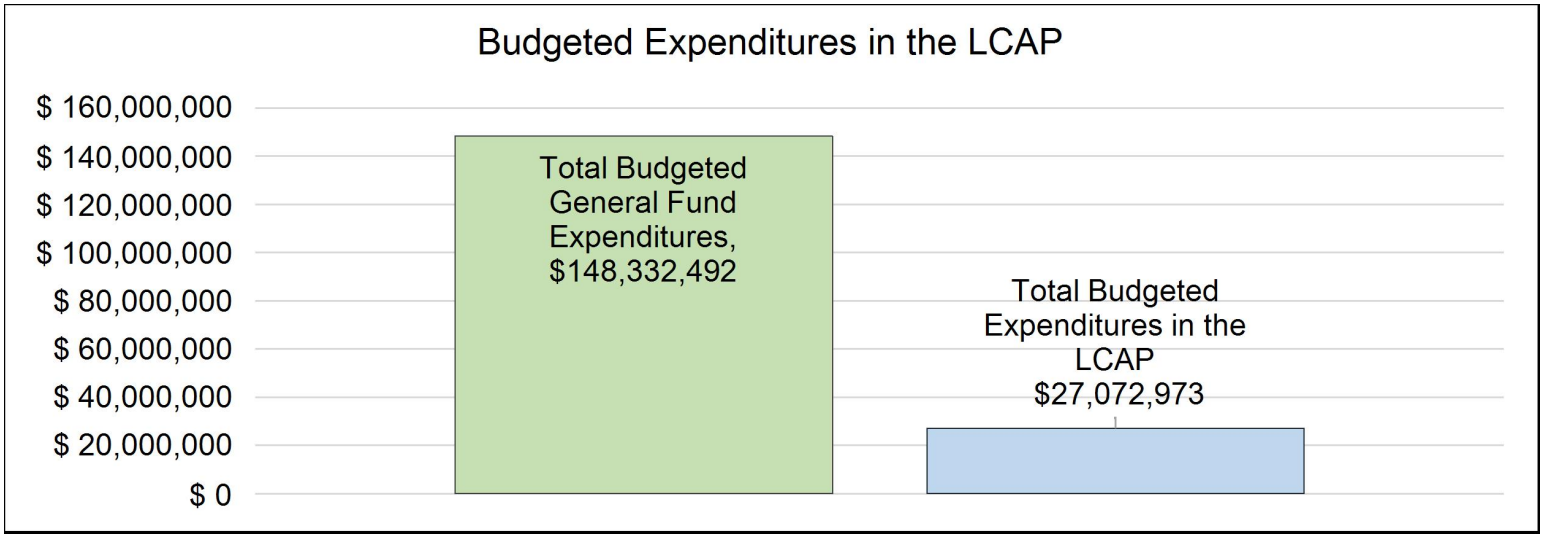


This chart shows the total general purpose revenue Morongo Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Morongo Unified School District is $134,592,037.00, of which $98,644,915.00 is Local Control Funding Formula (LCFF), $23,569,687 is other state funds, $4,517,451 is local funds, and $7,859,984 is federal funds. Of the $98,644,915.00 in LCFF Funds, $19,623,525 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 Morongo Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Morongo Unified School District plans to spend $148,332,492 for the 2025-26 school year. Of that amount, $27,072,973 is tied to actions/services in the LCAP and $121,259,519 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

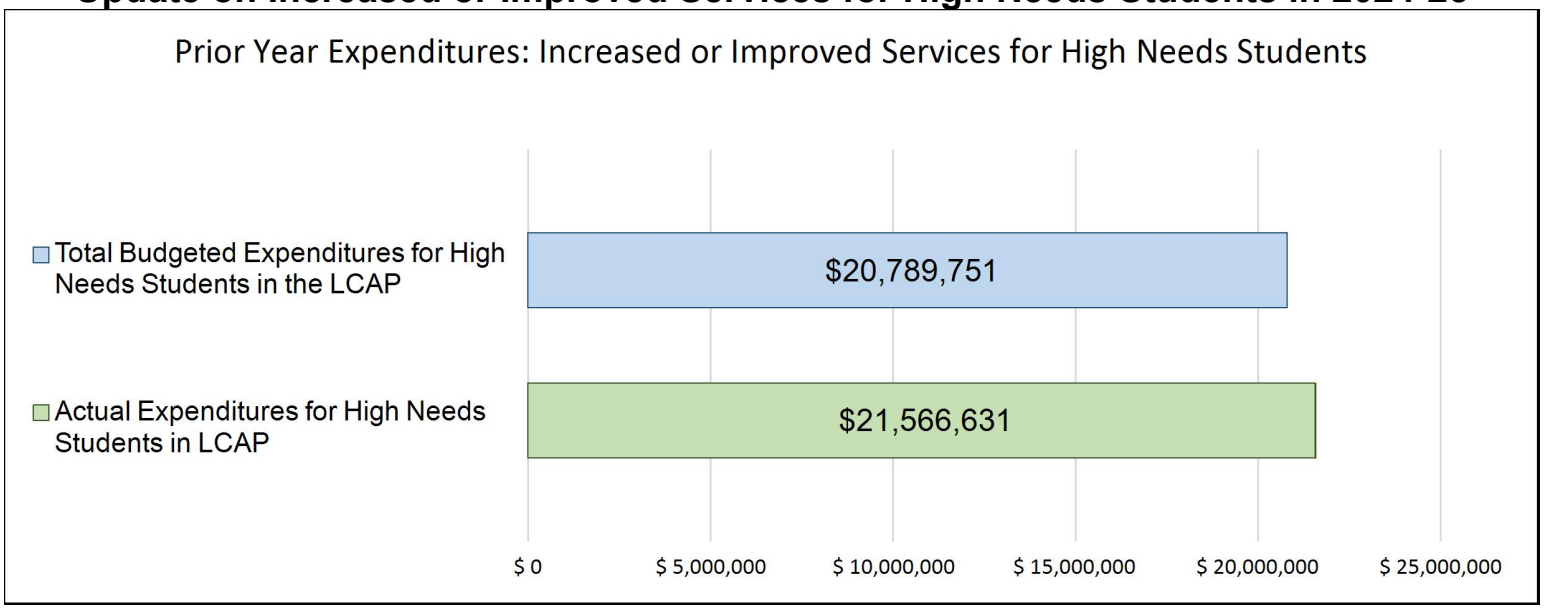
The Morongo Unified School District's General Fund Budget includes a variety of expenditures that are not part of the Local Control and Accountability Plan (LCAP). While the LCAP focuses on improving student outcomes and addressing specific educational goals, many essential operational and instructional costs fall outside its scope. These non-LCAP expenditures typically include salaries and benefits for teachers and instructional aides, which are fundamental to daily classroom instruction but not always tied to specific LCAP goals. Additionally, the General Fund covers the cost of core curriculum materials, health services for students, and district-wide administrative services such as payroll, staffing, special education, and assessment and accountability. Other expenditures include maintenance and operations, such as utilities, custodial services, and facility repairs, as well as technology infrastructure, insurance, and professional development not directly aligned with LCAP priorities. These investments are crucial for maintaining a safe, functional, and effective learning environment, even though they are not explicitly outlined in the LCAP.

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

In 2025-26, Morongo Unified School District is projecting it will receive $19,623,525 based on the enrollment of foster youth, English learner, and low-income students. Morongo Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Morongo Unified School District plans to spend $21,259,424 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Morongo Unified School District's LCAP budgeted $20,789,751 for planned actions to increase or improve services for high needs students. Morongo Unified School District actually spent $21,566,631 for actions to increase or improve services for high needs students in 2024-25.

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
Morongo Unified School District	Dr. Patricio Vargas Superintendent	pvargas@morongousd.org (760) 367-9191 ext 4221

Plan Summary [2025-26]

General Information

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

The Morongo Unified School District (MUSD) provides quality educational services to approximately 7,103 students in the Southern California Mojave high desert in San Bernardino County. The district serves a diverse population of students, covering a remote, rural geographic area that is similar in size to Rhode Island. It is bordered on one side by Joshua Tree National Park and on the other side by the 29 Palms Marine Corps Combat Center, which is the largest Marine Corps installation in the United States. Currently, MUSD has eleven elementary schools, two middle schools, two comprehensive high schools, one continuation high school, one state preschool programs, a program to enhance College and Career Excellence (ACCE), the PLUS program that services students with emotional disabilities, and a special education preschool program. The district provides a wide array of programs and services to meet the needs of a diverse student body, including special education, English Language Learners programs, athletics, advanced placement, Gifted and Talented Education (GATE), behavior intervention, on-campus academic intervention programs, dual enrollment and articulation agreements with local community colleges, career technical education opportunities, a program for students with severe emotional needs, social-emotional learning (SEL) counselors, SEL curriculum, and an innovative staffing model with teacher residents. MUSD utilized i-Ready as our local benchmark for assessing K-8th-grade students in Reading and Mathematics.

Through collaboration and partnerships with community organizations, including, but not limited to, Marine Corps Air Ground Combat Center, Copper Mountain College, and Groundwork Arts, the district has established curricular programs such as Project Lead the Way along with STEAM-based and academic expanded learning opportunities programs in most of its schools. MUSD is committed to providing the best education possible to each of its students. Its student population is currently comprised of English Learners (3.76%), Initial Fluent English Proficient students (1.08%), and Reclassified Fluent English Proficient (3.59%). Additionally, 18.34% of the students in the Morongo Unified

School District are served through the Special Education Local Plan Area (SELPA) by way of Individualized Education Plans. About 73.27% of the students enrolled in the MUSD are classified as socioeconomically disadvantaged, according to the 2024 California School Dashboard, with 5.7% being classified as homeless and 0.8% as foster youth. The Local Control Funding Formula (LCFF) unduplicated count for the district is 73.07%. Our school district is proud to have received the California Community School Partnership Program (CCSPP) planning grant in 2023. This grant is in line with our Local Control and Accountability Plan (LCAP) to create educational environments that not only enhance academic achievement but also address the social, emotional, and health needs of our students, particularly those from low-income and foster youth backgrounds, by integrating community resources at our two comprehensive high schools. We are committed to continuing this integration of community resources to satisfy the four pillars within the community schools framework while working towards meeting our students' needs and closing the achievement gap. We applied for the CCSPP implementation grant in February 2025 and just received notification that Oasis Elementary School will be awarded $1.4 million dollars across five years for this purpose. Black Rock Continuation High School (BRHS), Palm Vista Elementary School (PVES), and Oasis Elementary School (OES) have been identified as Equity Multiplier sites for the second year in a row.

Reflections: Annual Performance

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

California School Dashboard
Morongo Unified School District continues to focus on improving outcomes for all students by leveraging data-driven strategies and targeted interventions. This year’s performance reflects progress in key areas. At the same time, the district recognizes the persistent challenges faced by specific groups and remains committed to addressing these disparities through comprehensive planning and collaborative efforts.

Overall, the comparison from the 2023 California School Dashboard to the 2024 Dashboard showed growth for a majority of the indicators for all students. Our successes included a decrease in our ELA distance from standard (DFS) of -43.4 points below DFS (2023) to -39.9 points below DFS (2024) as well as Math, which was originally -83.1 points below DFS (2023) to -79.7 points below DFS (2024). Additionally, we decreased our chronic absenteeism rate from 32.1% (2023) to 26.6% (2024), suspension rate from 9% (2022) to 8.6% (2023). Finally, we increased graduation rates from 76.5% (2023) to 81.8% (2024) and increased College & Career Readiness from 26.6% (2023) to 34.5% (2024). These successes indicate action effectiveness from our previous LCAP in Goal 1, Actions 1, 2, 4-7, 9, and 10; Goal 2, Actions 1-5; and Goal 3, Actions 1-3.

As for our students with disabilities (SWD) population, they also showed an improvement in several indicators. For instance, this student group decreased from 38.6% (2023) to 34.8% (2024) in chronic absenteeism and from 12.5% (2023) to 12.1% (2024) in suspension rate. In addition, they made progress in ELA by improving their DFS in ELA from -121.9 points below the DFS (2023) to -116 points below the DFS (2024). These improvements demonstrate effectiveness in Goal 4, Actions 1-4.

As for our continued need, our Dashboard results provide evidence that we still need to continue to concentrate our efforts on academic performance. Although Morongo Unified demonstrated a greater growth rate in all areas for all students than the State average, we are still performing below the state average in ELA, Math, and College and Career Readiness. There is also a gap between the State's Chronic Absenteeism Rate and Morongo Unified. Additionally, we saw a decline in English Learner Progress in the 2023/2024 school year, 51%

(2023) to 46.5% in (2024), and our students with disabilities demonstrated a decline in Math, -145.9 points DFS to -149 points DFS. To address the need to continue growth throughout all indicators, MUSD will be maintaining these actions and expanding these actions to affect greater growth rates since the actions in our current LCAP demonstrated growth during the 2023/2024. To further support the needs of our English Language Learners, we will increase professional development and refine designated and integrated teaching. To support our students in improving math performance, MUSD will be providing district-wide math professional development and targeted Universal Design for Learning professional development.

2023 CA School Dashboard 2024 CA School Dashboard Difference
ELA CAASPP -43.4 DFS -39.9 DFS -3.5 DFS
Math CAASPP -83.1 DFS -79.9 DFS -3.4 DFS
Graduation Rate 76.5% 81.8% +5.3%
Suspension Rate 9% 8.6% -0.4%
College & Career Readiness 26.6% 34.5% +7.9%
ELPI 51% 46.5% -4.5%

The 2023 CA School Dashboard also showed the following student groups as performing at the lowest performance level (Red).

Districtwide

Academic Indicator:
English Language Arts – English learners, Homeless, Students with Disabilities, and African American students
Math – English learners, Homeless, African American students

School Climate:
Suspension Rate – Foster youth and Pacific Islander students

Pupil Engagement:
Chronic Absenteeism – Foster youth, Homeless, African American, and Asian students
Graduation Rate – All students, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White

MUSD experienced growth on the Dashboard, especially with the groups identified as being the lowest performance level (Red). In ELA, all student groups that were in Red demonstrated growth. Our English Learner (+3 points), Home Youth (+13.9 points), and Student with Disabilities (+5.9 points) student groups performed in the Orange range in ELA, while the African American (+14.7 points) student group demonstrated significant growth, resulting in a placement in the Yellow performance level. In Math, our English Language Learner (+8.6), Homeless Youth (+10), and African American (+7.2) student groups demonstrated sufficient growth to enter the Orange Performance Level in Math. The Students with Disabilities (-3.2 points) and American Indian (-9.9 points) student groups demonstrated a slight decline in Math, keeping these student groups in the Red. The suspension rates for both the Foster Youth (-8.4%) and the Pacific Islander (-5.9%) student groups decreased enough to place those groups in the Orange Performance level. There was an increase in suspension rates for the American Indian student group, resulting in placement in the Red Performance Level. Three of the five student groups that were in the Red

Performance Level during the 2023 Dashboard for Chronic Absenteeism were in the Yellow Performance level for the 2024 Dashboard: Homeless Youth (-9.9%), African American (-4.5%), and Asian (-11.6%). The Foster Youth (5%) and American Indian (8%) student groups demonstrated an increase in Chronic Absenteeism, resulting in these groups appearing in the Red Performance Level. In connection with the graduation rate, the 2024 Dashboard shows that all students and student groups demonstrated growth when compared to the 2023 Dashboard. All students moved from the Red performance level to the Green performance level, with a 5.3% increase in students graduating. Our White student group was also in the Green performance level, with a 5.9% increase in students in this group graduating. Homeless Youth (17.7%), Socioeconomically disadvantaged (4.2%), and Hispanic (2.6%) student groups are in the Yellow Performance level. Although our Students with Disabilities (0.8%) student group did demonstrate an increase in graduation rate, the increase was not large enough to exit the Red performance level.

School Sites – All Student Group showing lowest performance levels

Friendly Hills Elementary
School Climate: Suspension Rate

Joshua Tree Elementary
School Climate: Suspension Rate

Morongo Valley Elementary
School Climate: Suspension Rate

Oasis Elementary
School Climate: Suspension Rate
Pupil Engagement: Chronic Absenteeism

Palm Vista Elementary
Pupil Engagement: Chronic Absenteeism

Twentynine Palms Elementary
School Climate: Suspension Rate
Pupil Engagement: Chronic Absenteeism

Yucca Mesa Elementary
School Climate: Suspension Rate

Twentynine Palms High
Pupil Engagement: Graduation Rate

Black Rock Continuation High
Academic Indicator: College/Career (scored one purple cell phone bar = Very Low)

Pupil Engagement: Graduation Rate

Through the efforts outlined in the 2023/2024 LCAP, many of our schools that were in the lowest performance indicator, Red, for all students were able to move to high performance levels. Friendly Hills (-1.8%), Joshua Tree (-0.3%), Morongo Valley (-2.4%), Oasis (-6.7%), and Yucca Mesa (-1.3%) all decreased their Suspension rates for all students. Therefore, on the 2024 dashboard, Morongo is in the Blue performance level, Friendly Hills, Oasis, and Yucca Mesa are in the Yellow performance level, and Joshua Tree is in the Orange performance level. Twentynine Palms Elementary (0.7%) increased its suspension rate, maintaining the Red performance level. This trend of growth continued with Chronic Absenteeism, were Oasis (-4.9%), Palm Vista (-12.7%), and Twentynine Palms Elementary (-6.4%), all of which decreased the percentage of students who were chronically absent for all students and entered the Yellow performance level. Additionally, we saw significant growth in the percentage of students graduating in the 2024 school year. This resulted in Twentynine Palms High School (0.7%) and Black Rock High School (23.3%) increasing the percentage of students graduating. Thus, on the 2024 Dashboard, Twentynine Palms High School is in the Orange performance level. Whereas Black Rock High School is in the Green performance level, demonstrating their significant growth in the percentage of students graduating. The school still identified as a need in our College and Career Indicator is Black Rock High School, which maintained a Red performance level with a score of -0.1.

Any student group within any school with the lowest performance outcomes

Condor Elementary
Academic Indicator:
English Language Arts – Students with Disabilities
Math – Students with Disabilities
Pupil Engagement:
Chronic Absenteeism – Hispanic students

Friendly Hills Elementary
School Climate:
Suspension Rate – Socioeconomically Disadvantaged and Hispanic students

Joshua Tree Elementary
School Climate:
Suspension Rate – Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White students
Pupil Engagement:
Chronic Absenteeism – Students with Disabilities

Landers Elementary
Pupil Engagement:
Chronic Absenteeism – White students

Morongo Valley Elementary
School Climate:

Suspension Rate – Socioeconomically Disadvantaged
Pupil Engagement:
Chronic Absenteeism – Socioeconomically Disadvantaged

Oasis Elementary
Academic Indicator:
English Language Arts – Socioeconomically Disadvantaged, Students with Disabilities, and African American students
Math – African American students
School Climate:
Suspension Rate – Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, and White students
Pupil Engagement:
Chronic Absenteeism – Socioeconomically Disadvantaged, Students with Disabilities, African American, and White students

Palm Vista Elementary
Academic Indicator:
English Language Arts – Students with Disabilities
School Climate:
Suspension Rate – Students with Disabilities and White students
Pupil Engagement:
Chronic Absenteeism – Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students

Twentynine Palms Elementary
Academic Indicator:
English Language Arts – Socioeconomically Disadvantaged and Students with Disabilities
School Climate:
Suspension Rate – Socioeconomically Disadvantaged, African American, and Hispanic students
Pupil Engagement:
Chronic Absenteeism – Socioeconomically Disadvantaged, Hispanic, and White students

Yucca Mesa Elementary
Academic Indicator:
English Language Arts – Students with Disabilities
Math – Students with Disabilities
School Climate:
Suspension Rate – Socioeconomically Disadvantaged, Hispanic, and White students
Pupil Engagement:
Chronic Absenteeism – Hispanic students

Yucca Valley Elementary

School Climate:
Suspension Rate – Homeless and Students with Disabilities

La Contenta Middle
Academic Indicator:
English Language Arts – English Learners
Math – African American students
School Climate:
Suspension Rate – African American students
Pupil Engagement:
Chronic Absenteeism – Homeless and African American students

Twentynine Palms Junior High
Academic Indicator:
English Language Arts – Socioeconomically Disadvantaged, Students with Disabilities, and African American students

Twentynine Palms High
Pupil Engagement:
Graduation Rate – Students with Disabilities

Yucca Valley High
Academic Indicator:
English Language Arts – Students with Disabilities
Math – Students with Disabilities

Black Rock Continuation High
Academic Indicator:
College/Career - Socioeconomically Disadvantaged and White students
Pupil Engagement:
Graduation Rate – Socioeconomically Disadvantaged, Hispanic, and White students

MUSD observed growth on the 2024 Dashboard for all students and individual student groups at each school site. In the academic indicators—ELA, Math, and College/Career Indicator—our Socioeconomic Disadvantage, English Learner, and African American student groups demonstrated growth and performed above the Red performance level in both ELA and Math at schools where they were previously in the Red performance band. The Students with Disabilities group showed enough growth to move out of the Red performance level in ELA at Condor, Twentynine Palms Elementary, Twentynine Palms Junior High, and Yucca Valley High. However, this group remained in the Red performance level in ELA at Oasis, Palm Vista, and Yucca Mesa. In Math, Students with Disabilities exited the Red performance level at Yucca Valley High School but remained in the Red performance level at Condor and Yucca Mesa. Additionally, Black Rock High School's Socioeconomic Disadvantage and White student groups remained in the Red performance level in the College and Career Indicator.

In the Academic Engagement indicators—Chronic Absenteeism and Graduation—our Socioeconomic Disadvantage, White, and Homeless student groups demonstrated adequate growth, moving out of the Red performance level in both indicators at schools where they were previously in the Red performance level on the 2023 Dashboard. The Students with Disabilities group moved out of the Red performance level in Chronic Absenteeism at schools where they were previously in this performance level. However, they remained in the Red performance level at Twentynine Palms High School, although their graduation rate increased by 12.9%. The Hispanic student group moved out of the Red performance level in Chronic Absenteeism at Condor, Palm Vista, Twentynine Palms Elementary, and Yucca Mesa. At Friendly Hills and Joshua Tree, this group remained in the Red performance level for Chronic Absenteeism. The African American student group performed beyond the Red performance level at Oasis but remained in the Red performance level at La Contenta Middle.

The Climate and Conditions Indicator includes Suspension Rates. The Hispanic, Socioeconomic Disadvantage, and African American demonstrated a decreased suspension sufficient enough to move from the Red performance level at the schools where they were in the lowest performance level. Students with Disabilities student group performed above the Red performance level at Oasis and Palm Vista for the percentage of suspensions. Whereas this student group remained in the Red performance level at Friendly Hills, Joshua Tree, and Yucca Valley Elementary. The Homeless Youth student group remains in the Red performance level at Yucca Valley Elementary for Suspensions. To continue this improvement and address the needs of our students groups that have not exited the lowest performance level, Red, we will provide mental and Emotional Health Programs and Services to include the implementation of Panorama Education, Tiered Social-Emotional Support, and targeted services based in trauma informed and restorative practices.

To continue this improvement and address the needs of student groups that have not exited the lowest performance level (Red), we will establish a behavior support team to identify and address behavior issues before they escalate through our MTSS district-wide program (Goal 1, Action 1; Goal 2, Action 1 and 3). Additionally, we will provide professional development to teachers on student engagement and classroom management strategies that promote positive behaviors and reduce disruptive behaviors (Goal 1, Action 9; Goal 2, Action 2). Lastly, we will engage parents and community members in student development to increase engagement and address attendance and behavior concerns (Goal 3, Action 1). By taking these actions, we can create a safe and inclusive learning environment that promotes academic success and positive behavior.

Local Data

MUSD remains committed to expanding opportunities for students to participate in Career Technical Education (CTE) and dual enrollment courses. Our efforts have led to significant growth in student participation. In CTE, enrollment increased from 548 students in 2023-24 to 729 in 2024-25. Similarly, dual enrollment saw a rise from 823 students in 2023-24 to 1,122 in 2024-25. These increases reflect our ongoing dedication to providing students with valuable pathways for college and career readiness.

This school year, we continued with i-Ready implementation for students in grades Kinder-8th grade, with the following results for students on or above grade level:

Window 1 (September 2024) – Reading: Window 2 (January 2025) – Reading: Window 3 (May 2025) – Reading:
Early On Grade Level = 13% Early On Grade Level = 19% Early On Grade Level = 19%
Mid or Above Grade Level = 9% Mid or Above Grade Level = 16% Mid or Above Grade Level = 26%

Window 1 (September 2024) – Math: Window 2 (January 2025) – Math: Window 3 (May 2025) – Math:
Early On Grade Level = 8% Early On Grade Level = 15% Early On Grade Level = 19%
Mid or Above Grade Level = 3% Mid or Above Grade Level = 8% Mid or Above Grade Level = 18%

LCAP Survey
MUSD had 3,461 participants take the LCAP survey this year. There were 1,926 students, 996 parents/community members, and 539 staff members. An additional 896 participants provided feedback during other LCAP efforts aimed at capturing feedback. The results indicated the following:

Percentage of Students who Strongly Agree/Agree with the following statements:
86.0% Teachers and other staff treat me with respect.
86.7% My school provides me with the materials I need to learn.
90.8% I use technology in class regularly.
81.3% The work I do in school challenges me or makes me think.
81.4% I have learned new skills or improved in reading this year.

Percentage of Parents/Community Members who Strongly Agree/Agree with the following statements:
88.3% The school(s) provide(s) a welcoming environment for me.
80.2% The school contacts me in a timely manner with regard to anything pertaining to my student(s).
89.0% Students have instructional materials to support student learning, including technology, textbooks, etc.
95.2% Technological and 21st-century skills are important when it comes to students' education.
94.4% It is important to me that schools have intervention teachers available to support student learning.
95.7% Teachers and staff should receive ongoing training and professional development on curriculum and instruction.

Percentage of Classified/Certificated Staff Members who Strongly Agree/Agree with the following statements:
92.2% The school's teachers and other staff members treat students with respect.
87.5% Students use technology in class to assist them in mastering the academic standards.
84.4% The school offers referral services for health, career, personal counseling, and academic assistance.
95.8% It is important to me that schools have intervention teachers available to support student learning.
90.8% Staff should receive ongoing training and professional development on curriculum and instruction.
85.8% My school campus(es) is/are safe.

The percentages above reflect the positive perceptions of our educational partners regarding various aspects of our district. Last year, approximately 4,500 participants completed the LCAP survey, while this year, 3,461 participants took part. Additionally, 896 participants provided input through educational partner gatherings, where LCAP topics were presented and feedback was actively solicited. This collective feedback highlights strong support from our partners, demonstrating effectiveness in Goal 1 (Actions 1, 5, and 6) and Goal 2 (Actions 2 and 3).

Despite the positive trends mentioned earlier, some areas of concern emerged in our survey data, with certain 'Strongly Agree/Agree'

response rates falling below or near 50%. Specifically, only 34.4% of parents and community members reported being aware of the UC/CSU A-G requirements, while 37.1% of parents/community members and 42.4% of staff believe students have sufficient academic opportunities to choose from.

These findings highlight a need to expand academic offerings, such as electives and diverse course options, to better meet student interests and needs (Goal 1, Actions 2 and 4). Additionally, the data suggests a stronger emphasis is needed on promoting A-G requirements to foster a college-going culture and strengthen family-school connections (Goal 1, Action 2; Goal 3, Action 1).

To address these gaps, the 2025-26 LCAP will focus on enhancing engagement between MUSD, families, and the community, with an emphasis on graduation pathways, college and career readiness, and improving both our graduation rate and College/Career Indicator (CCI).

Learning Recovery Emergency Block Grant (LREBG)

Morongo Unified School District will use $3,828,760 of its LREBG funds to support goal 6 of the LCAP.

The district conducted a comprehensive needs assessment, utilizing the 2024 California Dashboard data for English Language Arts (ELA), Mathematics, Graduation Rate, Chronic Absenteeism, and Suspension rates. It also reviewed attendance rates from CALPADS. In addition, feedback from educational partner input and local assessments (ELA/Math iReady) data, was analyzed to identify critical areas of need. This thorough analysis informed the prioritization of three strategic actions funded, in whole, by the Learning Recovery Emergency Block Grant (LREBG). These actions align with the requirements of EC Section 32526(c)(2) and are designed to support the academic and socio-emotional well-being of all students, with a particular focus on those who face the greatest challenges.

Action 6.1: Targeted Academic Interventions Led by Support Staff for Students with Identified Needs

This action leverages academic intervention teachers and instructional aides to deliver targeted, differentiated academic support to students based on multiple data measures, including assessment results, classroom performance, and teacher input. The focus is on providing responsive, small-group interventions that address specific student learning gaps and accelerate academic progress.

Research consistently supports the effectiveness of small-group instruction in improving student outcomes. According to the National Center on Intensive Intervention (2022), small-group instruction allows educators to provide immediate feedback, adapt instruction to student needs, and build stronger relationships that enhance learning engagement (intensiveintervention.org). Additionally, the Institute of Education Sciences cites strong evidence that structured, small-group interventions led by well-trained educators and aides result in significant gains in literacy and math skills for struggling students (IES Practice Guide, 2021).

The success of this strategy depends on the use of highly qualified and well-supported intervention staff. A study published by the Annenberg Institute at Brown University (2023) found that students working with trained interventionists in small-group settings experienced faster learning growth and more sustained academic gains compared to peers receiving only whole-group instruction (annenberg.brown.edu).

By aligning with LREBG's focus on Accelerating Learning Progress, this action ensures that underperforming and underrepresented student groups receive the personalized academic support necessary to close achievement gaps. Targeted interventions delivered by skilled

educators and aides are expected to lead to measurable improvements in student achievement, as identified through the district's comprehensive needs assessment.

Sources for Action 6.1

National Center on Intensive Intervention. (2022). Principles for designing intensive intervention in reading and mathematics. American Institutes for Research. Retrieved from https://intensiveintervention.org

Institute of Education Sciences (IES). (2021). Assisting students struggling with mathematics: Intervention in the elementary grades (NCEE 2022-4003). U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/wwc/PracticeGuide/29

Annenberg Institute at Brown University. (2023). The impact of small-group instruction led by trained interventionists on student learning outcomes. Brown University. Retrieved from https://annenberg.brown.edu

Action 6.2: Targeted Student Well-Being Interventions Led by Support Staff for Students with Identified Needs

This action utilizes trained support staff to provide targeted interventions that address the social-emotional and behavioral needs of students identified through multiple data points, including teacher referrals, student self-assessments, and behavioral observations. The focus is on fostering student well-being through structured small-group and individualized supports that promote emotional regulation, resilience, and positive school engagement.

Research strongly supports the role of targeted social-emotional learning (SEL) interventions in improving student outcomes. A meta-analysis by Durlak et al. (2011) found that SEL programs led by well-trained staff significantly enhanced students' social skills, emotional well-being, and academic performance (Child Development, 82(1), 405-432). Additionally, the Collaborative for Academic, Social, and Emotional Learning (CASEL) highlights that high-quality SEL interventions reduce problem behaviors and improve attitudes toward school and learning when implemented with fidelity by trained personnel (casel.org, 2023).

Highly qualified support staff play a critical role in the success of SEL interventions. According to the Wallace Foundation (2021), schools that employed trained interventionists and support personnel to lead structured SEL activities reported stronger student-teacher relationships, improved classroom climate, and better overall student mental health (wallacefoundation.org).
This action aligns with LREBG's allowable use of Accelerating Learning Progress by addressing the whole child. Supporting students' well-being not only reduces barriers to academic success but also promotes a safe and inclusive school environment. Through focused SEL and behavioral interventions, this strategy aims to produce measurable improvements in student engagement, emotional well-being, and school connectedness, as documented through the district's comprehensive needs assessment.

Sources for Action 6.2

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82(1), 405–432. https://doi.org/10.1111/j.1467-8624.2010.01564.x

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2023). Effective social and emotional learning programs and practices. Retrieved from https://casel.org

The Wallace Foundation. (2021). Navigating SEL from the inside out: Looking inside and across 33 leading SEL programs. The Wallace Foundation. Retrieved from https://www.wallacefoundation.org

Action 6.3: Enhanced Instruction Through Professional Development and Coaching

This action ensures that all MUSD school sites have access to high-quality professional development and instructional coaching designed to enhance teaching practices and improve student outcomes. The focus is on equipping teachers with evidence-based strategies to meet the diverse learning needs of students in general education and students with disabilities. Professional learning opportunities will include job-embedded coaching, targeted workshops, and collaborative learning communities to support continuous instructional improvement.

Research highlights the critical role of professional development and coaching in improving instructional quality and student achievement. A RAND Corporation study (2018) found that sustained, high-quality professional learning that includes coaching has a greater positive effect on instructional practices and student learning compared to traditional, stand-alone workshops (The Promise of Effective Teacher Professional Development). Furthermore, the Learning Policy Institute (2017) identified key features of effective professional development, including content focus, active learning, and ongoing support, as essential in driving meaningful changes in teacher practice and student outcomes.

For students with disabilities, effective coaching and professional development help educators adapt instruction and implement inclusive practices. According to the Council for Exceptional Children (2022), ongoing training and coaching for teachers significantly improve instructional strategies, classroom management, and student engagement for learners with disabilities (cec.sped.org).

This action aligns with LREBG's allowable use of Accelerating Learning Progress by building teacher capacity to close achievement gaps and provide equitable learning opportunities for all students. Through intentional coaching and professional development, this strategy supports measurable improvements in instructional quality and student academic success, as reflected in the district's comprehensive needs assessment.

Sources for Action 6.3

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Palo Alto, CA: Learning Policy Institute. Retrieved from https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report

Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. Review of Educational Research, 88(4), 547–588. https://doi.org/10.3102/0034654318759268

RAND Corporation. (2018). The promise of effective teacher professional development. Retrieved from https://www.rand.org/pubs/research_reports/RR2575.html

Council for Exceptional Children (CEC). (2022). High-leverage practices for students with disabilities. Retrieved from https://cec.sped.org

Reflections: Technical Assistance

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

In 2024, MUSD qualified for Differentiated Assistance (DA) with four student groups, including African American (low performing in ELA, Math, and Chronic Absenteeism Rate), Foster Youth (low performing in Suspension Rate and Chronic Absenteeism Rate), Homeless (low performing in ELA, Math, Chronic Absenteeism Rate, and Graduation Rate), and Students with Disabilities (low performing in ELA, Math, and Graduation Rate). Through the implementation and monitoring of the action plan created on January 29, 2024,our African American and Homeless Youth student groups have no indicators in Red and our Foster Youth Student Group has one indicator in the Red (Chronic Absenteeism). Our Students with Disabilities student group continues to have three indicators in the Red (Math, Graduation, and College/Career) and our American Indian student group dropped into the Red performance level in Math, Suspension, and Chronic Absenteeism. From the analysis of the 2024 California School Dashboard, MUSD qualified for Differentiated Assistance (DA) in an additional student group, American Indians (low performing in Math, Chronic Absenteeism Rate, and Suspension Rate). In order to address their needs, MUSD will implement a comprehensive set of strategies focused on improving academic achievement, attendance, and school climate for American Indian and Students with Disability student group. These include tailored academic interventions such as Multi-Tiered System of Support (MTSS), Universal Design for Learning (UDL), credit recovery programs, summer school, and independent study options (Actions 1.1, 1.3, and 1.4). The district will also provide transportation support and deploy outreach personnel to reduce chronic absenteeism, while investing in professional development for teachers to better support diverse learners (Actions 3.1 adn 3.2). Additionally, MUSD will enhance behavioral and emotional support services through trauma-informed practices, mental health programs, and staff training to foster a more inclusive and supportive learning environment (Actions 2.1, 2.2, and 2.3).

On April 14, 2025, MUSD received notice that because of our African American, Foster Youth, Students Experiencing Homelessness, and Students with Disabilities having made gains in the areas of pupil achievement, pupil engagement, school climate, and broad course of study, our district is no longer eligible for direct technical assistance. Even though the growth and improvement our students have demonstrated have allowed MUSD to exit Direct Technical Assistance, we will proceed with the plan that was collectively agreed upon in January 29, 2025 during a visit where members of Instructional Services and SELPA attended an in-person DA workshop to complete a root cause analysis to help support our student. The details are outlined below.

A representative from SBCSS worked with our district to help identify the root cause of why our students with disabilities were not succeeding in Math by creating a problem statement and completing various activities to help support our next steps. While working with SBCSS, a Plan, Do, Study, Act was created for implementation to support student outcomes for our SWD with our district improvement team. Additionally, it was agreed our team lead will meet monthly with the SBCSS Accountability Partner to discuss MUSD's progress of the work being integrated to help support our SWD. SELPA, in coordination with Instructional Services, is going to continue and expand the goal-setting activity in which students with disabilities are shown their previous CAASPP scores and create a goal to keep in mind during the following testing session. This also includes our local benchmark data via i-Ready in Reading and Math. Thus far, the goal-setting activity had ELA goals average an increase of 91 points, while with math, it is 94 points for 4th through 8th-grade students throughout MUSD. Additionally, from the DA workshop, it was discussed amongst the team that general education teachers needed more support to help their special education

students in terms of professional development/training. SELPA is going to expand Universal Design for Learning (UDL) training, which was currently at only Twentynine Palms Junior High School (TPJHS), to other interested schools to help improve the support given to all students, especially SWD. TPJHS is currently working towards becoming a UDL model school. Other schools have full staff buy-in on full implementation of UDL for the 2025-26 school year. These schools will begin training on UDL in the Spring of the 2024-25 school year, with training and coaching to follow throughout the 2025-26 school year to learn UDL theory and practices to implement moving forward. Other measures to improve CAASPP Math scores include training MTSS teachers and other key staff members at our school sites to support Tiered interventions in the core classrooms through coaching, professional development on math standards, DOK, and teaching with rigor through differentiation, pre- and post-teaching, and embedded supports.

Goal 1 focuses on enhancing academic outcomes for African American and American Indian students by providing tailored interventions, including Multi-Tiered System of Support (MTSS), Universal Design for Learning (UDL), credit recovery programs, summer school opportunities, and independent study options to strengthen proficiency in English Language Arts (ELA) and Mathematics (Actions 1, 3, and 4). To address chronic absenteeism among African American, American Indian, and homeless youth, MUSD will deploy outreach personnel and offer transportation support (Goal 3, Actions 1 and 2). Recognizing the academic challenges faced by American Indian and homeless youth—including low performance in ELA and Mathematics, as well as reduced graduation rates—MUSD will prioritize professional development for teachers working with unhoused pupils and implement additional interventions such as credit recovery programs, summer school initiatives, and co-teaching strategies (Goal 1, Actions 2, 3, and 9). Foster youth will also benefit from transportation services aimed at reducing chronic absenteeism (Goal 3, Action 3). To mitigate suspension rates for all student, but specifically African American and American Indian students as well as student facing homelessness, MUSD plans to equip staff with professional development focused on addressing mental and emotional health needs, alongside bolstering behavioral support through additional safety personnel and mental health programs (Goal 2, Actions 1, 2, and 3). Finally, for students with disabilities (SWD) experiencing low performance in Mathematics and reduced graduation rates, MUSD will expand access to technology, emphasize differentiated instruction in professional development, and integrate the aforementioned academic supports (Goal 1, Actions 6 and 9).

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.

Black Rock High School previously was identified as a CSI school for Graduation Rates. Due to their 84.2% Graduation rate they no longer qualify 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.

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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
LCAP Task Force Members	The LCAP Task Force, consisting of site parent representatives (Parent Advisory Group), students, CSEA and MTA members, district leadership, and site admin representatives, met on October 22, 2024, December 3, 2024, and April 29, 2025. During these meetings, the group received an overview of the LCAP, reviewed local and state data related to the LCAP metrics, and participated in discussions that have contributed to the development of the LCAP. The parents and student representatives had no questions to present to the Superintendent.
Superintendent’s Council Committee Meetings	MUSD met with various education partners as part of the Superintendent’s Council Committee Meetings. The meetings took place on October 17, October 23, and October 25, 2024. These groups included parents, community members, classified and certificated staff, and district directors. During these meetings, the LCAP was presented, goals were reviewed, data was shared, and feedback was gathered on the success and challenges of each of our current LCAP goals. A second round of sessions, which took place during the month of March, prompted the attendees to provide feedback in a broader sense. Participants shared areas of strength and areas of challenge for MUSD.
Teachers, principals, administrators, other school personnel, CSEA, MTA, parents, community members, Board of Education, and students	Beginning January 27, 2025, an LCAP survey was distributed to all teachers, principals, classified staff members, members of CSEA and MTA (our local bargaining units), parents, community members, and students in grades 4 through 12. The survey, created using Google Forms, included multiple-choice questions as well as Likert-scale

Educational Partner(s)	Process for Engagement
	questions. The survey link was emailed district-wide, posted on social media, and shared on the district's website. It was also distributed via robocalls and featured in the weekly Smore newsletter for staff, along with the monthly parent Smore newsletter. Educational partners selected their role and were directed to the relevant section, where questions were tailored to their perspective on the school, staff, and district. The survey aimed to identify areas of success and challenges, with questions covering topics such as instruction, communication, school culture, and intervention practices. Students and staff were asked to choose priorities for the next year's LCAP, while parents/community members provided additional feedback on areas for improvement, activities/workshops of interest, and the district's demonstrated successes. The survey remained open through the month of February 2025.
SELPA	On January 16, 2025, MUSD held two virtual meetings with the Special Education Local Plan Area (SELPA) during their Special Education Staff Meeting (SESM), consulting with the SELPA director, program manager, program specialist, and other special education staff to ensure the needs of our students with disabilities, who are also part of our Differentiated Assistance student group, were addressed. MUSD presented on the importance of the LCAP, its impact on funding, and the potential directions for the district during this LCAP cycle. Following the presentation, attendees had the opportunity to ask questions and complete a brief survey on what they felt the LCAP should focus on.
CAC – Parents (of Students with Disabilities) and staff (teachers, district office management, principals, and classified staff)	The Community Advisory Committee (CAC) convened on January 16, 2025, at the Joshua Tree Professional Development Center. A presentation was provided to attendees on the significance of the LCAP, its impact on funding, and the potential directions the district will take during this LCAP cycle. Educational partners had the opportunity to ask questions and then complete a brief survey sharing their perspectives on areas for improvement and prioritization. Copies of the LCAP Parent & Partner Guide were made available in both English and Spanish. All questions presented were unique to

Educational Partner(s)	Process for Engagement
	individual student needs based on their IEPs and were referred to attending staff for follow-up.
DELAC/PAC – Parents of Low-Income students, Students with Disabilities, English Learners, Long-term English Learners, and Foster Youth.	The District English Learner Advisory Committee (DELAC)/Parent Advisory Committee (PAC) met on December 19, 2024, with MUSD to generate input on the LCAP priorities and future for the three-year cycle. MUSD presented the importance of the LCAP and how the DELAC/PAC is an important educational partner that influences the district in terms of the continuation and increase in services provided for English learners, low-income students, and other student groups. On April 17, 2025, an LCAP draft was shared with the DELAC/PAC. The DELAC group had no questions to present to the Superintendent.
High School Students	The LCAP Task Force included student representatives who actively participated in its sessions. In addition, students from our high schools took part in LCAP sessions during the month of April, designed to educate them on the LCAP process and gather their feedback on district goals and actions. During these sessions, students received a presentation on the significance of the LCAP, highlighting how their voices can shape their education and influence the district's goals and actions for the 2025-26 school year. Students also had the opportunity to identify actions and services that support LCAP goals and suggest additional strategies to enhance them.
Equity Multiplier Palm Vista Elementary – Students, parents, teachers, and PTO	Students, parents, teachers, and PTO members were provided opportunities to provide input and feedback through multiple means of communication from mid-January to February 28, 2025. Students and parents were informed via digital platforms, email, and in-person communications. Teachers were notified through emails and verbal instructions from the principal. PTO members received encouragement to participate through emails and verbally at meetings. The school utilized various communication channels to ensure widespread distribution and participation in the survey across all educational partner groups. For the second year in a row, responses from the survey were used to guide the development of the Equity Multiplier plan.
Equity Multiplier Oasis Elementary – parents, community members, and staff	Throughout the year, Oasis Elementary School (OES) engaged educational partners—including families, community members, and staff—to monitor the implementation of their Equity Multiplier plan and make necessary adaptations to address current and future needs.

Educational Partner(s)	Process for Engagement
	These interactions took place during staff and parent meetings, ensuring ongoing collaboration and input to support student success.
Equity Multiplier/CSI Black Rock High School – Students, parents, certificated and classified staff	Black Rock Continuation High School (BRHS) conducted a comprehensive needs assessment for Equity Multiplier initiatives by engaging with their educational partners. The LCAP survey was completed by staff, parents, and students at BRHS. The survey responses were analyzed to identify the school's needs via each educational partner group. BRHS employed various strategies, including email, social media, and verbal communication, to ensure maximum staff and family participation in the survey.
Board of Education	On January 14, 2025, during a regularly scheduled board meeting, the LCAP Mid-Year Update was presented to the Board of Education (BOE), comparing data from the previous LCAP cycle to current performance metrics. A similar data review was provided on December 17, 2024, following the public release of the California Dashboard data. During these discussions, questions were raised regarding the accuracy of the local i-Ready metric when administered multiple times a year, as well as strategies for supporting English learners, particularly in response to a decline in MUSD's English Language Proficiency Indicator (ELPI) score. MUSD presented the LCAP draft to the BOE during a public hearing on June 10, 2025. In alignment with transparency and educational partners engagement efforts, the draft was made available to Morongo Basin community members 72 hours in advance, along with the meeting agenda and previous minutes. The LCAP was also accessible online, with hard copies provided upon request. The final LCAP was presented and formally adopted by the district's local governing board on June 24, 2025.

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

The development of MUSD's LCAP was significantly shaped by the consultations with our Educational Partners, including teachers, administrators, other school staff, parents, students, union representatives, and community members. Their feedback, along with the analysis of local and state data, was instrumental in guiding the refinement and finalization of the LCAP, ensuring it aligns with the needs and aspirations of our community.

Summary of Input:
The major themes and ideas gathered demonstrated the need to continue with the current goals and most of the associated actions. The clear message from the feedback was that, while growth has been evident across nearly all areas, we have not yet fully reached our desired outcomes. Maintaining our current goals and actions will allow us to monitor their long-term impact and ensure sustained progress beyond initial gains. This continued focus will help us better determine where further adjustments or enhancements may be needed to meet the needs of all students.

Empowering Student Success through MTSS: Differentiated Support, Data-Driven Instruction, and Staff Collaboration
Actions Influenced: Goal 1, Actions 1-5, 7-9; Goal 3, Action 2
Summary: Feedback from all educational partners commonly identified the importance of providing differentiated support. The Multi-Tiered System of Supports (MTSS) is a proactive approach designed to ensure all students succeed academically, behaviorally, and socially-emotionally. By offering differentiated support tailored to individual needs, we address diverse learning styles, behavioral challenges, and emotional well-being. Data is at the core of this process, guiding decisions to meet students where they are and track their progress across all areas of development. Ongoing professional development and collaborative support for staff are vital to creating a unified team, ensuring that every student receives the targeted support needed to thrive both in the classroom and beyond.

Cultivating College and Career Readiness through Comprehensive Support
Actions Influenced: Goal 1, Actions 2, 3 & 4; Goal 3, Action 2
Summary: Through the advocacy of educational partners—parents, teachers, and students—we are committed to preparing all students for college and career success. By fostering collaboration and providing tailored support, we help students develop the skills and confidence needed to thrive in both higher education and the workforce. This collective effort ensures that every student is equipped with the tools for long-term success.

Expanding Extended Learning Opportunities for All Students
Actions Influenced: Goal 1, Actions 3 & 10; Goal 3, Action 2
Summary: Collected feedback emphasized the importance of providing all our students with access to extended opportunities focused on learning and enriching experiences. By offering day-long programs that promote academic, social, and emotional growth, we have greater opportunities to lay strong foundational skills, build critical skills, and achieve greater success. This collective effort empowers students to reach their full potential and prepares them for future opportunities.

Building 21st Century Skills for Student Success
Actions Influenced: Goal 1, Action 6
Summary: In alignment with the advocacy of our educational partners, we recognize that technology is key to preparing students for the future. Ensuring access to reliable devices, essential software programs, and district resources is crucial for fostering a learning environment that develops 21st-century skills, such as critical thinking, collaboration, and digital literacy. By prioritizing technology

access, we equip students not only with the tools needed for academic success but also with the skills required to thrive in the modern workforce and succeed in a technology-driven world.

Creating a Secure Environment for Every Student
Actions Influenced: Goal 2, Action 3; Goal 3, Action 1
Summary: The collected feedback clearly demonstrated that while improvements have been made, there is still a need to continue to focus on safety. MUSD is committed to maintaining safe and secure learning environments. Physical safety is a foundational element of student success, and we continue to invest in safety measures, emergency preparedness, and secure facilities to protect everyone on campus. By fostering a culture of awareness and prevention, we ensure that students can focus on learning in a space where they feel protected and supported.

Supporting the Whole Child: Promoting Emotional and Mental Well-Being
Actions Influenced: Goal 2, Actions 1 & 2; Goal 3, Action 1
Summary: Through the advocacy of educational partners—parents, staff/teachers, and students—we are dedicated to supporting the emotional and mental well-being of all students. We understand that students thrive academically when they feel emotionally safe and mentally supported. By integrating social-emotional learning, access to mental health resources, and fostering strong relationships across our school community, we promote a culture of care where every student is seen, heard, and valued.

Based on the review of the data and the themes that emerged from the collected feedback, MUSD will maintain the formerly established goals:
1. Students will have multiple opportunities and supports to achieve high levels of academic success to graduate college and career-ready.
2. Students will have access to high-quality staff members who are skilled at creating safe and secure learning environments for students to succeed mentally, physically, and emotionally.
3. MUSD will foster strong partnerships between schools, families, and the community to support student success and holistic development.
4. Oasis Elementary and Palm Vista Elementary will improve academic achievement (ELA and Math CAASPP scores), school climate (suspension rate), and student engagement (chronic absenteeism rate) for all students, including Socioeconomically Disadvantaged, Students with Disabilities, African American students, Hispanic students, and White students.
5. By June 30, 2027, Black Rock Continuation High School will increase the graduation rate and college/career indicator for all students, including Socioeconomically Disadvantaged students, Hispanic students, and White students.

In addition, a sixth goal is being added. The sixth goal will capture the identified needs based on the comprehensive needs assessment done at our MUSD schools and district. This goal complements our current LCAP goals 1 and 2, and will be funded utilizing Learning Recovery Emergency Block Grant (LREBG) funds. All identified actions are evidence-based.

6. By June 30, 2027, students will have multiple opportunities to benefit from a comprehensive system of targeted instructional strategies and social-emotional supports designed to maximize academic achievement, to graduate prepared to excel in college and career pathways.

Equity Multiplier Feedback - Site Specific Needs

During the Comprehensive Needs Assessment (CNA), Oasis Elementary, Palm Vista Elementary, and Black Rock High School analyzed state and local data with their school communities. Findings were shared in forums like School Site Council (SSC), English Learner Advisory Committee (ELAC), Site Leadership Teams (SLT), and staff meetings. Priorities were set using Ca Dashboard data to address the lowest performance metrics. Feedback from their educational partners- teachers, parents, students, and community organizations- was integrated into evidence-based, supplemental interventions supporting base, LCAP, and Title 1 programs. Equity Multiplier funds will address the identified needs at each school site.

Oasis Elementary

Actions: Academic Interventions (4.1); Academic Intervention and Support (4.2); Behavior Intervention and Support (4.8) Academic and SEL Supplemental Curriculum, Materials, and Supplies

Summary: The insights gathered from educational partners at Oasis Elementary School (OES) highlighted several key initiatives aimed at prioritizing student programs and enhancing overall student well-being. To strengthen student support services, OES will expand its instructional team by continuing to employ an additional instructional aide and an instructional coach during the 2025–2026 school year (Goal 4, Action 1). These continuing staff members will play a critical role in increasing student engagement and academic performance by implementing targeted training and interventions, particularly in reading and mathematics, as measured by indicators M4.1, 4.3, 4.5, 4.7, and 4.11.

Educational partners' feedback emphasized the importance of further support through the inclusion of a Behavioral Interventionist and a Mental Health Counselor who will be hired for the 2025.2026 school year, and to continue to employ a behavioral instructional aide. These roles are expected to contribute significantly to fostering a positive school climate and supporting students’ social-emotional needs—both of which are essential for promoting academic success and sustained engagement (Goal 4, Action 2).

In order for both actions (Goal 4, Actions 1 and 2) to be effective, additional curriculum, supplies, and materials will be purchased (Goal 4.8). These items include technology, books, assemblies, workbooks, and other necessary materials.

Palm Vista Elementary

Actions: Behavioral Interventions (4.3); Additional Curriculum and Instructional Resources (4.4); Academic Professional Development (4.5); Student Engagement Professional Development (4.6); and Engaging Learning Opportunities (4.7)

Summary: The LCAP survey highlighted a strong interest from educational partners in the site continuing to address key areas of academics, student engagement, and behavior. The school has identified several key actions to further enhance student outcomes, with a continued focus on raising literacy and math scores, even though progress has been made. These actions include implementing behavioral interventions to address student needs, providing additional curriculum and instructional resources to support diverse learners, and offering academic professional development to strengthen instructional practices. In addition, there is a strong emphasis on student engagement,

with professional development focused on improving student participation and motivation. The school is also committed to creating engaging learning opportunities to foster a learning environment where students feel valued and are motivated to be in school.

Black Rock Continuation High School

Actions: Additional Instruction (5.1); Academic Supports (5.2)

Summary: The information gathered from the survey administered to Black Rock Continuation High School (BRHS) has directly influenced the Equity Multiplier goal of incorporating the Paxton/Patterson curriculum to increase student interest in Career Technical Education (CTE) courses and provide additional opportunities for student engagement.

The survey results revealed a strong desire among the BRHS community for more engaging and practical learning experiences that prepare students for future careers. By continuing the Paxton/Patterson curriculum, which focuses on hands-on, project-based learning in various CTE pathways, BRHS aims to capture students' interest and foster a deeper connection with their studies to eventually desire to participate in CTE courses at their original comprehensive high school (Goal 5, Actions 1 & 2). These actions have demonstrated such growth, that the cost of these actions have been allocated from a different funding source.

Moreover, the Equity Multiplier action of incorporating Paxton/Patterson aligns with the objective of improving student engagement at BRHS. By offering a diverse range of CTE courses and engaging instructional methods, students are provided with opportunities to explore their interests and discover potential career paths. This increased engagement can lead to higher motivation, better attendance, and a stronger connection to the school community, all of which contribute to overall student success. Additionally, BRHS will allocate more time for a Multi-Tiered System of Supports (MTSS) coordinator and counselor, ensuring students have full-time access to both while at school to address their academic and social-emotional needs (Goal 5, Action 3). Professional development for teachers and workshops for students will also be implemented, focusing on empowering students to lead their educational journey and meet their life goals (Goal 5, Action 4 and 5).

Ultimately, implementing the Paxton/Patterson curriculum at BRHS, along with these additional supports, can positively impact the graduation rate and the college and career indicator. By providing students with relevant and engaging learning experiences, they are better equipped to develop the necessary skills and knowledge for future success, increasing their likelihood of completing high school and pursuing post-secondary education or entering the workforce.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will have multiple opportunities and supports to achieve high levels of academic success 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)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Morongo Unified School District, in collaboration with our dedicated staff, parents, and students, is committed to enhancing student learning outcomes and academic achievement. Recognizing the need for continued progress in academic performance, as evidenced by standardized assessment and local benchmarks, we made data-driven decisions to ensure the best course of action for each student. This goal focuses on increasing student achievement across all grade levels by implementing rigorous, standards-based instruction.

To support college and career readiness, we are integrating Career and Technical Education (CTE) opportunities and expanding access to advanced coursework, including Advanced Placement (AP) and dual enrollment programs. We will also increase the number of available pathways to graduation, ensuring more students can achieve CTE and dual enrollment completeness. These efforts will provide students with greater flexibility in instructional modality and scheduling.

Our Multi-Tiered System of Supports (MTSS) will continue to play a vital role in helping students master academic content while developing essential social-emotional skills. This program has demonstrated success in improving student achievement, behavior, and attendance. Additionally, to ensure students are equipped with 21st-century skills, technology will remain a key component of our core instructional program. We will also continue expanding access to devices and improving the student-to-device ratio. Transportation will continue to be provided to support student attendance and participation in these initiatives. Lastly, sites will continue to receive direct allocation of LCAP funds to address their individual needs.

We expect to see continued increases in academic performance, along with renewed growth in English Learner language proficiency, graduation rates, and the percentage of students graduating college and career (CCI) prepared. As we implement these actions, we also anticipate an increase in student engagement. By continually monitoring our defined metrics, we will be able to address areas of need and build on areas of strength.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Distance from Standard (DFS) Source: CA School Dashboard	2023 CA Dashboard: MUSD All -43.4 DFS SED -56.3 DFS EL -79.3 DFS FY -57.2 DFS SWD -121.9 DFS HY -88.7 DFS AA –74.4 DFS 2024 CA Dashboard AI - 55.3 DFS LTEL -112.9 DFS	2024 CA Dashboard: MUSD All -39.9 DFS SED -51.4 DFS EL -76.3 DFS LTEL -112.9 DFS FY -56.7 DFS SWD -16 DFS HY -74.7 DFS AA -59.7DFS AI - 55.3 DFS		2026 CA Dashboard: MUSD All -34.4 DFS SED -44.3 DFS EL -67.3 DFS LTEL -99 DFS FY -42.2 DFS SWD -109.9 DFS HY -82.7 DFS AA –65.4 DFS AI - 49 DFS	MUSD All 3.5 points SED 4.9 points EL 3 LTEL - Not Applicable FY 0.5 points SWD 5.9 points HY 13.9 points AA 14.7 points AI - Not Applicable
1.2	CAASPP ELA (Elementary Schools) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA Dashboard: CES SWD -106.5 DFS OES SED -75.2 DFS SWD -135.2 DFS AA -96.5 DFS PVES SWD -143.2 DFS TPES SED -76.5 DFS SWD -116.3 DFS YMES	2024 CA Dashboard: CES SWD -95.9 DFS OES SED -71.4 DFS SWD -161.2DFS AA -88 DFS PVES SWD -140.9 DFS TPES SED -66.3 DFS SWD -112.8 DFS		CES SWD -94.5 DFS OES SED -63.2 DFS SWD -123.2 DFS AA -87.5 DFS PVES SWD -131.2 DFS TPES SED -64.5 DFS SWD -104.3 DFS YMES	CES SWD 10.6 points OES SED 3.7 points SWD -26.4 points AA 8.6 points PVES SWD - 2.4 points TPES SED 10.3 points SWD 3.5 points YMES

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD -82.2 DFS	YMES SWD -92.4 DFS		SWD -70.2 DFS	SWD -10.2 points
1.3	CAASPP ELA (Middle/Junior High Schools) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA Dashboard: LCMS EL -96.6 DFS TPJHS SED -80.8 DFS SWD -149.6 DFS AA -90.5 DFS	2024 CA Dashboard: LCMS EL -83.7DFS TPJHS SED -60 DFS SWD -143.5 DFS AA -66.3 DFS		LCMS EL -84.6 DFS TPJHS SED -68.8 DFS SWD -137.6 DFS AA -81.5 DFS	LCMS EL 13 points TPJHS SED 20.8 points SWD 6.1 points AA 24.2 points
1.4	CAASPP ELA (High Schools) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA Dashboard: YVHS SWD -194.2 DFS	2024 CA Dashboard: YVHS SWD -152.8 DFS		YVHS SWD -182.2 DFS	YVHS SWD 41.4points
1.5	CAASPP Math Distance from Standard (DFS) Source: CA School Dashboard	2023 CA Dashboard: MUSD All -83.1 DFS SED -93.6 DFS EL -126.3 DFS FY -106.3 DFS SWD -145.9 DFS HY -128.7 DFS AA –116.9 DFS 2024 CA Dashboard AI -104.5 DFS LTEL -193.5 DFS	2024 CA Dashboard: MUSD All -79.7 DFS SED -89.6 DFS EL -117.7 DFS LTEL -193.5 FY -83 DFS SWD –149 DFS HY -118.7 DFS AA –109.7DFS AI - 104.5DFS		All 71.1 SED -78.6 DFS EL -117.3 DFS LTEL -180 DFS FY -91.3 DFS SWD -130.9 DFS HY -122.7 DFS AA –110.9 DFS AI - 98.5 DFS	All 3.4 points SED 4 points EL 8.6 points LTEL - Not Applicable FY 23.3 points SWD -3.2 points HY 10 points AA 7.2 points AI - Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CAASPP Math (Elementary Schools) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA Dashboard: CES SWD -104 DFS OES AA -127 DFS YMES SWD -99.1 DFS	2024 CA Dashboard: CES SWD -95.9 DFS OES AA -88 DFS YMES SWD -105.7 DFS		CES SWD -89 DFS OES AA -121 DFS YMES SWD -84.1 DFS	CES SWD -10.6 points OES AA 8.6 points YMES
1.7	CAASPP Math (Middle/Junior High Schools) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA Dashboard: LCMS AA -136.4 DFS	2024 CA Dashboard: LCMS AA -123.2 DFS		LCMS AA -130.4 DFS	LCMS AA 13.2 points
1.8	CAASPP Math (High Schools) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA Dashboard: YVHS SWD -253.2 DFS	2024 CA Dashboard: YVHS SWD -249.4 DFS		YVHS SWD -238.2 DFS	YVHS SWD 3.8 points
1.9	i-Ready Reading – Local Assessment % Meets or Exceeds	2024 Spring Reading Diagnostic All 41% SED 37% EL 16% FY 27% K 75% K & SED 72% K & FY 66% 1st - 39% 1st & 34%	2025 Spring Reading Diagnostic All 45% SED 40% EL 17% FY 39% K - 73% K & SED 73% K & FY 50% 1st 44%		All 53% SED 49% EL 31% FY 42% K 80% K & SED 80% K & FY 75% 1st - 50% 1st & SED 50% 1st & FY 45% 2nd 50%	All 3% SED 3% EL 1% FY 12% K -2% K & SED 1% K & FY -16% 1st 4% 1st & SED -1% 1st & FY 7% 2nd 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1st & 34% 2nd - 45% 2nd & 46% 2nd & 50%	1st & SED 33% 1st & FY 41% 2nd - 31% 2nd & SED 28% 2nd & FY (No Students Tested in this Group)		2nd & SED 50% 2nd & FY 50%	2nd & SED 2% 2nd & FY (No Students Tested in this Group)
1.10	i-Ready Math – Local Assessment % Meets or Exceeds	2024 Spring Math Diagnostic All 34% SED 15% EL 16% FY 7% K 43% K & SED 37% K & FY 19% 1st 20% 1st & SED 16% 1st & FY 0% 2nd 17% 2nd & SED 15% 2nd & FY 0%	2025 Spring Math Diagnostic All 37% SED 22.62% EL % FY 21% K 42% K & SED 37% K & FY 60% 1st - 19% 1st & SED 18% 1st & FY 20% 2nd - 16% 2nd & SED 12% 2nd & FY 9%		All 28% SED 27% EL 28% FY 21% K 53% K & SED 47% K & FY 31% 1st 30% 1st & SED 28% 1st & FY 12% 2nd 27% 2nd & SED 27% 2nd & FY 12%	All 0% SED -9% EL 6.62% FY 14% K -1% K & SED 0% K & FY 41% 1st -1% 1st & SED 2% 1st & FY 20% 2nd -1% 2nd & SED 3% 2ndf & FY 9%
1.11	EL Reclassification % Reclassified Rate Source: Ellevation	Ellevation (2023-24) 14.9%	ELlevation (2024-2025) 15.16%		23.9%	0.26%
1.12	English Language Proficiency Indicator (ELPI) Source: CA School Dashboard	2023 CA Dashboard EL 51% 2024 CA Dashboard LTEL 44%	2024 CA Dashboard EL 46.5% LTEL 44%		EL 65% LTEL 41%	EL -4.5% LTEL - Not Applicable
1.13	Dual Enrollment (DE)	Local Data (2023-24) 701 Students Enrolled	Local Data (2024-25)		800 Students Enrolled	421 Students Enrolled

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of Students enrolled		1,122 Students Enrolled			
1.14	Career Technical Education (CTE) Enrollment Number of students enrolled	Synergy (2023-24) 414 Students Enrolled	Synergy (2024-25) 729 Students Enrolled		500 Students Enrolled	315 Students Enrolled
1.15	CTE Completers % Completion Rate (Number of Students Completed)	Local Data (2023) 28.9% (105)	Local Data (2024) 35.6% (203)		37%	7.7%
1.16	A-G Completion % of Seniors who have Completed A-G Source: DataQuest	DataQuest (2023) 24.2%	Data Quest (2024) 20.3%		40%	-1.9%
1.17	Graduation Rate % of Students Graduated Source: CA School Dashboard	2023 CA Dashboard All 76.5% SED 75.5% EL 69.2% FY Unknown (<11) SWD 64.4% HY 60.5% HI 77.3% WH 75.8% BRHS All 60.9% SED 61.4% HI 61.3% WH 59.6% TPHS	2024 CA Dashboard All 81.8% SED 79.8% EL 80.6% LTEL 81.3% FY 69.2% SWD 65.2% HY 78.2% HI 79.9% WH 81.7% BRHS All 84.2% SED 83.1% HI 72.4% WH 87.9%		All 86.5% SED 87.5% EL 81.2% LTEL 89% FY 75% SWD 73.4% HY 69.5% HI 87.3% WH 85.8% BRHS All 70.9% SED 73.4% HI 71.3% WH 69.6%	All 5.3% SED 4.2% EL 11.3% LTEL - Not Applicable FY Unknown (<11) SWD 0.8% HY 17.7% HI 2.6% WH 5.9% BRHS All 23.3% SED 21.8% HI 11.1% WH 28.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All 77.3% SWD 50% 2024 CA Dashboard LTEL 81.3%	 TPHS All SWD		TPHS All 87.3% SWD 59%	 TPHS All SWD
1.18	College and Career Indicator % CCI Prepared Source: CA School Dashboard	2023 CA Dashboard All 26.6% SED 23.3% EL 8% FY Unknown (<11) SWD 3% HY 5.6% BRHS All 1.2% SED 1.3% WH 0% 2024 CA Dashboard LTEL 16.1%	2024 CA Dashboard All 34.5% SED 29.9% EL 20% LTEL 16.1% FY 0% SWD 3.3% HY 22% BRHS All 1.1% SED 1.2% WH 1.9%		All 38.6% SED 35.3% EL 24% LTEL 25% FY 30% SWD 12% HY 20.6% BRHS All 13.2% SED 10.3% WH 6%	All 7.9% SED 6,6% EL 12% LTEL - Not Applicable FY Unknown (<11) in 2023 SWD 0.3% HY 3.7% BRHS All -0.1% SED 0% WH 1.9%
1.19	AP Exam Passage Rate with a score of 3 or higher Source: College Board	2023 AP Results 45.7%	2024 AP Results 52%		54%	6.3%
1.20	Sufficient Access to Standards-Aligned Instructional Materials Implementation Level Source: CA School Dashboard	2023 CA Dashboard ELA – Full Implementation and Sustainability ELD - Full Implementation and Sustainability Math - Full Implementation and Sustainability	2024 CA Dashboard ELA – Full Implementation ELD - Full Implementation Math - Full Implementation Science - Full Implementation		ELA – Full Implementation and Sustainability ELD - Full Implementation and Sustainability Math - Full Implementation and Sustainability	ELA – Full Implementation ELD - Full Implementation Math - Full Implementation Science - Full Implementation History - Full Implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Science - Full Implementation and Sustainability History - Full Implementation and Sustainability	History - Full Implementation		Science - Full Implementation and Sustainability History - Full Implementation and Sustainability	
1.21	Implementation of State Board-Adopted Academic Content and Performance Standards Implementation Level Source: CA School Dashboard	2023 CA Dashboard CTE – Full Implementation and Sustainability Health – Initial Implementation PE - Full Implementation and Sustainability VAPA - Full Implementation and Sustainability World Language - Full Implementation and Sustainability	2024 CA Dashboard CTE – Full Implementation and Sustainability Health – Initial Implementation PE - Full Implementation VAPA - Full Implementation World Language - Full Implementation		CTE – Full Implementation and Sustainability Health – Full Implementation PE - Full Implementation and Sustainability VAPA - Full Implementation and Sustainability World Language - Full Implementation and Sustainability	CTE – Full Implementation Health – Full Implementation PE - Full Implementation VAPA - Full Implementation World Language - Full Implementation
1.22	Access to a Broad course of study based on the California School Dashboard Indicator	2023 CA Dashboard 100%	2024 CA Dashboard 100%		100%	100%
1.23	Summative ELPAC % Proficient	2023 ELPAC Test Results EL 15.81% LTEL 20.59% AR-LTEL 8.11%	2024 ELPAC Test Results EL 16% LTEL 19% AR-LTEL 20%		EL 21.81% LTEL 29.59% AR-LTEL 17.11%	EL 0.19% LTEL 1.59% AR-LTEL 11.89%
1.24	100% of core classes taught by a qualified teacher holding an	2023-24 Local Data 98%	2024-25 Local Data 92.1%		100%	-5.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	applicable state certification/licensure requirement					
1.25	EAP: % of students prepared for college ELA Source: Local Data	Local Data (2023) 55.41%	Local Data (2024) 50%		61.4%	-5.41%
1.26	EAP: % of students prepared for college Math Source: CA School Dashboard	Local Data (2023) 27.35%	Local Data (2024) 15%		33.4%	-12.35%
1.27	% of Students who have Completed Both A-G and CTE Programs Source: Synergy and UC Compass	2023-24 Local Data 11.21%	2024-25 Local Data 20.3%		17%	9.09%
1.28	Least Restrictive Environment (LRE) for SWD Source: System Improvement Leads	2022-23 System Improvement Leads More than 80% = 53.62% Less than 40% = 17.47%	2023-24 System Improvement Leads More than 80% = 48.07% Less than 40% = 21.01%		More than 80% = 62% Less than 40% = 14%	More than 80% = -5.55% Less than 40% = 3.54%

Goal Analysis [2024-25]

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

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

The majority of the actions outlined in the previous LCAP were fully implemented as intended. This goal focused on preparing students for college and career readiness through rigorous instruction, expanded advanced coursework opportunities, equitable support, and ensuring academic achievement and readiness for future success.

MUSD hired all personnel across all actions, including MTSS Coordinators (1.1), staff for expanded advanced coursework opportunities at the secondary level (1.2 and 1.4), literacy coaches (1.5), IT staff (1.6), budget analyst (1.11), stipend positions (1.3), and TK/Kinder teachers (1.10). All planned materials and resources were purchased, and all intended services were provided.

In addition to these positions, teachers were paid stipends to perform the duties of ELD coordinator (1.7). These ELD coordinators and the Bilingual Instructional Assistant (1.7) support English Learners through mentorships and small, targeted group instruction aimed at improving English Fluency.

Professional Development is a challenge due to limited time, contractual time, and substitute coverage. However, MUSD has conducted UDL training (1.1, 1.9, 1.12, and 1.13) and one of our middle schools is in the process of becoming a UDL model school for Southern California. Professional development for English Language Development (1.8, 1.9, and 1.12) was conducted at 17 of the 18 sites, and explicit professional development of vocabulary development was conducted at 4 sites. All instructional staff had continual access to on-demand professional development for Language Development and on lesson design with Language Development in the forefront. In-person training was conducted at 1 high school, 1 middle school, and 6 elementary schools on using the on-demand resource to build lessons that are designed to meet the needs of our English Language Learners. In addition to these professional development opportunities, MUSD offered Summer Professional Development in July. These sessions covered a range of topics, including UDL, differentiated instruction, language development, literacy, and math instruction (1.1, 1.8, 1.9, 1.12, and 1.13).

In order to ensure Long Term English Language Learners (Action 1.8) needs are met, Language Development Materials and Supplies were purchased. This includes the online supplement materials through English 3D. The students directly used these licenses and resources, and the teachers were offered virtual training on this program.

Details regarding partial implementations for actions 1.2 and 1.6 are provided below.

Action 1.2: Expansion of College and Career Support and Opportunities was partially implemented during the 2024–2025 academic year.

Career Technical Education (CTE) courses were successfully delivered at both comprehensive high schools, with transportation services extended to students enrolled in the continuation/alternative high school. These programs enabled students to obtain industry-recognized certifications aligned with their selected career pathways. However, the implementation of the Military Science pathway was delayed due to challenges in recruiting a qualified instructor. Consequently, the course did not commence until the beginning of the second semester. This delay constituted the only component of the action that was not fully executed.

In contrast, significant progress was made in expanding Dual Enrollment opportunities. The number of courses and sections was increased to support the district's strategic objective of enabling students to graduate with an Associate's Degree. Additionally, Advanced Placement (AP) courses continued to be offered to students pursuing college-level academic rigor. These elements of the action were fully implemented.

Action 1.6: Equitable Access to Technology was partially implemented, primarily due to the completion of technology purchases through various funding sources as part of the district's ongoing device refresh plan. Despite this, the Morongo Unified School District (MUSD) successfully met its objective of achieving and maintaining a 1:1 student-to-device ratio. In addition, MUSD provided comprehensive

technology support, ensured student access to online curriculum and assignments, and made instructional resources available through digital platforms.

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.

Morongo Unified School District considers expenditures greater or less than 20% of the budgeted amount as a material difference. An analysis of the 2024-25 goals was carried out, and an explanation of material differences is listed below.

Action 1.1: A material difference for Action 1.1 (Equitable Access to Instructional Supports) occurred as the district incurred higher-than-anticipated costs due to negotiated salary increases and step & column.

Action 1.3: A material difference for Action 1.3 (Additional College and Career Support and Opportunities) occurred as the district was able to reduce expenditures, as alternative funding was identified to pay for summer school.

Action 1.5: A material difference for Action 1.5 (Targeted Supports in English Language Arts (ELA)) occurred as the district incurred higher-than-anticipated costs due to the need to purchase additional electronic titles through SORA to ensure students had access to a wider range of books.

Action 1.6: A material difference for Action 1.6 (Equitable Access to Technology) occurred as the district was able to reduce expenditures as alternative funding was identified for the planned technology refresh.

Action 1.7: To increase transparency, MUSD has transitioned from using a percentage for service increases and improvements to budgeting the funds. The actual budget amount for this action was $122,146.00. This represents a material decrease in expenditures, as other funds are being used to support this action.

Action 1.8: A material difference for Action 1.8 (Targeted Interventions and Supports for Long-Term English Learners) occurred as the district was able to reduce expenditures, as an alternative funding source was identified for a support position.

Action 1.9: A material difference for Action 1.9 (Professional Development) occurred as the district incurred higher-than-anticipated costs due to additional PD support being contracted.

Action 1.12: A material difference for Action 1.12 (Professional Development for Staff Working with English Learners) occurred as the district incurred higher-than-anticipated costs due to increased participation in the summer institute, with more staff attending the English Learner sessions than originally budgeted.

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

The actions implemented by MUSD—Action 1.1: Equitable Access to Instructional Supports and Action 1.6: Equitable Access to Technology have demonstrated moderate effectiveness in advancing the district's goal of ensuring all students graduate college- and career-ready. CAASPP ELA and Math scores have shown incremental gains across most student groups, particularly among African American (AA), Homeless Youth (HY), and Students with Disabilities (SWD), with several groups achieving double-digit improvements in Distance from Standard (DFS). For instance, AA students improved by 14.7 points in ELA and 7.2 points in Math. According to Metric 1.1, districtwide DFS in ELA improved from -43.4 to -34.4, with subgroup gains including SED (4.9 points), EL (3 points), FY (0.5 points), SWD (5.9 points), HY (13.9 points), and AA (14.7 points). However, LTELs remain significantly behind at -99 DFS. In Math, Metric 1.5 shows that districtwide DFS improved from -83.1 to -71.1, with subgroup gains, including EL (8.6 points), FY (23.3 points), HY (10 points), and AA (7.2 points). However, SWD declined by 3.2 points, and LTELs remain at -180 DFS.

At the site level, SWD at YVHS improved by 41.4 points in ELA (1.4), AA students at TPJHS improved by 24.2 points in ELA (1.3), and SWD at CES improved by 10.6 points in ELA (1.2). In Math, AA students at LCMS improved by 13.2 points (1.7), and SWD at CES improved by 10.6 points (1.6). Despite these gains, significant achievement gaps persist. SWD at PVES remains at -131.2 DFS in ELA, and SWD at YVHS are still at -182.2 DFS in ELA and -238.2 DFS in Math (1.4 and 1.8), indicating ongoing challenges for these subgroups. EL students at LCMS also continue to struggle, with a DFS of -84.6 in ELA (1.3).

The i-Ready diagnostics further reflect limited progress, with only slight increases in the percentage of students meeting or exceeding standards. In Reading (1.9), EL students increased from 16% to 17%, FY from 27% to 39%, and SED from 37% to 40%. In Math (1.10), EL students rose from 16% to 28%, FY from 7% to 21%, and SED from 15% to 22.6%. While these gains suggest that professional development and technology access initiatives may be contributing positively, the data underscore the need for more targeted and intensive interventions to accelerate progress for the most underserved subgroups.

Action 1.2, which expands access to Career Technical Education (CTE), Dual Enrollment, and Advanced Placement (AP) courses, has produced notable gains in several key areas. Dual Enrollment participation (1.13) increased from 701 to 1,122 students, surpassing the Year 3 target of 800. The AP exam passage rate (1.19) rose from 45.7% to 52%, nearing the 54% target. CTE enrollment (1.14) grew from 414 to 729 students, and the percentage of CTE completers (1.15) increased from 28.9% to 35.6%. The percentage of students completing both A-G and CTE pathways (1.27) nearly doubled from 11.21% to 20.3%, exceeding the 17% target. The College and Career Indicator (CCI) (1.18) also improved overall, rising from 26.6% to 38.6%, with subgroup increases including SED (23.3% to 35.3%), EL (8% to 24%), LTEL (baseline to 25%), FY (<11% to 30%), SWD (3% to 12%), and HY (5.6% to 20.6%). However, challenges remain in college readiness. College-level English readiness (1.25) declined from 55.41% to 50%, missing the 61.4% target, and college-level Math readiness (1.26) dropped sharply from 27.35% to 15%. A-G completion (1.16) also fell from 24.2% to 20.3%, reflecting a -1.9% change. Site-level disparities in college and career readiness persist, particularly at BRHS, where overall CCI preparedness remains critically low, increasing only from 1.2% to 13.2%. Subgroup data at BRHS show similarly limited progress, with SED students rising from 1.3% to 10.3% and White students from 0% to 6%, resulting in an overall change of just -0.1%. These results suggest that while Action 1.2 has effectively expanded access and improved several key outcomes, further targeted academic support, especially in English and Math, as well as site-specific interventions, is essential to ensure that all students are fully prepared for postsecondary success.

The effectiveness of Action 1.3 and Action 1.13 in advancing MUSD's goal of preparing students to graduate college- and career-ready has shown encouraging progress. Action 1.3: Alternative Interventions and Supports—which includes credit recovery, co-teaching, and summer

school—has contributed to notable gains in graduation rates (M1.17). From 2023 to the current year, the overall graduation rate rose from 76.5% to 86.5%, with significant improvements among SED students (from 75.5% to 87.5%) and EL students (from 69.2% to 81.2%). These gains suggest that targeted supports are helping more students meet graduation requirements. However, disparities remain, particularly for SWD (only improving from 64.4% to 73.4%) and students at BRHS, where graduation rates declined. Additionally, CAASPP ELA and Math scores (M1.1–M1.8) show modest improvements across several student groups, but persistent gaps for EL, LTEL, and SWD indicate that interventions need to be more intensive and differentiated. Action 1.13: Students with Disabilities Professional Development—which focuses on training staff through MTSS, UDL, and goal setting—has yielded mixed results. While some elementary and middle schools show improvement in CAASPP scores for SWD, high school performance (e.g., M1.4 and M1.8) remains significantly below standard. However, the Least Restrictive Environment (M1.28) metric shows a positive trend: the percentage of SWD spending more than 80% of their day in general education increased from 53.62% to 62%, and those in more restrictive settings decreased. This suggests that professional development is fostering more inclusive practices, though academic outcomes for SWD still require stronger, more targeted instructional strategies. Overall, both Action 1.3 and Action 1.13 are making measurable progress,

Action 1.4 provides alternative education opportunities at Black Rock Continuation High School, and the Academy of College and Career Excellence has shown generally positive results. Graduation rates at Black Rock improved from 60.9% to 84.2%, then slightly declined to 70.9%, showing a net gain of 10 percentage points (Metric 1.17). However, A-G completion rates dropped from 24.2% to 20.3%, indicating fewer students are completing college-prep coursework (Metric 1.16). In terms of academic performance, ELA scores for Students with Disabilities (SWD) at YVHS improved by 41.4 points (Metric 1.4), while Math scores for SWD at the same school increased slightly by 3.8 points (Metric 1.8). Across the district, CAASPP ELA scores showed modest gains for All students (+3.5), SED (+4.9), EL (+3), SWD (+5.9), and AA (+14.7), reflecting progress in literacy (Metric 1.1). At the elementary level, ELA scores improved for SWD at CES (+10.6), TPES (+3.5), and YMES (+10.2), but declined for SWD at OES (-26.4), showing uneven results (Metric 1.2). Middle school ELA scores improved for EL at LCMS (+13), SED at TPJHS (+20.8), SWD (+6.1), and AA (+24.2), indicating strong gains (Metric 1.3).

In math, district-wide CAASPP scores improved slightly for All students (+3.4), SED (+4), EL (+8.6), and AA (+7.2), while SWD declined (-3.2), showing mixed results (Metric 1.5). At the elementary level, CES SWD improved (+10.6), OES AA improved (+8.6), and YMES SWD improved (+15), reflecting positive trends (Metric 1.6). Middle school math scores for AA at LCMS improved by 13.2 points (Metric 1.7). Local i-Ready Reading scores showed small gains for All students (+3%), SED (+3%), EL (+1%), and FY (+12%), with stronger growth in early grades (Metric 1.9). i-Ready Math scores were more mixed, with All students showing no change, SED declining (-9%), but EL (+6.62%) and FY (+14%) improving, especially in early grades (**Metric 1.10**). Access to **standards-aligned instructional materials** remained fully implemented across all core subjects, supporting consistent curriculum delivery (Metric 1.20).

Additionally, Metric 1.21 and Metric 1.22, which track student access to a broad course of study and implementation of academic standards, both show full implementation across subjects. Metric 1.22 has remained consistently high, and the implementation of state-adopted academic content and performance standards (1.21) has reached full implementation across all subject areas, including CTE, Health, PE, VAPA, and World Language. However, the persistent gap in A-G completion highlights the need for more targeted academic supports within alternative programs to ensure students graduate with the qualifications necessary for postsecondary success. This confirms that students in alternative education programs are receiving instruction aligned with state standards and have access to a wide range of courses, supporting the goal of equitable educational opportunities.

The action 1.5 – Targeted Supports in English Language Arts (ELA), which involves maintaining a literacy coach to support reading instruction and ELA programs, has shown moderate effectiveness in advancing the goal of ensuring students graduate college- and career-ready. Across multiple metrics, there have been measurable improvements, particularly in CAASPP ELA Distance from Standard (DFS) scores. Socioeconomically disadvantaged (SED) students improved by 4.9 points, and African American (AA) students by 14.7 points from the baseline, indicating that this targeted support is benefiting key student groups. However, progress remains uneven. Long-Term English Learners (LTEL) and Students with Disabilities (SWD) continue to show significant gaps, with LTEL still at -99 DFS and SWD at -109.9 DFS, suggesting that while Action 1.5 is directionally effective, it may not be sufficient for the most at-risk populations. At the elementary level, some schools like TPES showed notable gains for SED students (10.3 points), but others, such as OES, saw a decline in SWD performance (-26.4 points). The i-Ready Reading diagnostic also reflects modest overall gains (from 41% to 44% meeting or exceeding standards), though subgroup data is incomplete. Overall, while Action 1.5 is yielding positive trends, especially for certain subgroups.

Action 1.7 – Targeted Interventions and Supports for English Learners, which includes English acquisition programs such as ELD, SDAIE, and Ellevation, has demonstrated effectiveness in supporting English Learners (ELs) and narrowing the achievement gap. ELs showed measurable academic progress, with CAASPP scores increasing by 3 points in ELA and 8.6 points in Math (1.1, 1.5) from the baseline, indicating a positive trajectory. Foundational skills also improved, as reflected in i-Ready assessment results, where reading proficiency rose from 16% to 31% and math proficiency increased from 16% to 28% (1.9, 1.10). A key factor contributing to these gains was the district's implementation of a strategy allocating 3% ELD Coordinators' time specifically for EL and Long-Term English Learner (LTEL) instruction and Bilingual Instructional Assistants providing small groups targeted instruction. This time was strategically embedded through schedule modifications, targeted small-group instruction, and specialized teacher assignments focused on language development and academic vocabulary. As a result, teachers reported increased student engagement, improved participation, and stronger performance on formative assessments. Notably, ARLTELs (At-Risk LTELs) showed significant growth on the Summative ELPAC (1.23), with proficiency rates increasing from 8.11% to 20%. While LTELs continue to face challenges, with ELA scores at -99 DFS and Math at -180 DFS (1.1, 1.5), the additional instructional time has laid a strong foundation for continued growth. Other key metrics include a modest increase in the EL Reclassification Rate from 14.9% to 15.16% (1.11). The English Language Proficiency Indicator (ELPI) (1.12). which demonstrated a decline by 4.5 percentage point decline in the English Language Proficiency Indicator (ELPI). Additionally, Summative ELPAC proficiency for the overall EL group rose slightly from 15.81% to 16%, while LTELs declined from 20.59% to 19% (1.23). Continued refinement and targeted support—especially for LTELs—will be essential to sustain and accelerate this progress.

The action 1.8 – Targeted Interventions and Supports for Long-Term English Learners, which utilizes English 3D and intensive English acquisition programs such as ELD and SDAIE, has shown limited effectiveness in improving English language proficiency for Long-Term English Learners (LTELs). According to the English Language Proficiency Indicator (ELPI), LTELs scored 44% in Year 1 and declined to 41% in Year 2, falling short of the 65% target and indicating a downward trend. Similarly, while the Summative ELPAC results show a slight increase in overall EL proficiency (from 15.81% to 16%) and a small gain for LTELs (from 20.59% to 19%, which is actually a decrease), the most notable improvement was among At-Risk LTELs (AR-LTELs), who rose from 8.11% to 20%, a gain of 11.89 percentage points. This suggests that while Action 1.8 may be having a positive impact on the most at-risk subgroup, it has not yet produced consistent or significant gains for the broader LTEL population. The overall data indicate that more targeted, intensive, or differentiated strategies may be necessary to meet the ambitious goals for English language proficiency and reclassification.

Action 1.9 - The professional development provided by MUSD has contributed to meaningful progress in improving ELA and math achievement, as well as graduation outcomes across the district. District-wide ELA scores showed consistent growth, with All students

(+3.5), SED (+4.9), EL (+3), SWD (+5.9), and AA (+14.7) making gains (Metric 1.1). At the elementary level, SWD at CES (+10.6), TPES (+3.5), and YMES (+10.2) improved, while OES saw a decline, highlighting areas for continued support (Metric 1.2). Middle school students also benefited, with EL at LCMS (+13), SED at TPJHS (+20.8), SWD (+6.1), and AA (+24.2) showing strong growth (Metric 1.3). At the high school level, SWD at YVHS made a remarkable 41.4-point gain in ELA (Metric 1.4), reflecting the impact of targeted instructional strategies.

In math, district-wide scores improved for All students (+3.4), SED (+4), EL (+8.6), and AA (+7.2), while SWD saw a slight decline, indicating areas for focused math support (Metric 1.5). Elementary math scores showed promising growth for CES SWD (+10.6), OES AA (+8.6), and YMES SWD (+15) (Metric 1.6). Middle school math scores for AA at LCMS improved by 13.2 points (Metric 1.7), and high school SWD at YVHS gained 3.8 points (Metric 1.8). Local i-Ready Reading scores increased for all students (+3%), SED (+3%), EL (+1%), and FY (+12%), with notable gains in early grades (Metric 1.9). i-Ready Math scores showed mixed results, with EL (+6.62%) and FY (+14%) making strong progress, especially in foundational skills (Metric 1.10).

Graduation rates across the district have risen impressively. All students improved from 76.5% to 86.5% (+10%), SED from 75.5% to 87.5% (+12%), EL from 69.2% to 81.2% (+11.3%), SWD from 64.4% to 73.4% (+0.8%), HY from 60.5% to 69.5% (+17.7%), HI from 77.3% to 87.3% (+2.6%), and WH from 75.8% to 85.8% (+5.9%) (Metric 1.17). At Black Rock High School, graduation rates rose from 60.9% to 84.2%, then adjusted to 70.9%, still reflecting a strong overall improvement. SED students at BRHS improved from 61.4% to 73.4% (+12%), HI from 61.3% to 71.3% (+10%), and WH from 59.6% to 69.6% (+10%) (Metric 1.17).
While the percentage of core classes taught by a qualified teacher decreased slightly from 98% to 92.1% (Metric 1.24), the district remains committed to reaching the 100% target. This metric highlights an opportunity to align staffing with the high-quality professional development being delivered, ensuring every student benefits from expert instruction.

The action 1.10 – Expanded Learning Opportunities, which includes the implementation and maintenance of Full-Day Kindergarten, has shown moderate effectiveness in supporting early academic success, particularly in reading. According to the i-Ready Reading diagnostic, kindergarten students maintained a high level of performance with a slight dip from 75% to 73% meeting or exceeding standards, while first-grade students improved from 39% to 44%. Although second-grade performance slightly declined from 45% to 44%, the overall trend suggests that early exposure to extended learning time may be contributing to foundational literacy development. In math, however, the results are more mixed. Kindergarten math scores slightly decreased from 67% to 65%, and both first and second grades saw declines (first grade from 40% to 38%, and second grade from 45% to 37%). These results indicate that while Action 1.10 may be positively impacting reading outcomes, particularly in the early grades, its influence on math achievement is less clear and may require additional instructional support or curriculum adjustments to be more effective. Overall, the action is contributing to progress toward the goal, but with room for improvement, especially in mathematics.

The action 1.11 – Funding for Innovative Academic Programs and Materials, which involves employing a budget analyst to support the fiscal implementation of academic programs, has demonstrated moderate effectiveness in supporting progress toward the goal of ensuring students graduate college- and career-ready. Improvements are evident in several key metrics. For example, CAASPP ELA and Math scores have shown gains across most student groups, with English Learners improving by 3 points in ELA and 8.6 points in Math, and socioeconomically disadvantaged students improving by 4.9 and 4 points respectively. Graduation rates have also increased significantly, with the overall rate rising from 76.5% to 86.5%, and English Learners improving by 11.3 percentage points. However, some areas show limited or no progress. The implementation level of standards-aligned instructional materials remained consistent but did not advance to the “Full Implementation and Sustainability” level across all subjects in Year 2. Additionally, while access to a broad course of study remained at

100%, this metric did not reflect growth. Overall, Action 1.11 appears to be contributing positively to academic outcomes and program support, particularly in graduation rates and assessment performance, though further efforts may be needed to enhance instructional material implementation and sustain long-term academic gains.

The action 1.12 – English Learner and Long-Term English Learner Professional Development, which provides staff training to improve English language proficiency among English Learners (ELs) and Long-Term English Learners (LTELs), has shown limited effectiveness to date. According to the English Language Proficiency Indicator (ELPI), EL performance declined from 51% to 46.5%, falling short of the 65% target, while LTELs scored 44% in Year 1 and dropped to 41% in Year 2. Similarly, the Summative ELPAC results show only marginal improvement for ELs (from 15.81% to 16%) and a slight decline for LTELs (from 20.59% to 19%). However, At-Risk LTELs (AR-LTELs) demonstrated a significant gain, increasing from 8.11% to 20%, suggesting that some subgroups may be benefiting more from the professional development efforts. Overall, while Action 1.12 may be contributing to isolated improvements, particularly for the most at-risk students, the overall data indicates that the professional development provided has not yet led to widespread or consistent gains in English language proficiency. This suggests a need to refine or intensify training strategies to better support EL and LTEL achievement.

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.

Action 1.7 will be revised from a percentage of increased and improved services to a budgeted allocation, promoting transparency with our educational partners.

As planned, we have expanded our early literacy initiative. During the 2024–2025 school year, the initiative was extended to include 1st grade, and it will continue to expand to 2nd grade in the 2025–2026 school year. To effectively monitor student progress throughout the remainder of this LCAP cycle, Metric 1.9 has been updated to include literacy growth for Kindergarten through 2nd grade. Last year's data for grades 1st and end was added as the baseline. From this information, we were able to determine expected outcomes and the difference between the baseline and this year’s student performance. This allows us to assess the impact of the initiative and track the development of students who are not yet participating in state assessments. Similarly, Metric 1.10 has been expanded to include math progress monitoring for students in Kindergarten through 2nd grade, providing valuable insight into early math development prior to participation in the CAASPP. Baseline data was collected from the 2023/2024 school year, anticipated outcomes were determined, and the difference between this year's data and last was annotated.

To improve the accuracy of Metric 1.25 (EAP ELA) and 1.26 (EAP Math), the data source was updated from the California Dashboard to local data. This change ensures a more precise reflection of how the passage rate is recorded. Specifically, MUSD uses Local Data collected through the CAASPP reports available from the CAASPP & ELPAC: A California Assessment System website, which provides detailed results once students complete the Standardized State Assessment. These reports also include information on the Early Assessment Program (EAP) passage rates for both EAP ELA and EAP Math, offering a more comprehensive and timely view of student performance aligned with local reporting needs.

In response to the 2024 Dashboard identifying the American Indian student group for Differentiated Assistance (DA), we have also updated Metrics 1.1 and 1.5 to include this student group. This addition reflects our commitment to equity and ensures that we are closely monitoring and supporting the academic progress of all student populations.

Changes to the baseline and target outcomes for Long-Term English Learners (LTELs) have been made in Metrics 1.1, 1.5, 1.12, 1.17, and 1.18. These updates reflect the addition of LTELs as a newly recognized student group on the 2024–2025 California Dashboard. As this is the first year this group is being monitored, baseline data has been established for each relevant metric. In addition, projected outcome data has been added to support goal-setting and progress monitoring for this student group moving forward.

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	Equitable Access to Instructional Supports	MUSD will increase and maintain access to instructional support for Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS) to close the ELA and Math achievement gaps while ensuring equitable access, as measured by M1.1 through 1.10. This action is principally directed to English Learners, LTELs, Foster Youth, and Low-Income students.	$4,037,630.00	Yes
1.2	Additional College and Career Support and Opportunities	Instructional Services will implement and maintain learning opportunities for students to participate in CTE, Dual Enrollment, and Advanced Placement courses. This action is principally directed to English Learners, Foster Youth, and Low-Income students to increase graduation and CCI outcomes as measured by metrics M1.13 through 1.19, 1.25, 1.26, and 1.27.	$1,749,868.00	Yes
1.3	Alternative Interventions and Supports	MUSD will ensure instructional support and intervention services are provided through credit recovery, co-teaching, and summer school, principally directed to Low-Income students to improve their CAASPP ELA and Math DFS, as well as graduation rate. This action will be measured by M1.1 through 1.8 and 1.17.	$349,992.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Alternative Education Opportunities	Black Rock Continuation High School and Academy of College and Career Excellence will provide educational program options, such as independent study, accelerated learning, and virtual learning to ensure equitable access and support. This action is principally directed toward low-income and foster youth students and will be measured by M1.1 through 1.10, 1.16, 1.17, 1.20, 1.21, and 1.22.	$4,296,713.00	Yes
1.5	Targeted Supports in English Language Arts (ELA)	Instructional Services will maintain the employment of a literacy coach to provide ELA support for reading instruction and ELA instructional programs to improve reading and ELA skills. This action is principally directed to our Low-Income students and foster youth students as measured by M1.1, 1.2, and 1.9.	$222,681.00	Yes
1.6	Equitable Access to Technology	MUSD will increase and maintain access to technology for our students to have 1:1 devices, access to curriculum, and tech support, principally directed to English Learners, Foster Youth, and Low-Income students, to close the ELA and Math achievement gaps as measured by M1.1, through 1.10.	$2,011,290.00	Yes
1.7	Targeted Interventions and Supports for English Learners	Instructional Services will provide support, intervention, and English language services through English acquisition programs (English Language Development [ELD], Specially Designed Instruction in English [SDAIE], and Ellevation) to close the math and ELA achievement gap and improve English language proficiency and EL reclassification rate. This action is limited to English Learners and is measured by M1.1, 1.5, 1.9, 1.10, 1.11, 1.12, and 1.23.	$128,166.00	Yes
1.8	Targeted Interventions and Supports for Long-Term English Learners	Instructional Services will provide support and intervention services through English 3D to ensure support for English language services, including intensive English acquisition programs (English Language Development [ELD] and intensive Specially Designed Instruction in English [SDAIE]) to improve English language proficiency. This action is limited to LTELs and is measured by M1.12 and 1.23	$33,745.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Professional Development	MUSD will provide professional development to all staff to improve ELA and math skills and improve the graduation rate. This action is principally directed to Low-Income, Foster Youth, and English Learners and will be measured by M1.1 through 1.10,1.17, and 1.24	$235,892.00	Yes
1.10	Expanded Learning Opportunities	MUSD will implement and maintain Full-Day Kindergarten to provide additional academic enrichment and real-world learning opportunities, principally directed toward foster and low-income youth as measured by metrics M1.9, 1.10.	$1,594,930.00	Yes
1.11	Funding for Innovative Academic Programs and Materials	MUSD will maintain the employment of a budget analyst to provide fiscal support for program implementation and academic success of all students as measured by M1.1, 1.5, 1.17, 1.20, and 1.22.	$96,593.00	No
1.12	English Learner and Long-Term English Learner Professional Development	MUSD will provide professional development to all staff to improve English Language Proficiency. This action is principally directed to English Learners and Long-Term English Learners and will be measured by M1.12 and 1.23.	$132,446.00	Yes
1.13	Students with Disabilities Professional Development	MUSD will provide professional development for staff, such as through MTSS, UDL, and goal setting to support academic achievement for students with disabilities as measured by M1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, and 1.28.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will have access to high-quality staff members who are skilled at creating safe and secure learning environments for students to succeed mentally, physically, and emotionally.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal aims to support our students in the areas of student engagement and school climate. It allows for support staff and professional development to enhance our practices in school safety, positive culture development, and improving social-emotional and mental health needs.

Throughout all of our meetings with educational partners, it was made clear that our students' health, safety, and emotional well-being were of utmost importance. This was evident in the data we obtained through various sources such as the Panorama screener, suspension and expulsion rates, the LCAP survey, and in-person meetings with our partners. Although we saw a minimal increase in expulsions (0.06%), improvements have been made for all students in the area of suspensions (9% in 23-24 to 8.6% in 24-25), and maintaining the current goal would allow us to maintain a focus on these efforts and ensure it continues to support our work in improving school climate. The following student groups also demonstrated an improvement with their suspension rates: SED, EL, FY, SWD, HY, and PI.

To achieve this goal, we will continue to implement our MTSS and PBIS programs, sustain current personnel, and provide various professional development opportunities to better connect with our students, especially those who need social-emotional support. By imparting these skills to our students, we aim to reduce disruptions to the school environment by decreasing behaviors that lead to the exclusion of students from our campuses. The increase in personnel and training will also ensure that our campuses are safe, providing a secure learning environment for our students.

Our plan is flexible and adaptable, evolving as we continuously monitor its progress. By closely tracking our defined metrics, we can quickly pinpoint areas needing improvement and leverage our strengths. This dedication to ongoing enhancement will steer us toward the 2025-2026 school year, ensuring that our students’ mental, physical, and emotional well-being remains a top priority.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	PBIS Tier I & II % Implemented Source: PBISAssessment	2023-24 Local Data Tier 1 92% Tier II 87% Tier III 64%	2024-25 Local Data Tier 1 97.5% Tier II 89.75% Tier III 88.69%		Tier I 95% Tier II 90% Tier III 70%	Tier I 5.5% Tier II 2.75% Tier III 24.69%
2.2	Suspension Rate % Suspended at least one day Source: CA School Dashboard	2023 CA Dashboard All 9% SED 10.3% EL 8.7% FY 18.9% SWD 12.5% HY 14.5% PI 16.9% 2024 CA Dashboard AI - 12% LTEL 16%	2024 CA Dashboard All 8.6% SED 9.5% EL 7.8% LTEL 16% FY 10.4% SWD 12.1% HY 14.2% PI 11% AI - 12%		All 6% SED 5.3% EL 5.7% LTEL (TBD) FY 13.9% SWD 7.5% HY 11.5% PI 13.9% AI - 10%	All -0.4% SED -0.9% EL -1% LTEL Not Applicable FY -8.4% SWD -0.4% HY -0.3% PI -5.9% AI - Not Applicable
2.3	Suspension Rate (Elementary Schools) % Suspended at least one day Source: CA School Dashboard	2023 CA Dashboard FHES All 7% SED 9.2% HI 7.7% JTES All 9.6% SED 9.8% SWD 6.1% HI 9.7% WH 10% MVES All 3.4% SED 3.7%	2024 CA Dashboard FHES All 5.3% SED 6.2% HI 7.3% JTES All 9.2% SED 8.9% SWD 6.4% HI 9% WH 11.1% MVES All 1% SED 1.2%		FHES All 4% SED 4.2% HI 4.7% JTES All 6.6% SED 4.8% SWD 3.1% HI 6.7% WH 7% MVES All 2% SED 2%	2024 CA Dashboard FHES All -1.7% SED -3% HI -0.4% JTES All -0.4% SED -0.9% SWD 0.3% HI -0.7% WH 1.1% MVES All -2.4% SED -2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		OES All 12.9% SED 13.9% SWD 16.4% AA 20.5% HI 8.4% WH 14% PVES SWD 9.5% WH 10.9% TPES All 6.7% SED 8.5% AA 15.4% HI 6.5% YMES All 7.3% SED 8.3% HI 7.3% WH 7.7% YVES HY 10.3% SWD 6.6%	OES All 6.2% SED 6.7% SWD 8.3% AA 10.2% HI 3.5% WH 7.6% PVES SWD 2.3% WH 1.3% TPES All 7.3% SED 7.4% AA 12.7% HI 6.2% YMES All 6% SED 6.8% HI 3.9% WH 7.4% YVES HY 13.5% SWD 8.8%		OES All 9.9% SED 8.9% SWD 11.4% AA 15.5% HI 5.4% WH 11% PVES SWD 4.5% WH 7.9% TPES All 3.7% SED 3.5% AA 10.4% HI 3.5% YMES All 4.3% SED 3.3% HI 4.3% WH 4.7% YVES HY 7.3% SWD 3%	OES All -6.7% SED -7.2% SWD -8.1% AA -10.3% HI -4.9% WH -6.4% PVES SWD -7.2% WH -9.6% TPES All 0.7% SED -1.1% AA -2.7% HI -0.4% YMES All -1.3% SED -1.6% HI -1.6% WH -0.2% YVES HY 3.2% SWD 2.2%
2.4	Suspension Rate (Middle/Junior High Schools) % Suspended at least one day Source: CA School Dashboard	2023 CA Dashboard LCMS AA 30.6%	2024 CA Dashboard LCMS AA 20%		LCMS AA 25.6%	LCMS AA -10.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Expulsion Rate % Students expelled Source: DataQuest	2022-23 DataQuest 0.10%	2023-24 DataQuest 0.16%		0.05%	0.06%
2.6	LCAP Survey – Safety % of Students Agree/Strongly Agree	2023-24 LCAP Survey All 57.6% SED 50.3%	2024-2025 Panorama Survey All 63.4% SED 52%		All 63% SED 60%	All 5.8% SED 5.8%
2.7	LCAP Survey – School Connectedness % of Students Agree/Strongly Agree	2023-24 LCAP Survey All 77.7% SED 67.6%	2024-2025 Panorama Survey All 63% SED 49.5%		All 80% SED 75%	All -14.7 SED -18.1

Goal Analysis [2024-25]

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

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

The district's implementation of its goal to ensure students have access to high-quality staff who foster safe and secure learning environments has largely aligned with the planned actions, with notable successes and some challenges.

Action 2.1 – Mental and Emotional Health Programs and Services:
The district successfully implemented Panorama Education and Daybreak Health to support Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS). These platforms were instrumental in promoting social-emotional learning, mindfulness, and trauma-informed care. Daybreak Health, in particular, provided accessible online counseling services across both elementary and secondary schools, directly addressing students' mental health needs. A significant enhancement to this action was the continued employment of a Board Certified Behavior Analyst (BCBA), who brought specialized expertise in identifying behavioral root causes and developing individualized behavior plans. While the implementation closely followed the original plan, a key challenge was limited engagement with the Panorama platform from students, staff, and the community. Efforts are underway to improve participation through enhanced professional development and communication strategies. This action was fully implemented.

Action 2.2 – Collaborative Leadership and Practices Targeting Social-Emotional Needs:
Professional development was a central focus, with the district hosting a Summer Institute that provided training for all classified and certificated staff. These sessions emphasized the use of Panorama Education and Daybreak Health tools to better support students' social-

emotional and connectedness needs. Training was extended to MTSS coordinators, special education staff, mental health professionals, and administrators during the 2024–2025 school year, with plans to include all teachers in 2025–2026. This phased approach has laid a strong foundation for district-wide capacity building. The main challenge here was ensuring consistent and meaningful participation across all staff groups, which the district is addressing through ongoing training and support. This action was partially limited because the number of staff attending training was fewer than originally planned.

Action 2.3 – Physical Safety Personnel:
The district met its goal of recruiting all required safety personnel, including administrative assistants, custodial staff, and School Resource Officers (SROs). These individuals played a vital role in maintaining safe school environments. SROs were strategically placed across the district to build relationships with students and proactively prevent incidents. This action was implemented as planned, with no substantive deviations, and contributed significantly to the physical safety component of the district's overall goal. This action was fully implemented.

In summary, the district's comprehensive and collaborative approach has effectively supported students' mental, emotional, and physical well-being. While implementation closely mirrored the original plan, challenges such as limited engagement with new platforms are being actively addressed. These efforts position the district well for continued progress into the 2025–2026 school year.

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.

Morongo Unified School District considers expenditures greater or less than 20% of the budgeted amount as a material difference. An analysis of the 2024-25 goals was carried out and an explanation of material differences is listed below.

Action 2.2: A material difference for Action 2.2 (Collaborative Leadership and Practices Targeting Social-Emotional Needs) occurred as the district was able to reduce expenditures as Staff did not attend conferences as planned.

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

The implementation of Actions 2.1, 2.2, and 2.3 has collectively contributed to progress toward Goal 2: ensuring students have access to high-quality staff who foster safe, secure, and supportive learning environments that promote student success mentally, physically, and emotionally. Each action, supported by specific metrics, has shown varying degrees of effectiveness.

Action 2.1, which introduced Panorama Education and Daybreak Health to support MTSS and PBIS integration, has been particularly effective in strengthening behavioral support systems and improving school climate. According to Metric M2.1, PBIS implementation improved significantly across all tiers: Tier I rose from 92% to 97.5%, Tier II from 87% to 89.75%, and Tier III from 64% to 88.69%. These gains, especially the 24.69% increase in Tier III, reflect enhanced capacity to support students with intensive behavioral needs. Additionally, Metric M2.2 shows a reduction in suspension rates across most student groups, including foster youth (from 18.9% to 10.4%) and Pacific Islander students (from 16.9% to 11%). Metric M2.3 further supports this trend at the elementary level, with Oasis Elementary School

reducing suspensions for all students from 12.9% to 6.2%, and for African American students from 20.5% to 10.2%. Metric M2.4 shows a 10.6% drop in suspension rates for African American students at LCMS. While Metric M2.5 shows a slight increase in the expulsion rate from 0.10% to 0.16%, the overall rate remains low, suggesting that exclusionary discipline is still being minimized. Importantly, Metric M2.6 shows that students' perception of safety improved, with agreement rising from 57.6% to 63.4% overall and from 50.3% to 52% among socioeconomically disadvantaged (SED) students. However, Metric M2.7 reveals a decline in school connectedness, with overall agreement dropping from 77.7% to 63% and from 67.6% to 49.5% among SED students. This suggests that while structural supports and behavioral systems have improved, relational and emotional engagement still require attention.

Action 2.2 focused on professional development for all staff to address students' mental and emotional health needs. This action is principally directed toward low-income students and is measured by Metrics M2.2 through M2.7. The reductions in suspension rates (M2.2, M2.3, M2.4) suggest that staff training has improved their ability to respond to student behavior with empathy and preventative strategies. However, an increase in expulsion rate (M2.5) from .10% to .16% demonstrates a need to maintain a focus in providing professional development for continued support of our students' mental and emotional health needs. The modest increase in students' perception of safety (M2.6) supports the idea that staff are creating safer environments. However, the decline in school connectedness (M2.7) indicates that more targeted efforts are needed to build meaningful relationships and foster a sense of belonging, especially for SED students.

Action 2.3 emphasized the role of physical safety personnel—such as administrative assistants, campus safety officers, and custodial staff—in supporting school safety. This action is measured by Metrics M2.1 through M2.5. The improvements in PBIS implementation (M2.1) and the reductions in suspension rates (M2.2, M2.3, M2.4) suggest that these personnel are contributing to a more structured and secure school environment. Their presence and engagement likely support consistent enforcement of safety protocols and positive behavior expectations. However, the slight increase in the expulsion rate (M2.5) indicates a need for continued alignment between safety practices and restorative discipline approaches.

In summary, Actions 2.1, 2.2, and 2.3 have collectively strengthened behavioral supports, reduced suspensions, and improved perceptions of safety. The integration of SEL tools, staff training, and physical safety personnel has created a more supportive environment for many students, particularly those from high-need groups. However, the decline in school connectedness, especially among socioeconomically disadvantaged students, highlights the need for deeper relational strategies and inclusive practices to ensure that all students feel emotionally supported and engaged in their school communities.

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

As a result of reflections on prior practice, the district has chosen to maintain its current goal and actions under Goal 2, which focuses on ensuring students have access to high-quality staff skilled in creating safe and secure learning environments that support their mental, physical, and emotional well-being. Actions 2.1, 2.2, and 2.3 will continue to be implemented without change, emphasizing the integration of MTSS and PBIS systems, professional development for staff, and the presence of physical safety personnel.

In the 2025–2026 school year, MUSD has implemented a material decrease in the budget allocated for Action 2.2. This adjustment reflects a shift in funding strategy, influenced by increased participation in conferences during the 2024–2025 school year and the successful acquisition of grants that now partially support these professional development efforts. While training on platforms such as Panorama Education and DayBreak Health remains a priority to address the social-emotional and connectedness needs of students, the reduced budget aligns with current resource availability and external funding opportunities.

Action 2.3, there is a material decrease in the budget for the action supporting school site personnel, such as assistant principals. This reduction is primarily due to declining student enrollment and the district's strategic decision to transition 6th grade to the junior high level at the east end of the district. Additionally, the district is leveraging alternative funding sources to support the implementation of this action, allowing for a more efficient allocation of our LCFF resources while maintaining a strong commitment to campus safety.

There are three key updates to the metrics used to evaluate progress. First, Metric M2.2 has been updated to include the American Indian student group, following their identification for Differentiated Assistance (DA) on the 2024 California School Dashboard. This group also received a Red indicator for suspension, prompting the district to ensure their inclusion in monitoring and support efforts to better address their needs. Second, Metrics M2.6 and M2.7, which previously relied on data from the LCAP survey, will now be sourced from the Panorama survey. This change is intended to improve the accuracy and depth of student feedback regarding school safety and connectedness, aligning with the district-wide adoption of Panorama as a more robust tool for assessing school climate and student well-being. These metric adjustments reflect the district's commitment to data-driven decision-making and equity, while maintaining a consistent focus on strategies that promote inclusive, supportive, and safe learning environments for all students.

Changes to the baseline and target outcomes for Long-Term English Learners (LTELs) have been made in Metrics 2.2. This update reflects the addition of LTELs as a newly recognized student group on the 2024–2025 California Dashboard. As this is the first year this group is being monitored, baseline data have been established for each relevant metric. Additionally, projected outcome data have been added to support goal setting and progress monitoring for this student group moving forward.

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	Mental and Emotional Health Programs and Services	Instructional Services, MUSD SELPA, and a behavior specialist will implement Panorama Education and Daybreak Health to assist with MTSS and PBIS integration receiving support services targeting social-emotional skills, mindfulness, and trauma that ensure positive school environments. This action is principally directed to support low-income, foster youth, and English learner students and will be measured by M2.1 through 2.7.	$170,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Collaborative Leadership and Practices Targeting Social-Emotional Needs	MUSD will provide professional development for all classified and certificated staff on mental and emotional health needs, such as through training on Panorama Education and DayBreak Health, to support the social-emotional and connectedness needs of our students. This action is principally directed to our low-income students as measured by M2.2, 2.3, 2.4, 2.5, 2.6, and 2.7.	$6,875.00	Yes
2.3	Physical Safety Personnel	School sites will ensure site personnel, such as administrative assistants, campus safety/school resource officers (SROs), custodial, etc., support safety practices as measured by M2.1, 2.2, 2.3, 2.4, and 2.5.	$763,191.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	MUSD will foster strong partnerships between schools, families, and the community to support student success and holistic development.	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)

An explanation of why the LEA has developed this goal.

MUSD is dedicated to engaging with our community and students' families. We value our relationship with the diverse local community and strive to connect with families, students, and community members in innovative, active, and responsive ways. We believe that all learning community members play a part in student success, and maintaining positive engagement with educational partners is a crucial aspect of providing successful programs that lead to improved student outcomes. We value the diverse cultures within the Morongo Basin and aim to build positive relationships with families based on trust, respect, and a focus on student success.

The metrics listed under Goal 3 were used to develop the goal statement and determine actions within the goal to improve outcomes for unduplicated students continuously. Actions are also intended to be responsive to family, student, and community needs based on educational partner input and feedback. Our LCAP survey responses and educational partner meetings identify a continuing need for various parent connection and family support services to satisfy and exceed students’ needs. Parent and family feedback indicate improved communication practices, but continue to desire an increase in accessibility of communication between schools and parents to ensure student success.

The actions in Goal 3 are intended to support family and community involvement and engagement. This will be accomplished through various outreach efforts, services, and supports based on identified needs and educational partner input, including community schools support. Metrics within Goal 3, such as LCAP survey results and participation in activities/events, allow the district to monitor progress throughout the year and adjust services and programs in a responsive and timely manner.

MUSD has an ongoing focus on creating a set of resources, services, and programs that result in positive and collaborative relationships with families and community members centered on student success in school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent/Community Member LCAP Survey Participation Number of participants who submitted the survey	2023-24 LCAP Survey Results All 1,129 parent/community member participants SED 273 EL 39 FY 12 SWD 179	2024-25 LCAP Survey Results All 996 parent/community member participants SED 427 EL 49 FY 11 SWD 188		All 1,300 parents/community member participants SED 500 EL 70 FY 50 SWD 400	2024-25 LCAP Survey Results All -133 parent/community member participants SED 154 EL 10 FY -1 SWD 9
3.2	Parent/Community Member Activity/Event Participation Number of parents/ community members who participated in an activity during school year	2023-24 LCAP Survey Results All 683 parents/community members participated in an activity/event SED 167 EL 19 FY 11 SWD 122	2024-25 LCAP Survey Results All parents/community members participated in an activity/event SED 321 EL 23 FY 13 SWD 153		All 750 parents/community members participating in an activity/event SED 400 EL 60 FY 50 SWD 400	2024-25 LCAP Survey Results All parents/community members participated in an activity/event SED 154 EL 4 FY 2 SWD 31
3.3	Chronic Absenteeism Rate % of students chronically absent Source: CA School Dashboard	2023 CA Dashboard All 32.1% SED 35.6% EL 31.1% FY 29.1% SWD 38.6% HY 61.5% AA 38.9% Asian 22.7% 2024 California Dashboard AI - 40% LTEL 28.2	2024 CA Dashboard All 26.6% SED 30.1% EL 22% LTEL 28.2 FY 44.2% SWD 34.8% HY 51.6% AA 34.4% Asian 11.1% AI - 40%		All 26.1% SED 26.6% EL 25.1% LTEL 22.2% FY 20.1% SWD 32.6% HY 52.5% AA 32.9% Asian 16.7% AI - 34%	All -5.5% SED -5.5% EL -9.1% LTEL Not Applicable FY 15.1% SWD -3.8% HY -9.9% AA -4.5% Asian -11.6% AI - Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Chronic Absenteeism Rate (Elementary Schools) % of students chronically absent Source: CA School Dashboard	2023 CA Dashboard CES HI 14.9% JTES SWD 45.5% LES WH 26.8% MVES SED 23.3% OES All 42.9% SED 44.7% SWD 45.5% AA 44.6% WH 40.3% PVES All 41.4% SED 41.9% SWD 42.3% HI 48.3% TPES All 32.3% SED 40.6% HI 40.4% WH 27.8% YMES HI 42.1%	2024 CA Dashboard CES HI 11.9% JTES SWD 42.2% LES WH 20.6% MVES SED 19.5% OES All 38.1% SED 40.2% SWD 44.1% AA 37.4% WH 33.5% PVES All 28.6% SED 31% SWD 29.6% HI 36% TPES All 25.9% SED 31.1% HI 26.5% WH 25% YMES HI 21.1%		CES HI 8.9% JTES SWD 39.5% LES WH 20.8% MVES SED 14.3% OES All 36.9% SED 35.7% SWD 39.5% AA 38.6% WH 34.3% PVES All 35.4% SED 32.9% SWD 36.3% HI 42.3% TPES All 26.3% SED 31.6% HI 34.4% WH 21.8% YMES HI 36.1%	CES HI -3% JTES SWD -3.2% LES WH -6.2% MVES SED -3.8% OES All -4.8% SED -4.5% SWD -1.4% AA -7.2% WH -6.8% PVES All -12.8% SED -10.9% SWD -12.7% HI -12.3% TPES All -6.4% SED 9.5% HI -13.9% WH -2.8% YMES HI -21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Chronic Absenteeism Rate (Middle/Junior High Schools) % of students chronically absent Source: CA School Dashboard	2023 CA Dashboard LCMS HY 71.1% AA 52.8%	2024 CA Dashboard LCMS HY 71.4% AA 33.3%		LCMS HY 62.1% AA 46.8%	LCMS HY 0.3% AA -19.5%
3.6	Attendance Rate % Average Attendance Source: CALPADs	CALPADs (2023-24) 90.1%	CALPADs (2024-25) 90.9%		94%	0.8%
3.7	Middle School Dropout Rate Source: CALPADs	CALPADs (2023-24) 0.05% (4 students)	CALPADs (2024-25) .18%		0.04%	0.13%
3.8	High School Dropout Rate Source: CALPADs	CALPADs (2023-24) 1.2% (101 students)	CALPADs (2024-25) 3.98%		1%	2.78%
3.9	Number of facilities that meet the “Good Repair” standard according to the annual FIT report	FIT report (2023-24) 12 of 18\	FIT report (2024-25) 17 of 18		18 of 18	5 schools

Goal Analysis [2024-25]

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

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

Morongo Unified School District successfully implemented both actions under Goal 3, which focuses on fostering strong partnerships between schools, families, and the community to support student success and holistic development.

For Action 3.1 (Family and Community Engagement), all outreach personnel were hired as planned, enabling continuous engagement with community members and families to meet students' basic needs. The community liaison successfully connected families to services, supporting the district's efforts to reduce chronic absenteeism and improve overall attendance and well-being.

For Action 3.2 (Transportation Support), the district successfully provided increased access to transportation as intended, assisting families in reducing students' chronic absenteeism and increasing attendance. Due to an increased need, additional routes had to be added, increasing the amount of funds allocated to this action.

The district experienced no significant challenges in implementing these actions. All personnel were hired as planned, all materials and resources were purchased as intended, and all planned services were provided.

In summary, both Action 3.1 and Action 3.2 were implemented fully as planned, contributing to the district's goal of fostering strong partnerships to support student success and holistic development.

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.

Morongo Unified School District considers expenditures greater or less than 20% of the budgeted amount as a material difference. An analysis of the 2024-25 goals was carried out and an explanation of material differences is listed below.

Action 3.2: A material difference for Action 3.2 (Transportation Supports) occurred as the district added additional routes.

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

The implementation of Actions 3.1 and 3.2 has contributed to measurable progress toward Goal 3, which focuses on fostering strong partnerships between schools, families, and the community to support student success and holistic development. These actions, aimed particularly at supporting low-income and foster youth students, have shown varying levels of effectiveness across the associated metrics.

Action 3.1: Family and Community Engagement has demonstrated moderate effectiveness in increasing engagement and reducing chronic absenteeism. According to Metric M3.1, while overall parent/community member participation in the LCAP survey decreased from 1,129 to 996, participation among key subgroups improved—SED participants increased from 273 to 427, EL from 39 to 49, and SWD from 179 to 188. This suggests more targeted outreach is reaching the intended populations. Similarly, Metric M3.2 shows an increase in participation in school events among SED (from 167 to 321), EL (from 19 to 23), FY (from 11 to 13), and SWD (from 122 to 153), although total participation data was not provided for Year 2.

Chronic absenteeism, a central focus of this action, showed improvement across most groups as measured by Metric M3.3. The overall rate dropped from 32.1% to 26.6%, with notable reductions among SED (from 35.6% to 30.1%) and EL (from 31.1% to 22%). However, foster youth absenteeism increased significantly from 29.1% to 44.2%, and homeless youth remained high at 51.6%, indicating a need for more targeted interventions for these groups. At the elementary level, Metric M3.4 shows mixed results: schools like PVES and TPES saw substantial reductions in absenteeism, while others, such as OES and YMES, continue to report high rates, particularly among SWD and Hispanic students. Metric M3.5 shows a slight increase in absenteeism for homeless youth at LCMS (from 71.1% to 71.4%), while African American students improved from 52.8% to 33.3%. The average attendance rate (M3.6) improved slightly from 90.1% to 90.9%, and Metric

M3.9 shows that the number of school facilities meeting the “Good Repair” standard increased from 12 to 17 out of 18, supporting a more welcoming and safe school environment.

Action 3.2: Based on reflections from prior practice and analysis of attendance data, MUSD has made strategic adjustments to Goal 3 and Action 3.2 (Transportation Support) to better address the needs of unduplicated students, particularly Foster Youth and Low-Income students. The chronic absenteeism data from Metric 3.3 revealed that while overall rates improved (from 32.1% to 26.6%), Foster Youth rates increased from 29.1% to 44.2%, and Homeless Youth rates remained critically high at 51.6%. These trends prompted an expansion of transportation services, including more flexible routing and collaboration with community agencies. Site-level data from Metric 3.4 also highlighted significant disparities, such as PVES reducing chronic absenteeism from 41.4% to 28.6%, while other sites, like YMES, continued to show high rates among Hispanic students. These insights led to more localized transportation interventions. At the middle school level, Metric 3.5 showed a slight increase in chronic absenteeism for Homeless Youth at LCMS (from 71.1% to 71.4%), reinforcing the need for targeted support. Improvements in the average attendance rate, from 90.1% to 90.9% (Metric 3.6), suggest a positive impact, but further gains are needed to reach the 94% target. Additionally, the increase in middle and high school dropout rates (Metrics 3.7 and 3.8) from 0.05% to 0.18% and 1.2% to 3.98%, respectively, underscores the urgency of addressing attendance barriers. Educational partner feedback also emphasized the need for clearer, more accessible communication about transportation services, prompting the district to implement multilingual outreach and real-time updates. These changes reflect MUSD’s commitment to using data and community input to refine supports that foster student success through improved attendance and engagement.

While Metric M3.4 (elementary absenteeism) and M3.5 (middle school absenteeism) show improvements in several subgroups, the data also reveal inconsistencies across sites and student populations. For example, PVES saw a drop in absenteeism for SED students from 41.9% to 31%, while OES and YMES still report high rates. These variations suggest that transportation support may be more effective in some areas than others, possibly due to differences in implementation or additional local barriers.

The average attendance rate (M3.6) increased from 90.1% to 90.9%, indicating a positive trend that aligns with the goals of this action. The available metrics suggest that transportation support has had a positive impact, with room for improvement in addressing the comprehensive needs of foster and homeless youth.

In summary, Actions 3.1 and 3.2 have contributed to improved attendance and engagement for many student groups, particularly low-income and English learner students. However, the data also highlights persistent challenges for foster and homeless youth, indicating a need for more integrated and targeted supports beyond transportation and outreach alone. Continued refinement of these strategies, informed by disaggregated data and community feedback, will be essential to fully achieving Goal 3.

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

Based on the analysis and evaluation of the effectiveness of Goal 3 and its associated actions—Action 3.1: Family and Community Engagement and Action 3.2: Transportation Support—no changes have been made to the planned goal, actions, or target outcomes for the coming year. The current structure has demonstrated progress in key areas such as increased engagement among targeted student groups

and reductions in chronic absenteeism for several populations. These actions continue to align with the district's commitment to fostering strong partnerships between schools, families, and the community to support student success and holistic development. However, the budgeted funds for 3.2 have been significantly increased. The necessity of the reallocation of funds was determined based on the needs of our remote populations. This has caused several routes to be added. This change mirrors the change in expenditure during the 2024/2025 school year.

However, there has been one important change to Metric M3.3: the American Indian student group has been added. This adjustment was made in response to the group's qualification for Differentiated Assistance (DA) on the 2024 California School Dashboard, where they received a Red indicator for chronic absenteeism. Including this group in the metric ensures more accurate monitoring and targeted support for a population that has demonstrated significant need. This change reflects the district's ongoing commitment to equity and responsiveness to data, while maintaining consistency in its broader strategies and goals.

Changes to the baseline and target outcomes for Long-Term English Learners (LTELs) have been made in Metric 3.3. This update reflects the addition of LTELs as a newly recognized student group on the 2024–2025 California Dashboard. As this is the first year this group is being monitored, baseline data have been established for each relevant metric. In addition, projected outcome data has been added to support goal-setting and progress monitoring for this student group moving forward.

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	Family and Community Engagement	Outreach personnel will continuously engage with community members and families to meet students' basic needs to reduce the chronic absenteeism rate and improve overall attendance and well-being. This action is principally directed at our Low-Income students and is measured by M3.1, 3.2, 3.3, 3.4, 3.5, 3.6, and 3.9.	$310,712.00	Yes
3.2	Transportation Support	MUSD will increase and maintain access to transportation to assist families in reducing students' chronic absenteeism and increasing their attendance. This action is principally directed to Foster Youth and Low-Income students and is measured by M3.3, 3.4, 3.5, 3.6, 3.7, and 3.8.	$5,978,243.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Over the course of the next three years, Oasis Elementary and Palm Vista Elementary will improve academic achievement (ELA and Math CAASPP scores), school climate (suspension rate), and student engagement (chronic absenteeism rate) for all students, including Socioeconomically Disadvantaged, Students with Disabilities, African American students, Hispanic students, and White students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

For the second year in a row, Oasis Elementary School (OES) and Palm Vista Elementary School (PVES) have been identified as Equity Multiplier schools due to their mobility rate being higher than 25% and their unduplicated student population being higher than 70%. According to the 2023 California School Dashboard, both schools have student groups that received the lowest performance level, indicated by red color coding, in academic achievement (ELA and Math CAASPP scores), school climate (suspension rate), and student engagement (chronic absenteeism rate). Consequently, Morongo Unified School District (MUSD) has made it a top priority to focus on improving academic achievement, school climate, and student engagement at these two sites, with a particular emphasis on the student groups that have received red indicators. Due to the improvement demonstrated by both schools, student groups are no longer performing in the lowest performance band for student engagement and school climate. However student groups at both schools are in the low performance band. This includes Students with Disabilities and African American for both School Climate and Student engagement at Oasis and African American Students for student engagement at PVES. Additionally, both schools have student groups remaining in the lowest performance level for academics. This includes Students with Disabilities in Math and ELA at Oasis and and Students with Disabilities in ELA at PVES. Therefore, Morongo Unified School District (MUSD) has made it a top priority to focus on improving academic achievement, school climate, and student engagement at these two sites, with a particular emphasis on the student groups that have received red indicators and expanding to those that received an Orange indicator.

Actions 4.1 through 4.8 aim to improve specified metrics in connection to academics, which were developed based on a review of both local and state data, as well as through the feedback received from various educational partners at OES and PVES via the surveys distributed. These partners include students, parents, teachers, staff members, and community members, ensuring a comprehensive and inclusive approach to addressing the identified areas of concern.

Actions 4.9 through 4.12 are in place to determine effectiveness in connection to student engagement and school climate. School climate is being measured by the suspension rate at each site, while student engagement is connected to chronic absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP ELA Distance from Standard (DFS) Oasis Elementary Source: CA School Dashboard	2023 CA Dashboard: All –69 DFS SED –75.2 DFS SWD –135.2 DFS AA –96.5 DFS	2024 CA Dashboard: All -65.7 DFS SED -71.4 DFS SWD -161.6 DFS AA -88 DFS		All –59 DFS SED –63.2 DFS SWD –123.2 DFS AA –87.5 DFS	All 3.3 DFS SED 3.8 DFS SWD -26.4 DFS AA 8.5 DFS
4.2	CAASPP ELA Distance from Standard (DFS) Palm Vista Elementary Source: CA School Dashboard	2023 CA Dashboard: All –78.7 DFS SWD –143.2 DFS	2024 CA Dashboard: All -65.5 DFS SWD -140.9 DFS		All –68.7 DFS SWD –131.2 DFS	All 13.2 DFS SWD 2.3 DFS
4.3	i-Ready Reading – Local Assessment % Meets or Exceeds Oasis Elementary	22024 Spring Reading Diagnostic All 39%	2025 Spring Reading Diagnostic All 39%		All 49%	All 0%
4.4	i-Ready Reading – Local Assessment % Meets or Exceeds Palm Vista Elementary	2024 Spring Reading Diagnostic All 29%	2024 Spring Reading Diagnostic All 27%		All 39%	All -2%
4.5	CAASPP Math Distance from Standard (DFS) Oasis Elementary	2023 CA Dashboard: All –84.9 DFS AA –127 DFS	2024 CA Dashboard: All –82.8 DFS AA –115.6 DFS		All –72.9 DFS AA –121 DFS	All 2.1 DFS AA 11.4 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard					
4.6	CAASPP Math Distance from Standard (DFS) Palm Vista Elementary Source: CA School Dashboard	2023 CA Dashboard: All –101.5 DFS	2024 CA Dashboard: All –89 DFS		All –89.5 DFS	All 12.5 DFS
4.7	i-Ready Math – Local Assessment % Meets or Exceeds Oasis Elementary	2024 Spring Math Diagnostic All 31%	2025 Spring Math Diagnostic All 31%		All 40%	All 0%
4.8	i-Ready Math – Local Assessment % Meets or Exceeds Palm Vista Elementary	2024 Spring Math Diagnostic All 21%	2025 Spring Math Diagnostic All 21%		All 31%	All 1%
4.9	Suspension Rate % Suspended at least one day Oasis Elementary Source: CA School Dashboard	2023 CA Dashboard All 12.9% SED 13.9% SWD 16.4% AA 20.5% HI 8.4% WH 14%	2024 CA Dashboard All 6.2% SED 6.7% SWD 8.3% AA 10.2% HI 3.5% WH 7.6%		All 9.9% SED 8.9% SWD 11.4% AA 15.5% HI 5.4% WH 11%	All -6.7% SED -7.2% SWD -8.1% AA -10.3% HI -4.9% WH -6.4%
4.10	Suspension Rate % Suspended at least one day Palm Vista Elementary Source: CA School Dashboard	2023 CA Dashboard All 8% SWD 9.5% WH 10.9%	2024 CA Dashboard All 1.5% SWD 2.3% WH 1.3%		All 5% SWD 4.5% WH 7.9%	All -6.5% SWD -7.2% WH -9.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.11	Chronic Absenteeism Rate % of students chronically absent Oasis Elementary Source: CA School Dashboard	2023 CA Dashboard All 42.9% SED 44.7% SWD 45.5% AA 44.6% WH 40.3%	2024 CA Dashboard All 38.1% SED 40.2% SWD 44.1% AA 37.4% WH 33.5%		All 36.9% SED 35.7% SWD 39.5% AA 38.6% WH 34.3%	All -4.8% SED -4.5% SWD -1.4% AA -7.2% WH -6.8%
4.12	Chronic Absenteeism Rate % of students chronically absent Palm Vista Elementary Source: CA School Dashboard	2023 CA Dashboard All 41.4% SED 41.9% SWD 42.3% HI 48.3%	2024 CA Dashboard All 28.6% SED 31% SWD 29.6% HI 36%		All 35.4% SED 32.9% SWD 36.3% HI 42.3%	All -12.8% SED -10.9% SWD -12.7% HI -12.3%

Goal Analysis [2024-25]

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

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

Oasis Elementary School (OES):

Oasis Elementary School (OES) partially implemented Goal 4 actions as planned. For Action 4.1 (Academic Intervention and Support), the district successfully hired the intervention teacher and instructional aide as intended, allowing for the delivery of planned academic interventions. For Action 4.2 (Behavioral Intervention and Support), the behavioral instructional aide was successfully hired; however, the district was unable to fill the mental health counselor position due to staffing shortages in this specialized area. As a result, mental health counseling services planned under this action were not provided.

OES demonstrated flexibility by repurposing funds originally allocated for the unfilled mental health counselor position to purchase additional materials and resources that weren't initially included in the plan. A notable success was the establishment of Bloom Academy at OES, which provided individualized services addressing both academic and behavioral needs of students, leveraging the support staff that were successfully hired.
In summary, Action 4.1 was implemented fully as planned, while Action 4.2 was partially implemented as planned due to staffing challenges with the mental health counselor position.

Palm Vista Elementary School (PVES):

Palm Vista Elementary implemented Goal 4 actions fully as planned. All personnel were successfully hired, all materials and resources were purchased as intended, and all planned services were provided without any significant challenges across all five actions (4.4-4.8).

The school experienced notable successes in multiple areas. Professional Learning Communities (PLCs) effectively utilized various data sources to identify and respond to student needs on an ongoing basis. The comprehensive assessment schedule, including DIBELS, writing assessments, Common Assessments, Running Records, and iReady diagnostics, provided valuable data that informed instruction. This systematic approach to data collection and analysis, supported by professional development (Actions 4.6 and 4.7), resulted in measurable academic growth, particularly evident in the iReady Reading and Math diagnostic results which showed significant increases in the percentage of students performing at or near grade level by mid-year.

The implementation of Running Records was particularly successful among third graders, with many students reaching or exceeding grade-level expectations. Students demonstrated increased engagement in their learning through self-selected reading materials and participation in peer reading groups (Action 4.8). The Close Reading initiative also yielded positive outcomes, supported by the Magnetic Reading curriculum acquired through Action 4.5.

The Wellness Center, implemented through Action 4.3 and supported by professional development in Actions 4.5 and 4.6, proved to be a vital resource for maintaining a positive school climate. It provided crucial support to students throughout the day, helped maintain calm classroom environments, and offered ongoing training for teachers. The center's adaptive approach to providing varying levels of support based on grade-level needs contributed significantly to creating a supportive learning environment at Palm Vista Elementary.
In summary, all five actions (4.3-4.7) for Palm Vista Elementary were implemented fully as planned, resulting in measurable improvements in academic achievement, school climate, and student engagement.

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.

Morongo Unified School District considers expenditures greater or less than 20% of the budgeted amount as a material difference. An analysis of the 2024-25 goals was carried out and an explanation of material differences is listed below.

Oasis Elementary School (OES)

Action 4.1: A material difference for Action 4.1 (Academic Intervention and Support (OES)) occurred as the district was able to reduce expenditures due to support staff being allocated as a split FTE. Additionally, planned costs intended to be distributed over two years were fully reflected in the 2024–25 plan, resulting in lower actual spending for the current year.

Action 4.2: A material difference for Action 4.2 (Behavioral Intervention and Support (OES)) occurred as the district was able to reduce expenditures due to staffing shortages, including the counselor position not being filled and a partial-year vacancy in the behavioral instructional aide role.

Palm Vista Elementary School (PVES)

Action 4.3: Behavioral Interventions: This action funded the hiring of an additional intervention teacher and office technician to provide behavioral support to all students at PVES. The budgeted expenditures were allocated for a two-year period, but the Estimated Actual Expenditures reflect only the costs incurred during the current fiscal year. This creates a variance between the budgeted and actual figures. The Planned Percentage of Improved Services was based on the full two-year implementation, while the Estimated Actual Percentage reflects only the progress made in the current year. Despite this, the position is planned to continue through the 2025–2026 school year, ensuring sustained support and alignment with the original intent.

Action 4.4: Additional Curriculum and Instructional Resources: PVES staff fully implemented Magnetic Reading (2nd–5th) and Magnetic Math (K–5th) to improve academic performance in Reading and Math. While the action was carried out in full, some instructional materials were purchased using alternative funding sources, resulting in lower Estimated Actual Expenditures from this specific budget. Despite the reduced expenditure from the original funding source, the Estimated Actual Percentage of Improved Services remains consistent with the Planned Percentage, as all components of the action were successfully implemented. This strategic use of multiple funding sources allowed PVES to fully achieve the intended instructional enhancements.

Action 4.5: Academic Professional Development: PVES provided ongoing professional development for teachers, focusing on reading, literacy, and math, to help close the achievement gap. All planned professional development activities were conducted as intended. However, the contract with Solution Tree for the 2024–2025 school year was paid through an alternative funding source, which resulted in lower Estimated Actual Expenditures from the originally budgeted funds. Despite this variance, the Estimated Actual Percentage of Improved Services remains aligned with the Planned Percentage, as the full scope of professional development was implemented successfully. This approach allowed PVES to meet its instructional goals while leveraging multiple funding streams to support staff development.

Action 4.6: Student Engagement Professional Development: PVES provided additional professional development for teachers aimed at increasing student engagement and enhancing expanded learning opportunities to reduce chronic absenteeism and suspension rates. All planned professional development activities were successfully conducted. However, some of the training sessions were funded through alternative resources, resulting in lower Estimated Actual Expenditures from the originally budgeted funds. Despite this, the Estimated Actual Percentage of Improved Services remains consistent with the Planned Percentage, as the full scope of the professional development was implemented as intended. This strategic use of multiple funding sources enabled PVES to effectively meet its student engagement goals.

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

Oasis Elementary School (OES):

Action 4.1, Academic Intervention and Support (Oasis Elementary School), was implemented to enhance academic performance in English Language Arts (ELA) and Math by funding an additional instructional aide and instructional coach. This initiative specifically targeted low-income students, students with disabilities (SWD), African American (AA), and White (WH) students. Based on Metric M4.1 (CAASPP ELA Distance from Standard), the action demonstrated modest effectiveness: All students improved from –69 to –65.7 DFS, SED students from –75.2 to –71.4 DFS, and AA students from –96.5 to –88 DFS. However, SWD performance declined significantly from –135.2 to –161.6 DFS, indicating that the intervention did not effectively support this subgroup. Metric M4.3 (i-Ready Reading) showed no change, with 39% of students meeting or exceeding standards in both 2024 and 2025, suggesting limited impact on local reading assessments. In Math, Metric M4.5 (CAASPP Math) showed slight improvement for All students (–84.9 to –82.8 DFS) and a more notable gain for AA students (–127 to –115.6 DFS), indicating some positive outcomes. However, Metric M4.7 (i-Ready Math) remained unchanged at 31%, reflecting no improvement in local math performance. Additionally, Metric M4.11 (Chronic Absenteeism Rate) revealed a decrease in chronic absenteeism from 2023 to 2024: All students improved from 42.9% to 38.1%, SED from 44.7% to 40.2%, SWD from 45.5% to 44.1%, AA from 44.6% to 37.4%, and WH from 40.3% to 33.5%. This represents an overall reduction of 4.8 percentage points for All students, with the most significant improvement seen among AA students (–7.2%) and WH students (–6.8%).

Action 4.2, Behavioral Intervention and Support (OES), aimed to improve attendance and reduce suspension rates by funding an additional behavioral instructional aide and providing compensation for attendance outreach. This action targeted Tier III students and all subgroups, including SED, SWD, AA, Hispanic (HI), and White (WH) students. The effectiveness of this action is clearly reflected in Metric M4.9 (Suspension Rate). Suspension rates decreased significantly across all groups: All students dropped from 12.9% to 6.2%, SED from 13.9% to 6.7%, SWD from 16.4% to 8.3%, AA from 20.5% to 10.2%, HI from 8.4% to 3.5%, and WH from 14% to 7.6%. These reductions indicate a strong positive impact of the behavioral supports on school climate. Similarly, Metric M4.11 (Chronic Absenteeism Rate) showed improvement, with All students decreasing from 42.9% to 38.1%, and notable reductions among SED (–4.5%), AA (–7.2%), and WH (–6.8%) students. However, the improvement for SWD was minimal (–1.4%), suggesting that additional strategies may be needed to address absenteeism in this group. Despite these behavioral gains, Metric M4.7 (i-Ready Math) again showed no change at 31%, indicating that improved attendance and behavior have not yet translated into measurable academic gains on local math assessments.

In summary, Action 4.1 has shown partial effectiveness, with some gains in standardized ELA and Math scores but no improvement in local assessments and a decline for SWD. Action 4.2 has been more clearly effective in improving suspension and absenteeism rates across most student groups, contributing to a more positive school climate and potentially laying the groundwork for future academic improvement. Continued focus on SWD and alignment between behavioral and academic supports will be essential to ensure all students benefit fully from these interventions.

Palm Vista Elementary School (PVES):

Action 4.3, Behavioral Interventions (PVES), was implemented to improve school climate by hiring an additional intervention teacher and office technician to support all students, particularly Students with Disabilities (SWD) and White (WH) students. This action has been highly effective in reducing suspension rates, as shown by Metric M4.10 (Suspension Rate). From 2023 to 2024, the suspension rate for all students dropped from 8% to 1.5%, for SWD from 9.5% to 2.3%, and for WH students from 10.9% to 1.3%, reflecting significant improvements in school climate and behavior management.

Action 4.4, Additional Curriculum and Instructional Resources (PVES), introduced Magnetic Reading and Magnetic Math to enhance academic performance in Reading and Math for all students, including SWD. This action contributed to gains in Metric M4.2 (CAASPP ELA Distance from Standard), where all students improved by 13.2 points (from –78.7 to –65.5 DFS), and SWD improved by 2.3 points (from –143.2 to –140.9 DFS). Similarly, Metric M4.6 (CAASPP Math) showed a 12.5-point improvement (from –101.5 to –89 DFS). However, local assessments showed less progress. Metric M4.4 (i-Ready Reading) declined slightly from 29% to 27%, and Metric M4.8 (i-Ready Math) increased only marginally from 20% to 21%, indicating that while state assessment scores improved, these gains have not yet translated into consistent improvements in day-to-day academic performance.

Action 4.5, Academic Professional Development (PVES), provided ongoing training for teachers in reading, literacy, and math, with a focus on supporting SWD. This action shares the same metrics as Action 4.4 and likely contributed to the improvements seen in CAASPP ELA (M4.2) and CAASPP Math (M4.6). However, the limited progress in i-Ready Reading (M4.4) and i-Ready Math (M4.8) suggests that while professional development may be enhancing instructional quality, further efforts are needed to ensure these improvements are reflected in local assessments and classroom-level outcomes.

Action 4.6, Student Engagement Professional Development (PVES), aimed to reduce both suspension and chronic absenteeism rates by equipping teachers with strategies to increase student engagement. In addition to contributing to the suspension rate reductions noted under Metric M4.10, this action also had a strong impact on Metric M4.12 (Chronic Absenteeism Rate). Chronic absenteeism decreased from 41.4% to 28.6% for all students (–12.8), with notable reductions for SED (–10.9), SWD (–12.7), and HI (–12.3) students. These results suggest that professional development focused on engagement has been effective in fostering a more inclusive and motivating learning environment.

Action 4.7, Engaging Learning Opportunities (PVES), complemented Action 4.6 by incorporating hands-on, interest-driven learning experiences such as environmental education and STEM Lab Robotics. This action also targeted chronic absenteeism and contributed to the same positive outcomes under Metric M4.12, reinforcing the idea that meaningful, engaging learning opportunities can significantly improve student attendance, especially for SED, SWD, and HI students.

In summary, Actions 4.3 and 4.6 have been highly effective in reducing suspension rates and improving school climate. Actions 4.4 and 4.5 have shown moderate success in improving academic achievement on state assessments, though gains on local assessments remain limited. Actions 4.6 and 4.7 have been particularly successful in reducing chronic absenteeism, demonstrating the value of both teacher training and engaging instructional experiences in supporting student attendance and overall engagement. Continued alignment of academic and engagement strategies will be essential to sustaining and deepening these improvements, especially for Students with Disabilities and other historically underserved groups.

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.

Oasis Elementary School (OES):

For the 2025–2026 school year, Oasis Elementary will continue to build on its multi-year goal of improving academic achievement, school climate, and student engagement for all students, including Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, and White students. To support this goal, the school will maintain its commitment to hiring a Mental Health Counselor to strengthen social-emotional learning and student well-being with the support of a Behavioral Instructional Assistant and a Behavioral Interventionist. The Behavioral Interventionist will also receive an additional stipend for working extra hours in partnership with the families of students who require services for social-emotional, behavioral, or attendance needs. Additionally, the Desert Bloom program—previously focused on grades 4 through 6—will be expanded to include primary grade students, enhancing both academic and social-emotional development at earlier stages. This aligns with Action 4.8, which supports the use of supplemental curriculum and materials to improve outcomes across student groups. Furthermore, a Behavior/Social-Emotional Interventionist will be added to provide targeted support in improving school climate and student engagement, directly addressing metrics such as suspension (M4.9) and chronic absenteeism (M4.11). These efforts complement existing strategies under Actions 4.1 and 4.2, which fund academic and behavioral instructional aides and attendance outreach to close achievement gaps in ELA and Math (M4.1, M4.5) and reduce chronic absenteeism. These updates and expansions are reflected in the SPSA under Goal 4, where the school outlines its continued and enhanced efforts to meet the needs of its diverse student population.

Palm Vista Elementary School (PVES):

Following a comprehensive review of previous implementation efforts and outcomes, Palm Vista Elementary School will maintain its current course for Goal 4 in the upcoming year. There will be no changes to the goal itself, its associated metrics, target outcomes, or the planned actions. Each action, Action 4.3 (Behavioral Interventions), Action 4.4 (Additional Curriculum and Instructional Resources), Action 4.5 (Academic Professional Development), Action 4.6 (Student Engagement Professional Development), and Action 4.7 (Engaging Learning Opportunities) will continue as originally designed.

Notably, there will be an increase in funding for Action 4.4 to support the implementation of Magnetic Reading and Math. This includes the purchase of additional materials such as associated non-fiction books for students and STEM resources aligned with the Magnetic Math curriculum. Additionally, expenditures for Action 4.5 will increase due to a new partnership with Solution Tree. This collaboration will focus on building effective Professional Learning Communities (PLCs) and enhancing staff capacity in reading literacy and mathematics, with the goal of closing achievement gaps and improving overall student performance.

The decision to sustain and strengthen these initiatives reflects confidence in their alignment with the school's overarching goals: improving academic achievement, reducing suspension rates, and decreasing chronic absenteeism across all student groups, including Socioeconomically Disadvantaged students, Students with Disabilities, African American students, Hispanic students, and White students. Continued consistency in implementation will allow the school to build on existing progress and deepen the impact of these strategies in the year ahead.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Academic Intervention and Support (OES)	Human Resources will continue to fund an additional academic instructional aide and an instructional coach to provide academic support and increase engagement to OES' Low-Income students, Students with Disabilities, African American students, and White students to close the achievement gap in English Language Arts (ELA) and Math and decrease the chronic absenteeism rate as measured by M4.1, 4.3, 4.5, and 4.7.	$227,817.00	No
4.2	Behavioral Intervention and Support (OES)	Human Resources will continue to fund a behavioral instructional aide, a mental health counselor, a Behavioral Intervention Teachers, a teacher stiped for family/school partnership,, and provide additional compensation for attendance outreach efforts to support the needs of Tier III students and improve the attendance and suspension rates of all OES' students, including Socioeconomically Disadvantaged students, Students with Disabilities, African American students, Hispanic students, and White students as measured by M4.9 and 4.11.	$341,921.00	No
4.3	Behavioral Interventions (PVES)	Human Resources will hire an additional intervention teacher and office tech to provide behavioral support to all students at PVES, including Students with Disabilities and White students, to reduce the suspension rate as measured by M4.10.	$165,754.00	No
4.4	Additional Curriculum and Instructional Resources (PVES)	Staff at PVES will implement supplemental curriculum via Magnetic Reading (2nd-5th) and Magnetic Math (K-5th) to improve academic performance in Reading and Math to support all students, including Students with Disabilities, as measured by M4.2, 4.4, 4.6, and 4.8.	$82,406.00	No
4.5	Academic Professional Development (PVES)	PVES will provide ongoing professional development for teachers on reading, literacy, and math to close the achievement gap to support Students with Disabilities as measured by M4.2, 4.4, 4.6, and 4.8.	$92,326.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Student Engagement Professional Development (PVES)	PVES will provide additional professional development for teachers to increase student engagement and enhance expanded learning opportunities to decrease the chronic absenteeism rate and suspension rate to support all students, including Students with Disabilities, Socio-economically Disadvantaged students, White students, and Hispanic students as measured by M4.10 and 4.12.	$30,000.00	No
4.7	Engaging Learning Opportunities (PVES)	PVES will incorporate additional learning opportunities during the school day, such as environmental learning and STEM Lab Robotics, for all students, including Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students, to decrease the chronic absenteeism rate as measured by M4.12.	$20,000.00	No
4.8	Academic and SEL Supplemental Curriculum, Materials, and Supplies (OES)	Staff at OES will implement their Bloom Academy and utilize supplemental curriculum and supplies to improve academic and behavioral outcomes for all OES' students, including Socioeconomically Disadvantaged students, Students with Disabilities, African American students, Hispanic students, and White students as measured by M4.1, 4.3, 4.5, 4.7, 4.9, and 4.11.	$34,752.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 30, 2027, Black Rock Continuation High School will increase the graduation rate and college/career indicator for all students, including Socioeconomically Disadvantaged students, Hispanic students, and White students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Black Rock Continuation High School (BRHS) has been identified as an Equity Multiplier school due to its mobility rate being higher than 25% and its unduplicated student population being higher than 70%. The 2023 CA School Dashboard reported BRHS's low performance in graduation rates and college/career readiness indicators. To address these areas of concern, BRHS plans to implement strategies aimed at increasing student engagement, particularly targeting the lowest-performing student groups, including Socioeconomically Disadvantaged students, Hispanic students, and White students.

Based on the findings from a survey distributed to BRHS students, staff, and parents, the following actions have been proposed. The survey highlighted that enhancing student engagement and expanding course offerings are top priorities. In response, MUSD will implement the new Paxton/Patterson curriculum, funded through an alternative source, and allocate additional hours for a full-time MTSS coordinator and school counselor to address these needs. These added hours will ensure comprehensive academic and social-emotional support for students. Additionally, BRHS will enhance professional development for teachers on student engagement and offer workshops for students on taking ownership of their learning, preparing them for college or career success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate % of Students Graduated Source: CA School Dashboard	2023 CA Dashboard All 60.9% SED 61.4% HI 61.3% WH 59.6%	2024 CA Dashboard All 84.2% SED 83.1% HI 72.4 WH 87.9		All 70.9% SED 73.4% HI 71.3% WH 69.6%	All 23.3% SED 21.7% HI 11.1% WH 28.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	College and Career Indicator % CCI Prepared Source: CA School Dashboard	2023 CA Dashboard All 1.2% SED 1.3% WH 0%	2024 CA Dashboard All 1.1% SED 1.2% WH 1.9%		All 13.2% SED 10.3% WH 6%	All -0.1% SED -0.1% WH 1.9%
5.3	Attendance Rate % Average Attendance Source: CALPADs	CALPADs (2023-24) 83.4%	CALPADs (2024-25) 84.4%		90%	CALPADs (2023-24) 1%

Goal Analysis [2024-25]

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

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

To support its mission of improving student outcomes, Black Rock Continuation High School (BRHS) developed a strategic plan under Goal 5, which aims to increase graduation rates and college/career readiness for all students, with a particular focus on Socioeconomically Disadvantaged, Hispanic, and White students. As part of this goal, the school implemented two key actions—Action 5.1: Additional Instruction and Action 5.2: Academic Supports—designed to enhance student engagement, expand learning opportunities, and provide targeted academic and social-emotional support. The following is a summary of the overall implementation of these actions, including any substantive differences between planned and actual execution, as well as the challenges and successes encountered.

Action 5.1 – Additional Instruction:
The district planned to enhance student engagement and attendance by integrating the Paxton/Patterson Career Exploration curriculum into BRHS's instructional offerings. The original plan was to fully implement this curriculum during the 2024–25 school year, targeting the lowest-performing student groups—specifically Socioeconomically Disadvantaged, Hispanic, and White students. In practice, the curriculum was successfully introduced, with approximately 70% of the targeted students enrolled. A teacher was specially trained to manage the lab, which ensured a smooth rollout. While the implementation largely aligned with the original plan, some substantive differences emerged. Notably, the steep learning curve for both students and staff required additional support and time for adaptation. Resource allocation also posed challenges, particularly in ensuring all necessary materials and equipment were available. Despite these hurdles, the action yielded significant successes. Student engagement increased markedly, with many students expressing enthusiasm for the hands-on learning and a newfound interest in related career paths. Feedback from students, parents, and staff was overwhelmingly positive, indicating that the curriculum effectively met its goals of boosting engagement and fostering college and career readiness.

Action 5.2 – Academic Supports:

This action involved increasing the availability of academic and social-emotional support by allocating additional hours for a full-time MTSS coordinator and school counselor. The implementation of this action proceeded exactly as planned, with no changes to the action, metrics, or outcomes. The consistent presence of these support professionals throughout the school day has provided students with timely and personalized interventions. This has contributed to improved academic performance, better emotional well-being, and stronger student engagement, aligning with the overarching goal of increasing graduation rates and college/career readiness.

In summary, both actions under Goal 5 have been implemented with a strong focus on student engagement and support. While Action 5.1 encountered some initial challenges, it ultimately achieved notable success in engaging students and aligning them with career pathways. Action 5.2 was implemented smoothly and continues to provide essential support services that contribute to the overall success of BRHS students.

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.

Morongo Unified School District considers expenditures greater or less than 20% of the budgeted amount as a material difference. An analysis of the 2024-25 goals was carried out and an explanation of material differences is listed below.

Action 5.1: A material difference for Action 5.1 (Career Exploration Modules) occurred as the district was able to reduce expenditures due to the use of alternative funding sources to support these activities.

Action 5.2: A material difference for Action 5.2 (Additional Instruction) occurred as the district incurred higher-than-anticipated costs due to an increase in instructional services aimed at improving student engagement.

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

As part of its strategic efforts to improve student outcomes, Black Rock Continuation High School (BRHS) implemented targeted actions under Goal 5, which aims to increase the graduation rate and college/career readiness for all students, including Socioeconomically Disadvantaged (SED), Hispanic, and White students, by June 30, 2027. Two key initiatives—Action 5.1: Additional Instruction and Action 5.2: Academic Supports—were designed to address student engagement, attendance, academic performance, and postsecondary preparedness. The following analysis evaluates the effectiveness of these actions to date, using specific metrics to assess progress and identify areas for continued improvement.

Action 5.1 – Additional Instruction:
This action aimed to increase student attendance and engagement through the implementation of the Paxton/Patterson Career Exploration curriculum. The effectiveness of this action is reflected in Metric M5.1 (Graduation Rate) and Metric M5.3 (Attendance Rate). Graduation rates showed a significant improvement from the 2023 baseline to the 2024 outcome. For all students, the rate increased from 60.9% to 84.2%, a 23.3 percentage point gain. Socioeconomically Disadvantaged (SED) students improved from 61.4% to 83.1% (+21.7 points),

Hispanic students from 61.3% to 72.4% (+11.1 points), and White students from 59.6% to 87.9% (+28.3 points). These gains suggest that the curriculum has been highly effective in supporting graduation outcomes, particularly for White and SED students.

On metric 5.2 (College and Career Indicator % CCI Prepared), BRHS demonstrated a minimal decline (0.1%) overall and for Socio-Economically Disadvantaged students. However, they did demonstrate a 1.9% increase with their white student group. This data notes a change from continual decline in this area to a maintained status overall. With the improvement in graduation rates, we can anticipate that this area will increase over the next two years.

In terms of Metric M5.3 (Attendance Rate), the average attendance rose from 83.4% to 84.4%, a modest 1 percentage point increase. While this indicates a positive trend, it remains below the Year 3 target of 90%, suggesting that while the curriculum is engaging, additional strategies may be needed to address persistent attendance challenges.

Action 5.2 – Academic Supports:
This action focused on enhancing student engagement and well-being by increasing the availability of academic and social-emotional support through a full-time MTSS coordinator and school counselor. The effectiveness of this action is measured by Metric M5.1 (Graduation Rate), Metric M5.2 (College and Career Indicator), and Metric M5.3 (Attendance Rate). As noted above, graduation rates have improved significantly, which can be partially attributed to the increased support services that help students stay on track academically and emotionally.

However, Metric M5.2 (College and Career Indicator) shows more mixed results. The overall percentage of students identified as “CCI Prepared” slightly decreased from 1.2% to 1.1%, while SED students declined from 1.3% to 1.2%. In contrast, White students showed improvement, increasing from 0% to 1.9%. Although these changes are small, they suggest that while the support systems may be helping students graduate, more targeted efforts are needed to improve college and career readiness, particularly for SED students. The current outcomes remain well below the Year 3 targets of 13.2% for all students, 10.3% for SED, and 6% for White students.
In summary, Action 5.1 has been highly effective in improving graduation rates and moderately effective in improving attendance. Action 5.2 has contributed to these gains by providing essential support services, though its impact on college and career readiness remains limited to date. Continued refinement and targeted interventions will be necessary to meet the full scope of Goal 5 by 2027.

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.

Reflecting on prior practices, Black Rock Continuation High School (BRHS) has made a couple of strategic adjustments to its planned goals, metrics, target outcomes, and actions for the coming year. These refinements are designed to enhance student engagement, optimize resource allocation, and strengthen support systems to better meet student needs.

Action 5.1 – Additional Instruction: One major change involves the reduction in the number of lab sections for the Paxton/Patterson Career Exploration curriculum, from six to two. Therefore, Equity Multiplier Block Grant funds will no longer be used to support this program. This decision was informed by the program’s demonstrated success, which has led the Morongo Unified School District (MUSD) to adopt it as part of the district’s core educational offerings. As a result, Equity Multiplier Block Grant funds will no longer be used to support this action, and

the program will now be funded through a different source. This shift allows BRHS to maintain the benefits of the curriculum while reallocating grant resources to other critical areas. With Action 5.1 being removed from this Goal due to the change of funding, Action 5.2 from the previous LCAP will become Action 5.1.

Action 5.2 (Action 5.1 Moving Forward) – Academic Supports: Although this action remains the same, MUSD will increase the time allocated for a full-time MTSS (Multi-Tiered System of Supports) coordinator and school counselor. Based on reflections from the previous year, BRHS recognized the need for more consistent and accessible academic and social-emotional support. By ensuring these professionals are available throughout the school day, the school aims to provide targeted interventions and personalized guidance. This change is expected to significantly enhance student engagement, academic performance, and overall well-being, as measured by metrics M5.1, M5.2, and M5.3.

In addition to these actions, BRHS is also investing in professional development for staff to equip them with effective student engagement strategies and will offer student workshops that promote leadership and ownership of their educational journey. These enhancements are part of a broader effort to build on past successes and address identified challenges, ultimately supporting the school's overarching goal of improving graduation rates and college/career readiness indicators.

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
5.1	Additional Instruction	The district will provide extra instructional support in the areas of academic achievement and social-emotional development by extending a MTSS teacher's and a school counselor assignment to increase attendance and student engagement for all BRHS students as measured by M5.1 to 5.3.	$125,029.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	LREBG Broad Goal: By June 30, 2027, students will have opportunities to benefit from a comprehensive system of targeted instructional strategies and social-emotional supports designed to maximize academic achievement, to graduate prepared to excel in college and career pathways.	LREBG Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Morongo Unified School District, in collaboration with our dedicated staff, parents, and students, is devoted to advancing student learning outcomes and academic achievement. Acknowledging the necessity for continuous improvement in academic performance, as evidenced by standardized assessments and local benchmarks, we have made data-driven decisions to ensure the most effective course of action for each student. This objective is centered on enhancing student achievement across all grade levels by implementing essential interventions through targeted, data-driven instruction within a multitiered framework.

Our Multi-Tiered System of Supports (MTSS) will persist in playing a pivotal role in assisting students to master academic content while cultivating crucial social-emotional skills. This program has successfully elevated student achievement, behavior, and attendance. Through the Learning Recovery Block Grant (LRBG), this effective program will integrate interventions to address the needs of all students.

We anticipate sustained improvements in academic performance. As we implement these measures, we also foresee heightened student engagement. By consistently monitoring our defined metrics, we will be able to address areas of need and build upon areas of strength.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CAASPP ELA Distance from Standard (DFS)	2023 CA Dashboard: MUSD All -43.4 DFS SED -56.3 DFS	2024 CA Dashboard: MUSD All -39.9 DFS		All -34.4 DFS SED -44.3 DFS EL -67.3 DFS LTEL -99 DFS	All 3.4 points SED 4 points EL 8.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard (New Goal added in 2025, baseline data is from 2024)	EL -79.3 DFS FY -57.2 DFS SWD -121.9 DFS HY -88.7 DFS AA –74.4 DFS 2024 CA Dashboard LTEL -112.9 DFS AI - 55.3 DFS	SED -51.4 DFS EL -76.3 DFS LTEL -112.9 DFS FY -56.7 DFS SWD -16 DFS HY -74.7 DFS AA -59.7DFS AI - 55.3 DFS		FY -42.2 DFS SWD -109.9 DFS HY -82.7 DFS AA –65.4 DFS AI -98.5DFS	LTEL Not Applicable FY 23.3 points SWD -3.2 points HY 10 points AA 7.2 points AI Not Applicable
6.2	CAASPP Math Distance from Standard (DFS) Source: CA School Dashboard (New Goal added in 2025, baseline data is from 2024)	2023 CA Dashboard: MUSD All -83.1 DFS SED -93.6 DFS EL -126.3 DFS FY -106.3 DFS SWD -145.9 DFS HY -128.7 DFS AA –116.9 DFS 2024 California Dashboard AI - 104.5 DFS LTEL -193.5	2024 CA Dashboard: MUSD All -79.7 DFS SED -89.6 DFS EL -117.7 DFS LTEL -193.5 FY -83 DFS SWD –149 DFS HY -118.7 DFS AA –109.7DFS AI - 104.5DFS		All 71.1 SED -78.6 DFS EL -117.3 DFS LTEL -180 DFS FY -91.3 DFS SWD -130.9 DFS HY -122.7 DFS AA –110.9 DFS AI - 98.5 DFS	All 3.4 points SED 4 points EL 8.6 points LTEL Not Applicable FY 23.3 points SWD -3.2 points HY 10 points AA 7.2 points AI Not Applicable
6.3	i-Ready Reading – Local Assessment % Meets or Exceeds (New Goal added in 2025, baseline data is from 2025)	2024 Spring Reading Diagnostic All 41% SED 37% EL 16% FY 27% K 75% K & SED 72% K & FY 66% 1st 40% 1st & SED 34%	2025 Spring Reading Diagnostic All - 44% SED 40% EL 17% FY 39% K - 73% K & SED 73% K & FY 50% 1st 44%		All 53% SED 49% EL 31% FY 42% K 80% K & SED 80% K & FY 75% 1st - 50% 1st & SED 50% 1st & FY 45% 2nd 50%	All 3% SED 3% EL 1% FY 12% K -2% K & SED 1% K & FY -16% 1st 4% 1st & SED -1% 1st & FY 7% 2nd 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1st & FY 34% 2nd - 28% 2nd & SED 26% 2nd & FY 50%	1st & SED 33% 1st & FY 41% 2nd - 31% 2nd & SED 28% 2nd & FY (No Students Tested in this Group)		2nd & SED 50% 2nd & FY 50%	2nd & SED 2% 2nd & FY (No Students Tested in this Group)
6.4	i-Ready Math – Local Assessment % Meets or Exceeds (New Goal added in 2025, baseline data is from 2025)	2024 Spring Math Diagnostic All 18% SED 15% EL 16% FY 7% K 43% K & SED 37% K & FY 19% 1st 20% 1st & SED 16% 1st & FY 0% 2nd 17% 2nd & SED 15% 2nd & FY 0%	2025 Spring Math Diagnostic All 17% SED 14% EL 22.62% FY 21% K 42% K & SED 37% K & FY 60% 1st - 19% 1st & SED 18% 1st & FY 20% 2nd - 16% 2nd & SED 12% 2nd & FY 9%		All 28% SED 27% EL 28% FY 21% K 53% K & SED 47% K & FY 31% 1st 30% 1st & SED 28% 1st & FY 12% 2nd 27% 2nd & SED 27% 2nd & FY 12%	All 0% SED -7% EL 6.62% FY 14% K -1% K & SED 0% K & FY 41% 1st -1% 1st & SED 2% 1st & FY 20% 2nd -1% 2nd & SED 3% 2ndf & FY 9%
6.5	Graduation Rate % of Students Graduated Source: CA School Dashboard (New Goal added in 2025)	2023 CA Dashboard All 76.5% SED 75.5% EL 69.2% FY Unknown (<11) SWD 64.4% HY 60.5% HI 77.3% WH 75.8% 2024 CA Dashboard LTEL 80.6%	2024 CA Dashboard All 81.8% SED 79.8% EL 80.6% LTEL 81.3% FY 69.2% SWD 65.2% HY 78.2% HI 79.9% WH 81.7%		All 86.5% SED 87.5% EL 81.2% LTEL 89% FY 75% SWD 73.4% HY 69.5% HI 87.3% WH 85.8%	All 5.3% SED 4.2% EL 11.3% LTEL Not Applicable FY Unknown (<11) SWD 0.8% HY 17.7% HI 2.6% WH 5.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.6	Chronic Absenteeism Rate % of students chronically absent Source: CA School Dashboard (New Goal added in 2025, baseline data is from 2024)	2023 CA Dashboard All 32.1% SED 35.6% EL 31.1% FY 29.1% SWD 38.6% HY 61.5% AA 38.9% Asian 22.7% 2024 CA Dashboard AI - 40% LTEL - 28.2%	2024 CA Dashboard All 26.6% SED 30.1% EL 22% LTEL 28.2% FY 44.2% SWD 34.8% HY 51.6% AA 34.4% Asian 11.1% AI - 40%		All 26.1% SED 26.6% EL 25.1% LTEL (TBD) FY 20.1% SWD 32.6% HY 52.5% AA 32.9% Asian 16.7% AI - 34%	All -5.5% SED -5.5% EL -9.1% LTEL Not Applicable FY 15.1% SWD -3.8% HY -9.9% AA -4.5% Asian -11.6% AI - Not Applicable
6.7	Attendance Rate % Average Attendance Source: CALPADs (New Goal added in 2025, baseline data is from 2024)	CALPADs (2024-25) 90.9%	CALPADs (2024-25) 90.9%		94%	0.8%
6.8	Suspension Rate % Suspended for at least one day Source: CA School Dashboard (New Goal added in 2025, baseline data is from 2024)	2023 CA Dashboard All 9% SED 10.3% EL 8.7% FY 18.9% SWD 12.5% HY 14.5% PI 16.9% 2024 CA Dashboar AI - 12% LTEL 16%	2024 CA Dashboard All 8.6% SED 9.5% EL 7.8% LTEL 16% FY 10.4% SWD 12.1% HY 14.2% PI 11% AI - 12%		All 6% SED 5.3% EL 5.7% LTEL 13% FY 13.9% SWD 7.5% HY 11.5% PI 13.9% AI - 10%	All -0.4% SED -0.9% EL -1% LTEL Not Applicable FY -8.4% SWD -0.4% HY -0.3% PI -5.9% AI - Not Applicable

Goal Analysis [2024-25]

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

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

New goal for this LCAP cycle.

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.

New goal for this LCAP cycle.

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

New goal for this LCAP cycle.

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.

New goal for this LCAP cycle.

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
6.1	Targeted Academic Interventions Led by Support Staff for Students with Identified Needs	MUSD school sites will ensure support is provided through differentiated instruction by support staff: assess academic needs, develop intervention plans, provide direct support, and collaborate with teachers, parents, and administrators to enhance student learning for our diverse student population. This action is measured by Metrics M6.1, M6.2, M6.3, M6.4, M6.5. LREBG Action $2,904,718.00	$2,904,718.00	No
6.2	Targeted Student Well-Being Interventions Led by	MUSD school sites will ensure support staff assess emotional and behavioral needs, identify counseling resources, provide direct services as applicable, and collaborate with teachers, parents, and administrators to	$705,373.00	No

Action #	Title	Description	Total Funds	Contributing
	Support Staff for Students with Identified Needs	create a safe and supportive environment that promotes student well-being. This action is measured by Metrics M6.6, M6.7, and M6.8. LREBG Action $705,373.00		
6.3	Enhanced Instruction through Professional Development and Coaching	MUSD school sites will have access to professional development and coaching to enhance instructional practices and implement effective strategies for supporting students in general education and students with disabilities, ensuring teachers improve their skills and better meet the needs of all students. This action is measured by Metrics M6.1, M6.2, M6.3, M6.4, M6.5. LREBG Action $218,669.00	$218,669.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$19,623,525.00	$1,992,242.00

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
25.690%	0.000%	$0.00	25.690%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Equitable Access to Instructional Supports **Need:** The 2023 CA Dashboard shows student outcomes on the CAASPP ELA for All Students as -43.4 Distance from Standard (DFS), while Low-Income (LI) were -56.3 DFS, English Learners (ELs) were -79.3 DFS, and Foster Youth (FY) was -57.2 DFS. As for the	The action to increase and maintain access to instructional supports for UDL and MTSS frameworks addresses the needs of ELs, LTELs, FY, and LI students by directly targeting the significant achievement gaps these student groups face in ELA and Math, as evidenced by the CAASPP data. The implementation of UDL and MTSS frameworks is a research-based approach that	This action will be measured by the metrics identified in the action description.

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
	CAASPP Math, All Students were -83.1 DFS, LI were -93.6 DFS, ELs were -126.3 DFS, and FY were -106.3 DFS. Based on the above data, there is a large disparity between the results for all students compared to those of our unduplicated students for Math and ELA. According to the district's LCAP survey data, educational partners conveyed a heightened need for MTSS and UDL to assist struggling students academically. MTSS and UDL were rated the third highest among the top five focus areas for the district by 27% of staff respondents. Additionally, an overwhelming 90.1% of staff and 92.7% of parents who completed the LCAP survey found these programs essential for schools to implement to support student learning. A baseline for our Long-Term English Learners (LTELs) will be determined from the 2024 CA Dashboard, and although not yet available, MUSD is dedicated to providing services and supports to ensure success on the CAASPP in ELA and Math. **Scope:** LEA-wide	addresses this disparity by providing a continuum of support tailored to individual student needs. UDL ensures that instructional materials and methods are designed to be accessible and engaging for all learners, while MTSS provides a tiered system of increasingly intensive interventions and progress monitoring. This action is LEA-wide to ensure equitable access and consistent implementation across the district. By scaling these initiatives district-wide, MUSD can leverage resources more effectively and establish a cohesive system of support that benefits all students, particularly our unduplicated student groups. Furthermore, the LCAP survey results underscore the importance of UDL and MTSS from the perspective of educational partners. With 27% of staff identifying these programs as a top priority and over 90% of staff and parents recognizing their value in supporting student learning and implementing them, LEA-wide aligns with staff and parent input and demonstrates MUSD's commitment to addressing the needs of these student populations.	
1.2	**Action:** Additional College and Career Support and Opportunities **Need:**	Our school-wide action of CTE, DE, and AP programs at the comprehensive high schools are designed to provide additional opportunities to our secondary students while increasing overall engagement. The programs offer multiple CTE pathways for students to enroll in to learn about	This action will be measured by the metrics identified in the action description.

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
	Based on our LCAP survey results and input provided by high school students and parents, MUSD demonstrates a need to increase and enhance our college and career supports and offerings to entice and engage our secondary students into pursuing post-graduate opportunities. Due to our rural environment, many students may lack the possibility to learn about other careers or funds to pay for college tuition after graduating. Therefore, it is important to extend those opportunities to our unduplicated students at the opportune time of being with us at MUSD. The 2023 CA Dashboard shows our graduation rate as declining, with all students being at 76.5%, SED at 75.5%, EL at 69.2%, and FY will be established when data are available but will otherwise need the same support as the other student groups. Our College and Career Indicator (CCI) shows a large disparity between all students who are 26.6% prepared and our other student groups, including SED (23.3%), EL (8%), and FY (Unknown at this time due to population less than 11 students). Educational partner feedback from the survey and meetings held indicate a desire to have additional electives offered through Career Technical Education (CTE) and Dual Enrollment (DE), providing us with the incentive to expand our course offerings via CTE pathways and college credit via DE and Advanced Placement (AP) for our students to be at the forefront of attaining an Associate of	various careers applicable to their futures. Additionally, the DE program gives students college credit, which also helps establish their careers through the college route. Both programs intersect with A-G components to prepare students for college and career. All students benefit from this instructional approach at the high school level but learn about the opportunities while in middle school. This action is being provided to students on a school-wide basis due to MUSD's commitment to increase offerings to our secondary students for college and career courses and avenues for post-graduation. Despite this, this action specifically targets our ELs, FY, and LI students to narrow the achievement gap in our graduation rate and CCI, as seen on the 2023 CA Dashboard.	

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
	Arts degree from our local community college or college credit to transfer to a university setting. **Scope:** Schoolwide		
1.3	**Action:** Alternative Interventions and Supports **Need:** During LCAP meetings, educational partners' feedback consistently highlighted the need for credit recovery programs, co-teaching models, and summer school offerings. These recommendations stemmed from the recognition that LI students face significant achievement gaps in ELA and Math, as evidenced by the 2023 CA School Dashboard data. The data revealed a substantial disparity between the Distance from Standard (DFS) for all students (-43.4 in ELA and -83.1 in Math) compared to LI students (-56.3 in ELA and -93.6 in Math), demonstrating the need for targeted interventions and supports to improve academic performance within this student group. Educational partners had a continued desire for credit recovery programs to provide LI students with opportunities to make up missed credits and stay on track for graduation. Co-teaching models were proposed to ensure that LI students receive additional support and	The action to provide interventions and supports through credit recovery, co-teaching, and summer school directly addresses the needs of LI students by targeting the significant achievement gaps they face in ELA and Math, as evidenced by the 2023 CA School Dashboard data. By offering credit recovery programs, LI students who have fallen behind in earning credits toward graduation will have opportunities to make up missed credits and get back on track, supporting their progress toward meeting graduation requirements. The implementation of co-teaching models ensures that LI students receive additional support and differentiated instruction within the general education classroom setting. This approach provides them with more individualized attention and targeted interventions, addressing their specific learning needs without separating them from their peers. Summer school programs offer extended learning opportunities and targeted interventions for LI students during the summer break. These programs aim to prevent academic regression, address learning gaps, and provide ongoing support, ensuring that LI students continue to	This action will be measured by the metrics identified in the action description.

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
	differentiated instruction within the classroom. Furthermore, the continued need for summer school programs aims to provide extended learning opportunities and targeted interventions to address learning gaps and prevent academic regression during the summer break for all grade levels. LI students often face unique challenges, such as limited access to academic resources, increased responsibilities outside of school, and fewer opportunities for enrichment activities, which can contribute to their lower academic performance compared to their non-LI peers. **Scope:** LEA-wide	make progress and are better prepared for the upcoming school year. While this action is principally directed toward LI students, MUSD has chosen to provide these services on an LEA-wide basis. This decision ensures equitable access and consistency in implementation across the district. Providing these services LEA-wide allows for a more inclusive and integrated approach, reducing the potential for inequity toward our LI students. It also creates opportunities for peer learning and collaboration, fostering a supportive and inclusive learning environment for all students, regardless of their socioeconomic status.	
1.4	**Action:** Alternative Education Opportunities **Need:** Low-income and foster youth students often face unique challenges that can hinder their academic success. According to educational partner feedback received during LCAP meetings, there was a strong need for alternative educational settings like Black Rock Continuation High School (BRHS) and the Academy of College and Career Excellence (ACCE) to support these student groups. Unduplicated students, including low-income and foster youth, may have difficulty attending traditional school settings due to	This action directly addresses the unique needs of low-income and foster youth students. These alternative settings offer independent study, accelerated learning, and virtual learning options, which provide the flexibility and individualized support necessary for students facing barriers such as transportation challenges, unstable living situations, or conflicting schedules. By offering these options, MUSD aims to reduce or eliminate the barriers faced by low-income and foster youth students, ensuring equitable access to curricula and increasing their opportunities for success. Students can enroll in these programs based on their eligibility and overall circumstances related to their previous educational needs.	This action will be measured by the metrics identified in the action description.

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
	transportation barriers, unstable living situations, or conflicting schedules. BRHS and ACCE offer independent study, accelerated learning, and virtual learning options, providing the flexibility and individualized support these students need to overcome such obstacles and continue their education. Additionally, the 2023 CA School Dashboard data reveals significant achievement gaps between unduplicated students and the overall student population. Low-income students scored -56.3 in ELA and -93.6 in Math, while foster youth scored -57.2 in ELA and -106.3 in Math, compared to -43.4 in ELA and -83.1 in Math for all students. These alternative settings will offer low-income and foster youth students one-on-one or small-group support, tailored to their individual needs, to address these academic disparities and improve their performance in ELA and Math. **Scope:** Schoolwide	Providing this action on a school-wide basis allows MUSD to offer these alternative educational pathways consistently across BRHS and ACCE, ensuring that all low-income and foster youth students have equal access to these resources, regardless of their specific school site. This school-wide approach eliminates potential disparities in access and ensures that these vulnerable student populations receive the support they need to overcome obstacles and achieve academic success.	
1.5	**Action:** Targeted Supports in English Language Arts (ELA) **Need:** Low-income and foster youth students often face unique challenges that can impede their literacy and reading development, hindering their overall academic achievement. The need for targeted support in ELA and reading instruction is evident from local and state data, which reveal a concerning achievement gap	By having a dedicated literacy coach, MUSD can offer targeted interventions and evidence-based ELA instructional programs to address the specific needs of low-income and foster youth students. The literacy coach will collaborate closely with teachers and students while modeling effective reading instruction techniques and offering individualized support to address skill gaps and promote literacy development among these student populations.	This action will be measured by the metrics identified in the action description.

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
	between these unduplicated student groups and the overall student population. According to the 2023 CA School Dashboard, low-income students scored -56.3 distance from standard (DFS) in ELA, while foster youth students scored -57.2 DFS, both significantly lower than the -43.4 DFS for all students. This disparity highlights the urgent need for specialized interventions and support to address the unique needs of these vulnerable student populations. Educational partner feedback from the LCAP survey further supports the importance of this action. Staff identified students' literacy (45.8%) and academic achievement (48.3%) as top areas of focus, while parents cited academic achievement (37.6%) as a priority. Notably, parents of foster youth emphasized the need to improve students' literacy (41.7%) and academic achievement (66.7%), and parents of low-income students also prioritized academic achievement (33.9%) as an area for improvement, all within the top five areas identified by these educational partners. The unique needs of low-income and foster youth students that warrant this action include limited access to educational resources, unstable home environments, and potential gaps in foundational literacy skills. Many of these students may have experienced disruptions in their education or lack consistent support at home, leading to difficulties in developing strong reading and comprehension	This action is provided on a school-wide basis, with the literacy coach focusing specifically on supporting elementary students' reading and ELA skills. The reason for targeting literacy support at the elementary level is that these foundational years are critical for establishing strong reading and comprehension abilities, which serve as the foundation for future academic success across all subject areas. By intervening early and providing specialized literacy instruction and support during the elementary years, MUSD aims to equip low-income and foster youth students with the essential skills they need to become proficient readers and avoid the compounding effects of literacy deficits as they progress through their academic journey. The literacy coach will utilize Beanstack and SORA, which will be incorporated into their instruction to students while targeting their needs. By providing this action on a school-wide basis and focusing on early literacy intervention, MUSD demonstrates its commitment to addressing the unique needs of its most vulnerable student populations, ensuring that low-income and foster youth students receive the targeted support they need to develop strong literacy skills and achieve academic success.	

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
	abilities, which are essential for success across all academic subjects The unique needs of low-income and foster youth students that warrant this action include limited access to educational resources, unstable home environments, and potential gaps in foundational literacy skills. Many of these students may have experienced disruptions in their education or lack consistent support at home, leading to difficulties in developing strong reading and comprehension abilities, which are essential for success across all academic subjects. **Scope:** Schoolwide		
1.6	**Action:** Equitable Access to Technology **Need:** Low-income students, foster youth, and English learners often face unique challenges that can hinder their academic success, particularly in ELA and Math. The 2023 CA School Dashboard data reveals substantial achievement gaps, with English learners scoring -79.3 distance from standard (DFS) in ELA and -126.3 DFS in Math, low-income students scoring -56.3 DFS in ELA and -93.6 DFS in Math, and foster youth scoring -57.2 DFS in ELA and -106.3 DFS in Math—significantly lower than the scores for all	The action to increase and maintain access to technology directly addresses the unique needs of low-income, foster youth, and English learner students, with the goal of closing the significant achievement gaps these student groups face in ELA and Math, as evidenced by the 2023 CA School Dashboard data. This comprehensive approach includes providing 1:1 devices, access to curriculum through program licenses, and tech support via IT technicians. By providing 1:1 devices, including device replacement when needed, MUSD ensures equitable access to instructional opportunities for low-income students, allowing them to fully engage with digital learning platforms and online tools that support the development of reading and	This action will be measured by the metrics identified in the action description.

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
	students (-43.4 DFS in ELA and -83.1 DFS in Math). Increasing and maintaining access to technology, including providing 1:1 devices, access to curriculum, and tech support, is crucial in addressing these student groups' needs. According to the LCAP survey, a high percentage of students (84.9%) agree/strongly agree that they use technology regularly in class, highlighting its prevalence. Additionally, the majority of parents (86.6%), parents of low-income students (85.3%), and parents of foster youth (83.3%) agree/strongly agree that students have access to instructional materials, including technology, to support learning. Moreover, a substantial proportion of parents recognize the importance of technological and 21st-century skills, with 91.3% of all parents, 89.5% of parents of low-income students, and 91.7% of parents of foster youth affirming their significance in education. Notably, 82.2% of staff agree/strongly agree that students use technology in class to assist them in mastering academic standards. These student groups often face unique barriers, such as limited access to technology and digital resources at home, potential language barriers, and the need for adaptive learning tools and personalized support. Many lack the necessary technological resources or face socioeconomic challenges hindering their ability to fully engage with digital learning materials.	math skills, thereby addressing the achievement gaps in these areas. English learners can greatly benefit from curriculum access through program licenses such as adaptive language-learning software, multimedia tools, and online resources like Zoom, Typing.com, Canvas, and Kami. These resources directly support English language acquisition, content comprehension, and provide tailored linguistic support, enabling these students to overcome language barriers and improve their proficiency in ELA and Math. Foster youth students, who may face unstable living situations, can benefit from having access to laptops/Chromebooks and online curriculum resources, ensuring consistent educational support and continuity in their learning journey. This continuous access to tailored resources and instructional materials can help mitigate disruptions and support their progress in closing the ELA and Math achievement gaps. By providing access to curriculum through program licenses, MUSD can offer a wide range of digital learning materials and platforms tailored to the diverse needs of these student groups, addressing their specific academic challenges and supporting their growth in ELA and Math proficiency. This comprehensive action is provided on an LEA-wide basis to ensure equitable access and consistent implementation across the district. By scaling these technology initiatives district-wide,	

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	MUSD can leverage resources more effectively and establish a cohesive system of support that benefits all students, particularly unduplicated students who face significant achievement gaps. While all students can benefit from classroom technology integration, the targeted provision of 1:1 devices, curriculum access through program licenses, and tech support directly addresses the unique challenges faced by low-income, foster youth, and English learner students. By providing these tailored resources and support, MUSD aims to create an inclusive and supportive learning environment, fostering equitable opportunities for all students to close the achievement gaps in ELA and Math, regardless of their socioeconomic status, home circumstances, or language proficiency levels.	
1.9	**Action:** Professional Development **Need:** Low-income (LI) students, foster youth (FY), and English learners (ELs) face unique challenges that can significantly impact their academic performance and overall educational success. These student groups often require targeted support and interventions to address their specific needs and close the achievement gaps. The 2023 CA School Dashboard data highlights the substantial disparities in academic performance for these student groups. English learners scored -79.3 distance	The professional development action taken by MUSD is a multi-faceted approach designed to address the specific needs of low-income students, foster youth, and English learners. The district will invest in various professional development opportunities, including the district's Summer Institute, induction programs for teachers, training on applying data to education, using technology in the classroom, and utilizing assessments to inform teaching practices. These targeted PD initiatives will be led by the district's Professional Development Teacher on Special Assignment (TOSA) and the Director of Professional Growth. MUSD will provide a comprehensive Summer Institute for teachers and staff, focusing on	This action will be measured by the metrics identified in the action description.

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
	from standard (DFS) in ELA and -126.3 DFS in Math, while low-income students scored -56.3 DFS in ELA and -93.6 DFS in Math. Foster youth also performed significantly lower than the overall student population, with scores of -57.2 DFS in ELA and -106.3 DFS in Math. These scores are markedly lower than the scores for all students, which stand at -43.4 DFS in ELA and -83.1 DFS in Math. The i-Ready diagnostic assessments further emphasize the academic challenges faced by these student groups. In reading, only 37% of low-income students, 16% of ELs, and 27% of FY met the grade-level standards, compared to 41% of all students. Similarly, in math, only 31% of LI students, 16% of ELs, and 6.9% of FY met the grade-level standards, compared to 34% of all students. Moreover, the graduation rates for these student groups are also a concern. While the overall graduation rate for all students is 76.5%, it drops to 69.2% for ELs and 75.5% for LI students. The graduation rate for FY is unknown, but it is likely to be lower than the overall student population. Educational partner feedback from the LCAP survey underscores the importance of providing ongoing professional development to teachers and staff. 90.5% of parents and 91.7% of staff agree or strongly agree that teachers and staff should receive continuous professional development to better support the	strategies to support low-income students, foster youth, and English learners. Participants will receive pay for attending the institute, which will cover topics such as differentiated instruction, technology integration into instruction, and language development support. By equipping educators with these skills and knowledge, the district aims to improve academic outcomes and close achievement gaps for these student groups. The district will also offer induction programs for new and early-career teachers, providing them with the necessary support and guidance to effectively serve low-income students, foster youth, and English learners. These programs will focus on best practices for creating inclusive and supportive learning environments, as well as strategies for addressing the unique challenges faced by these student groups. Moreover, MUSD will provide professional development on how to effectively use data to inform instructional decisions and interventions. Teachers and staff will learn how to analyze i-Ready and CAASPP results, as well as other relevant data, to identify areas of need and develop targeted support plans for low-income students, foster youth, and English learners. By using data to drive instruction, educators can ensure that these student groups receive the appropriate interventions and support to improve their academic performance. The district will also offer professional development on integrating technology into the classroom to enhance learning experiences for	

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	unique needs of the above-mentioned student groups. Educational partner feedback from the LCAP survey underscores the importance of providing ongoing professional development to teachers and staff. 90.5% of parents and 91.7% of staff agree or strongly agree that teachers and staff should receive continuous professional development to better support the unique needs of the above-mentioned student groups. **Scope:** LEA-wide	low-income students, foster youth, and English learners. Teachers will learn how to use educational technology tools and platforms to differentiate instruction, provide additional support, and engage students in interactive learning activities. By leveraging technology, educators can create a more dynamic and inclusive learning environment that promotes academic growth and success for these student groups. The effectiveness of these professional development initiatives will be monitored by the growth or decline in our i-Ready and CAASPP ELA and math scores, as well as our overall graduation rate for the district, as this is an LEA-wide initiative. Professional development will be district-wide to improve all unduplicated students' academic achievement. This action is an LEA-wide initiative due to the professional development which will offered to staff throughout the district, regardless of their grade level, who will utilize it in their classrooms with different student groups.	
1.10	**Action:** Expanded Learning Opportunities **Need:** Low-income and foster youth students in kindergarten face unique challenges that can significantly impact their academic performance and overall educational experience. These students often lack access to the same resources and support systems as their more affluent peers, which can hinder	This action aims to provide additional academic enrichment and real-world learning opportunities, principally directed toward these student groups, who often face challenges that can hinder their academic success from the very beginning of their educational journey. Full-day kindergarten provides students with extended instructional time, allowing for more in-depth learning experiences and opportunities to engage in hands-on, real-world learning activities. This additional time and support from their	This action will be measured by the metrics identified in the action description.

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	their ability to succeed in school from the very beginning of their educational journey. MUSD's 2024 Spring i-Ready Reading and Math scores for kindergarten students reveal disparities between the performance of all students and that of low-income and foster youth students. In reading, 75% of all kindergarten students meet or exceed the i-Ready benchmark, while 72% of low-income kindergarten students and 66% of foster youth in kindergarten achieve the same level of success. The gap is more pronounced in i-Ready Math scores, with 67% of all kindergarten students meeting or exceeding the benchmark, compared to 60.4% of low-income kindergarten students and 33.3% of foster youth in kindergarten. These figures show the need for targeted interventions and support to address the specific needs of these students from the start of their formal education. These students may face a range of challenges, including limited access to educational resources at home, lack of stable housing, and increased exposure to trauma and stress. These factors can contribute to lower academic performance and a higher risk of falling behind their peers as they progress through school. During parent meetings, primary grade parents expressed the benefits of having full-day kindergarten for their children. They noted that the extended instructional time allows for more in-depth learning experiences and provides	teachers can be particularly beneficial for low-income and foster youth students, who may not have access to the same educational resources and experiences outside of school as their peers. By providing full-day kindergarten, MUSD can offer these students additional instructional time and targeted support to help close the i-Ready achievement gaps. Teachers can use this extra time to provide differentiated instruction, small group interventions, and individualized attention to students who may be struggling. This targeted approach can help low-income and foster youth students build a stronger foundation in reading and math skills, setting them up for success in later grades. This action is a school-wide initiative. This is because the benefits of full-day kindergarten extend only to the kindergarten grade level. By having kindergarten students attend school for the full day, they are able to achieve more of a head start by the time they get to first grade in reading, math, and other subjects.	

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	opportunities for students to engage in hands-on, real-world learning activities. **Scope:** Schoolwide		
2.1	**Action:** Mental and Emotional Health Programs and Services **Need:** Low-income, foster youth, and English learner students often face unique challenges that can impact their social-emotional well-being and academic success. These students may experience poverty, trauma, language barriers, and instability in their home lives, which can lead to increased stress, anxiety, and difficulty forming positive relationships with peers and adults at school. The 2024/2025 LCAP survey results highlight the pressing need for improved social-emotional support and services for these student groups. Only 57.2% of staff members believe that students treat their peers with respect, indicating a need for fostering a more inclusive and supportive school environment. When asked about areas for improvement, a significant portion of parents (37.8%), including those of low-income students (41.7%), English learners (40%), and foster youth (25%), emphasized the need for better services addressing social-emotional needs.	The implementation of Panorama Education and Daybreak Health, in collaboration with MTSS and PBIS, is a comprehensive approach taken by MUSD to address the unique social-emotional and mental health needs of low-income students, English learners, and foster youth students. By providing targeted support and interventions, this action aims to create a more inclusive, supportive, and trauma-informed learning environment that promotes student well-being, participation, and academic success. MUSD will implement Panorama, which includes a survey to gather data and curriculum targeting social-emotional needs, principally for our unduplicated students. This tool will help the district better understand the specific challenges faced by these student groups and tailor interventions accordingly. Panorama will align with MTSS and PBIS programs, ensuring a cohesive and systematic approach to supporting students' social-emotional development. In addition, staff will receive support in mindfulness, trauma, and other social-emotional and mental health skills, enabling them to better recognize and respond to the needs of low-income, English learner, and foster youth students. This support will help create a more trauma-	This action will be measured by the metrics identified in the action description.

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	Furthermore, 30.4% of parents expressed that MUSD should focus on improving student participation and connectedness to their school. This feedback suggests that low-income, foster youth, and English learner students may struggle with feeling engaged and included in their school communities, which can negatively impact their overall well-being and academic performance. Staff members also recognize the importance of addressing students' social-emotional needs, with 33.8% identifying counseling services as a top area of focus. This indicates that educators understand the critical role that mental health support plays in helping students cope with the challenges they face and developing the skills necessary for success in school and beyond. Additionally, the suspension rate from the 2023 CA School Dashboard shows the rate being significantly higher for our unduplicated students in comparison to all students. All students have a 9% rate, while low-income are at 10.3%, English learners at 8.7%, and foster youth at 18.9%. This disparity shows that the behavior issues occurring throughout our school sites need additional attention and prevention practices. **Scope:** LEA-wide	informed and empathetic school environment where students feel understood, valued, and supported. MUSD will also implement Daybreak Health, which provides personalized mental health support to students. This platform will offer targeted interventions and resources to help students cope with the unique challenges they face, such as poverty, language barriers, and instability in their home lives. By addressing these underlying issues, Daybreak Health aims to improve student well-being and increase their engagement and success in school. To further support the social-emotional needs of ELs, LTELs, LI, and FY students, MUSD will maintain the position of a board-certified behavior analyst (BCBA). The BCBA will visit school sites to provide mental and emotional health supports, ensuring that these student groups receive the individualized attention and care they need to thrive. By implementing these comprehensive supports, MUSD aims to reduce suspension rates, improve PBIS results, and maintain a low expulsion rate. The targeted interventions provided through Panorama, Daybreak Health, and the BCBA will help students develop essential social-emotional skills, such as self-regulation, conflict resolution, and resilience. These skills will enable students to better navigate challenges and engage in positive behaviors, reducing the need for disciplinary actions.	

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		Moreover, this action will reinforce a safe and positive culture and climate amongst MUSD school sites. By prioritizing the social-emotional well-being of low-income students, English learners, and foster youth students, the district will create a more inclusive and supportive environment where all students feel valued and connected to their school community. This sense of belonging and safety will be reflected in improved LCAP survey perceptions of safety and connectedness. Although this action is principally directed toward low-income students, English learners, and foster youth students, it is being implemented LEA-wide because the benefits of a supportive and trauma-informed learning environment extend to all students. By creating a school culture that prioritizes social-emotional well-being and mental health, MUSD will foster a more positive and inclusive atmosphere that promotes success for all students, regardless of their background.	
2.2	**Action:** Collaborative Leadership and Practices Targeting Social-Emotional Needs **Need:** Low-income students face unique challenges that can significantly impact their social-emotional well-being and overall success in school. These students often experience a range of stressors, such as financial instability, housing insecurity, and limited access to resources, which can contribute to heightened levels of anxiety, stress, and emotional	MUSD recognizes the critical importance of addressing the social-emotional needs of all students, particularly those from low-income backgrounds who may face unique challenges that can hinder their academic success and overall well-being. To support these students effectively, the district is implementing a comprehensive action plan that focuses on providing professional development to both certificated and classified staff. This action aims to create a collaborative and positive working environment that prioritizes	This action will be measured by the metrics identified in the action description.

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	distress. Consequently, it is crucial for school districts to prioritize the social-emotional needs of low-income students and provide targeted support to ensure their overall well-being and academic success. The 2024/2025 LCAP survey data clearly indicate that educational partners, particularly parents of low-income students, recognize the importance of addressing the social-emotional needs of these students. A significant portion of parents (37.8%) believe that the district needs to improve its social-emotional strategies and resources when teaching low-income students. This percentage is even higher among parents of low-income students specifically, with 41.7% expressing the need for improvement in this area. These findings demonstrate the urgent need for targeted interventions and support to address the unique social-emotional challenges faced by low-income students. Notably, an overwhelming majority of staff (91.7%) and parents (90.5%) agree or strongly agree that staff needs professional development and ongoing training to ensure student success. This consensus underscores the critical role that well-trained and equipped educators play in supporting the social-emotional needs of low-income students. By investing in professional development focused on mental and emotional health, the district can empower staff to better understand and respond to the unique challenges faced by these students.	leadership, practices, and tools specifically designed to enhance the teacher-student relationship. By investing in research-based, data-driven professional development opportunities, MUSD equips its staff with the knowledge and skills necessary to effectively support the social-emotional needs of low-income students in the classroom and throughout school sites. Through this targeted approach, staff will be better prepared to identify and address the social-emotional barriers that may hinder the engagement and academic success of low-income students. By creating a nurturing and supportive learning environment that prioritizes the well-being of these students, MUSD aims to improve their overall educational experience and outcomes. Implementing Panorama Education tools will enable MUSD to collect and analyze comprehensive data on students' social-emotional learning and school climate, allowing for more targeted interventions and improved support strategies for low-income students. And lastly, by utilizing DayBreak Health resources, MUSD staff will be better equipped to recognize early signs of mental health concerns and provide timely, appropriate support to students, particularly those from low-income families who may have limited access to mental health services outside of school. One of the key areas where this action is expected to have a positive impact is in reducing the suspension rate, particularly among low-income students. By providing staff with the tools and strategies to support students' social-emotional	

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	The district's suspension rate, as reported in the 2023 California Dashboard, further emphasizes the need for targeted support for low-income students. While the overall suspension rate for all students is 9%, it is even higher for low-income students at 10.3%. This disproportionate impact on low-income students suggests that they may be more likely to experience disciplinary actions, which can be detrimental to their social-emotional well-being and academic progress. Addressing the root causes of these disciplinary issues, such as unmet social-emotional needs, is crucial in creating a more equitable and supportive learning environment. To address these identified needs, MUSD is implementing a comprehensive action plan that includes professional development for all classified and certificated staff on mental and emotional health. This training will encompass programs such as Panorama Education and DayBreak Health, which are specifically designed to support the social-emotional and connectedness needs of students. By equipping staff with the knowledge, skills, and tools to identify and respond to the unique social-emotional needs of low-income students, the district aims to create a more nurturing and inclusive learning environment that promotes the well-being and success of all students. **Scope:**	needs proactively, the district aims to create a more inclusive and equitable learning environment that reduces the need for disciplinary actions. This is especially important for low-income students, who may be more likely to face disciplinary measures due to unmet social-emotional needs or challenges in their personal lives. Moreover, this action is designed to enhance students' sense of safety and school connectedness, which are essential factors in promoting their overall well-being and academic success. When staff are well-equipped to support students' social-emotional needs, they can create a more welcoming and inclusive school climate that fosters a sense of belonging and engagement among all students, including those from low-income backgrounds. By prioritizing the social-emotional health of students and providing staff with the necessary training and resources, MUSD aims to create a learning environment where all students feel valued, supported, and connected to their school community. This sense of connectedness can have a profound impact on students' motivation, engagement, and overall academic performance. Although this action is principally directed toward supporting the needs of low-income students, it is being implemented LEA-wide because the benefits of a supportive and emotionally healthy learning environment extend to all students. By creating a district-wide culture that prioritizes social-emotional well-being and equips staff with the tools to support students effectively, MUSD	

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	LEA-wide	ensures that every student, regardless of their background, has access to the resources and support they need to thrive. Furthermore, by providing consistent and high-quality professional development to all staff members, MUSD promotes a cohesive and collaborative approach to supporting students' social-emotional needs across all schools and grade levels. This consistency ensures that low-income students receive the same level of support and attention, regardless of which school they attend within the district.	
3.1	**Action:** Family and Community Engagement **Need:** Low-income students in MUSD face unique challenges that can significantly impact their ability to attend school regularly. The chronic absenteeism rate, as reported by the 2023 California Dashboard, for low-income students in the district is high at 35.6%, compared to the overall chronic absenteeism rate of 32.1% for all students. This disparity highlights the pressing need to address the specific barriers and hardships that low-income students encounter. Many low-income students struggle to have their basic needs met, which can directly affect their attendance and overall well-being. These needs may include access to adequate nutrition, stable housing, healthcare, and other essential resources. When students lack these	MUSD is taking a proactive approach to address the unique needs of low-income students by implementing outreach personnel, including a district liaison and an inclusion services communication liaison. This targeted action aims to reduce the high chronic absenteeism rate among low-income students. The district liaison will play a crucial role in establishing relationships with families and working closely with them to identify and address any barriers to attendance. By conducting regular home visits and updating needs assessments, the liaison will gain a comprehensive understanding of the specific challenges faced by low-income students and their families. This personalized approach allows for the development of tailored support plans that address each student's unique circumstances. For example, if a low-income student is struggling with food insecurity, the liaison can connect the	This action will be measured by the metrics identified in the action description.

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	fundamental necessities, it becomes increasingly difficult for them to focus on their education and maintain consistent attendance. The importance of this action is also demonstrated by the fact that attendance is a critical factor in academic success. With an average attendance rate of 90.1% for all students, it is clear that regular attendance is essential for students to fully engage in their learning and make meaningful progress. By improving the attendance rates of low-income students, the district can help close the achievement gap and ensure that these students have equal opportunities to succeed academically. The outreach personnel initiative also benefits from the encouraging level of parent and community engagement in MUSD. With 1,129participants in the LCAP survey and 683 community members attending district activities or events, it is evident that there is a strong desire for collaboration and involvement in supporting student well-being. By leveraging this community support and working closely with families, the outreach personnel can more effectively identify and address the unique needs of low-income students. **Scope:** LEA-wide	family with local food banks, meal programs, or other resources to ensure that the student has access to regular, nutritious meals. Similarly, if a student is experiencing housing instability or homelessness, the liaison can collaborate with community organizations and social services to secure stable housing or temporary assistance. By addressing these basic needs, the district aims to create a more stable and supportive environment that enables low-income students to focus on their education and attend school regularly. The inclusion services communication liaison will complement the efforts of the district liaison by communicating with families and the community at large about the district's initiatives to support attendance and well-being. The inclusion services communication liaison will help raise awareness about the impact of chronic absenteeism on student success and the available resources and supports within the community and district. By disseminating information through public channels and social media, the inclusion services communication liaison will emphasize the importance of attendance and the drawbacks of chronic absenteeism. Moreover, the inclusion services communication liaison will be instrumental in building partnerships with community partners to amplify the message of resources, supports, and services available to families and students. These partnerships will help to create a network of support that extends beyond the school district, ensuring that low-income students and their families have access to a wide range of resources and assistance.	

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		To further support unduplicated student groups, the inclusion services communication liaison will facilitate positive and clear communication regarding District operations, focusing on initiatives targeting low-income, English learner, and foster youth students. As the District's primary contact and information resource, the inclusion services communication liaison will prepare various communications that highlight programs and services for unduplicated students. This includes coordinating staff communications, showcasing success stories, and hosting media programs featuring topics relevant to these student groups and their families. The inclusion services communication liaison will work closely with the District's foundation to secure additional resources and partnerships benefiting all students, including unduplicated students. They will draft speeches and articles for the Superintendent that align with the district's vision for supporting these students, ensuring wide dissemination to reach appropriate educational partner groups. Through ongoing press relations, the inclusion services communication liaison will highlight the district's efforts to support students, coordinating efforts toward the realization of the District's strategic plans with emphasis on advocacy, partnership, and resource development. Through these multifaceted efforts, the inclusion services communication liaison will play a crucial role in communicating the district's commitment to supporting students and fostering community engagement to enhance the overall support network for these students and their families.	

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		Although this action is principally directed toward low-income students, it is being implemented LEA-wide because the benefits of improved attendance and increased family engagement extend to all students. By creating a school culture that prioritizes attendance and fosters strong partnerships between schools, families, and the community, MUSD will create a supportive environment that promotes success for all students, regardless of their socioeconomic background. The effectiveness of this action will be measured by metrics M3.1, 3.2, 3.3, 3.4, 3.5, and 3.6, which will track the progress and outcomes for low-income students. These metrics will focus on key indicators such as chronic absenteeism rates, overall attendance rates, and parent participation in school events and activities. By regularly monitoring these metrics, MUSD can assess the impact of the liaison and inclusion services communication liaison in reducing chronic absenteeism, improving attendance, and increasing family engagement. It is expected that the efforts of the liaison and inclusion services communication liaison will lead to a decrease in the chronic absenteeism rate among low-income students, bringing it closer to the overall rate for all students. By addressing the basic needs of these students and their families, the district aims to create a more stable and supportive environment that encourages regular attendance. Additionally, the increased communication and outreach efforts by the	

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		inclusion services communication liaison are expected to result in higher levels of parent participation in school events and activities, fostering stronger partnerships between schools and families.	
3.2	**Action:** Transportation Support **Need:** Low-income and foster youth students face unique challenges that can significantly impact their ability to attend school consistently. These student groups often encounter barriers related to transportation, which can contribute to high rates of chronic absenteeism and hinder their educational progress. During a Parent Advisory Committee (PAC) meeting, parents specifically mentioned the positive impact that transportation services have on attendance and engagement for these disadvantaged student groups. Parents expressed their appreciation for the district's efforts to address the barriers faced and stressed the importance of continued support in this area. Also, during LCAP Task Force meetings, members continuously advocated for continued transportation support as it is imperative to a student's education. The 2023 CA School Dashboard data highlights the urgent need for intervention, with an overall chronic absenteeism rate of 32.1% in MUSD. This rate is even higher among low-income students at 35.6% and foster youth at 29.1%. These figures indicate that a	MUSD recognizes the unique challenges faced by low-income and foster youth students, particularly in terms of transportation and its impact on school attendance. To address these needs and foster strong partnerships between schools, families, and the community, the district is continuing to implement a comprehensive transportation support program that targets these student groups while benefiting all students across the district. Providing reliable and accessible transportation is a crucial step in addressing the barriers that contribute to chronic absenteeism among low-income and foster youth students. These student groups often face financial constraints, unstable living arrangements, and limited access to reliable transportation, making it difficult for them to attend school consistently. By offering transportation support, MUSD aims to alleviate these challenges and ensure that all students have equal opportunities to succeed academically. The transportation support program will be tailored to meet the specific needs of low-income and foster youth students. This will include offering free transportation to alleviate the financial burden on families. Additionally, the district may explore partnerships with local transportation providers or community organizations to expand the range of options available to students, such as through the	This action will be measured by the metrics identified in the action description

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	substantial number of students from these disadvantaged groups are regularly missing school, putting them at risk of falling behind academically and experiencing long-term consequences. Low-income students often face financial constraints that can make it difficult for their families to secure reliable transportation to and from school. They may live in areas with limited public transportation options or have parents who work long hours, making it challenging to arrange consistent rides. As a result, these students are more likely to miss school due to transportation issues, leading to chronic absenteeism and reduced instructional time. Similarly, foster youth may experience frequent changes in living arrangements, which can disrupt their access to reliable transportation. As they move between foster homes or placements, they may struggle to maintain consistent attendance due to the lack of stable transportation options. This instability can further exacerbate the challenges they already face in their personal lives, making it even more difficult for them to engage fully in their education. To address these unique needs and respond to the feedback from educational partners, MUSD is implementing a comprehensive action to increase and maintain access to transportation for low-income and foster youth students. By providing reliable transportation	offering of city bus passes or vouchers. By collaborating with community partners, MUSD can create a network of support that extends beyond the school district, ensuring that students and their families have access to reliable transportation. The transportation support program is expected to have a positive impact on several key metrics, including chronic absenteeism rates, attendance rates, and dropout rates. By providing reliable transportation, MUSD aims to reduce the chronic absenteeism rate. With consistent access to transportation, these student groups will be more likely to attend school regularly, thus reducing chronic absenteeism and increasing overall attendance rates. Furthermore, the transportation support program can play a crucial role in reducing dropout rates. By ensuring that students have reliable means to get to school, MUSD can keep them engaged in their education and on track for graduation. This is particularly important for low-income and foster youth students, who may face additional challenges that put them at risk of dropping out. Although the transportation support program is principally directed towards low-income and foster youth students, it is being implemented LEA-wide because the benefits of improved attendance and reduced chronic absenteeism extend to all students. By creating a school culture that prioritizes attendance and supports families in overcoming transportation barriers, MUSD will create a more equitable and inclusive learning environment that promotes success for all	

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	services, the district aims to remove a significant barrier to attendance and ensure that these students have the means to get to school consistently. It is expected that the increased access to transportation will lead to a decrease in chronic absenteeism rates among low-income and foster youth students, bringing them closer to the overall rate for all students. By removing transportation barriers, the district aims to create a more accessible learning environment that promotes consistent attendance and academic success. Furthermore, addressing transportation needs can have a positive impact on dropout rates, which currently stand at 0.05% for middle school students and 1.2% for high school students according to CALPADS data. By improving attendance and engagement, students are more likely to remain in school and progress towards graduation. The transportation support program can play a crucial role in keeping low-income and foster youth students connected to their education and on track for long-term success. **Scope:** LEA-wide	students, regardless of their socioeconomic background. Moreover, by providing transportation support, MUSD is actively fostering strong partnerships between schools, families, and the community. This collaborative approach recognizes that student success is a shared responsibility and that addressing the unique needs of low-income and foster youth students requires the involvement and support of all educational partners. By working together to ensure that students have access to reliable transportation, MUSD is building trust and strengthening the connections between schools and the communities they serve.	

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
1.7	**Action:** Targeted Interventions and Supports for English Learners **Need:** English learners (ELs) face unique challenges that can impede their academic success and language acquisition, necessitating targeted support, intervention, and English language services. The need for such interventions is evident from the concerning achievement gaps revealed by the 2023 CAASPP data. In English Language Arts (ELA), English learners scored a distance from standard (DFS) of -79.3, nearly 36 points below the overall DFS of -43.4 for all students. Similarly, in mathematics, the DFS for English learners was a staggering -126.3, over 43 points lower than the -83.1 DFS for all students. I-Ready showed similar results, with 41% of all students meeting or exceeding standards, while ELs were at 16%. Math results were 34% of all students meeting or exceeding standards, while ELs were at 16%. These substantial achievement gaps in ELA and math highlight the urgency for tailored literacy support, interventions, and strategies that address the specific linguistic and academic challenges faced by English learners. Furthermore, the English Learner Progress Indicator (ELPI) score of 51% and	The action to provide support, intervention, and English language services, including English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) programs, directly addresses the unique needs of English learner (EL) students. This comprehensive approach will be implemented through research-based instructional strategies tailored to the specific needs of ELs at different proficiency levels. To further support ELs, MUSD will implement targeted small-group interventions and individualized support for those struggling in English language arts, mathematics, and English Acquisition. Bilingual instructional assistants and ELD coordinators will play a crucial role in this process, utilizing and assisting with the core curriculum, as well as leveraging the Ellevation platform. Ellevation is a comprehensive data and instructional support system that provides valuable insights into EL students' language proficiency levels, academic progress, and specific needs. This platform enables teachers and support staff to access essential student data, monitor progress, and implement targeted instructional strategies and interventions tailored to each EL student's unique language development journey.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	the English Learner reclassification rate of 14.9% suggest that a significant portion of English learners in MUSD are not making adequate progress toward English language proficiency and reclassification. Educational partner feedback from the LCAP survey and the District English Learner Advisory Committee (DELAC) underscores the importance of this action. Parents of English learners rated the English language support as "very sufficient" (47.6%) or "sufficient" (33.3%), indicating a recognition of the need for targeted English language development (ELD) programs and support services. The unique needs of English learners that warrant this action include limited English proficiency, potential gaps in academic vocabulary and content knowledge, and the need for explicit language instruction and support. Many English learners may struggle with understanding academic content presented in English, hindering their ability to demonstrate their true knowledge and skills. Additionally, they may require targeted strategies and scaffolding to develop their English language skills while simultaneously acquiring content knowledge across various subject areas. **Scope:** Limited to Unduplicated Student Group(s)	Through this comprehensive action, MUSD aims to improve the academic achievement of EL students, as measured by increased scores on the CAASPP assessments in English Language Arts and Mathematics, as well as improved performance on the i-Ready diagnostic assessments. Additionally, this action will contribute to improving the English Learner Progress Indicator (ELPI), Summative ELPAC results, and the EL reclassification rate, ensuring that EL students make meaningful progress toward English language proficiency and ultimately achieve reclassification.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	**Action:** Targeted Interventions and Supports for Long-Term English Learners **Need:** Long-Term English Learners (LTELs) in MUSD require targeted support and intervention services through the proposed action to address their unique challenges and needs in acquiring English language proficiency. The data from the Summative ELPAC and ELPI scores highlight the pressing need for this action. LTELs face distinct difficulties compared to other English Learners (ELs). Despite being in the school system for an extended period, only 20.59% of LTELs in MUSD met the proficiency level on the Summative ELPAC, as reported by the 2023 California Dashboard, which is only slightly higher than the 15.81% of overall ELs. This low proficiency rate indicates that LTELs have not received sufficient support to develop their English language skills, despite their prolonged exposure to the language in an educational setting. Moreover, the ELPI, as reported by the 2023 California Dashboard, score of 21% for LTELs, compared to 51% for all ELs, further emphasizes the need for targeted intervention. This disparity suggests that a significant portion of LTELs are not making adequate progress toward English language proficiency, which can hinder their academic success and overall educational experience.	The action is designed to address the unique needs of Long-Term English Learners (LTELs) in MUSD. By implementing targeted strategies and resources, such as English Language Development (ELD), Specially Designed Instruction in English (SDAIE), and English 3D, MUSD aims to improve English language proficiency for LTELs. To effectively implement this action, MUSD will employ a director of multilingual services who will oversee the development and execution of specialized instructional programs and interventions tailored to the needs of LTELs. The director will collaborate with school administrators, teachers, and support staff to ensure that the necessary resources are provided to support LTELs effectively. One key component of this action is the implementation of the English 3D curriculum. English 3D is a comprehensive English language development program designed specifically for LTELs in secondary schools. It focuses on developing academic language, literacy skills, and content knowledge through engaging, relevant, and rigorous instruction. By utilizing English 3D, MUSD will provide LTELs with a structured and systematic approach to language acquisition, helping them build the necessary skills to succeed in academic settings. The ultimate goal of this action is to improve English language proficiency for LTELs, as measured by the Summative ELPAC and ELPI. By providing intensive ELD, SDAIE, and utilizing the	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The District English Learner Advisory Committee (DELAC) has also recognized the unique needs of LTELs and the importance of providing them with specialized support. LTELs often struggle with academic language, which can impact their performance across various subjects. They may also face challenges in developing strong literacy skills, as they have not had the opportunity to build a solid foundation in their primary language or English. Furthermore, LTELs may experience social and emotional challenges, such as feelings of isolation or frustration, due to their limited English proficiency. These factors can contribute to a lack of engagement and motivation in the classroom, further impeding their language acquisition and academic progress. **Scope:** Limited to Unduplicated Student Group(s)	English 3D curriculum, LTELs will receive targeted language instruction that addresses their specific needs and challenges. This focused approach will help LTELs develop the academic language skills, literacy, and content knowledge necessary to demonstrate proficiency on the Summative ELPAC. Moreover, the comprehensive support provided through this action will contribute to increased ELPI scores for LTELs. As LTELs receive consistent, high-quality instruction and support, they will be better equipped to make adequate progress toward English language proficiency. The use of effective curricula like English 3D will create a supportive learning environment that promotes language acquisition and academic achievement for LTELs.	
1.12	**Action:** English Learner and Long-Term English Learner Professional Development **Need:** English Learners (ELs) and Long-Term English Learners (LTELs) in MUSD require targeted support through professional development for staff to improve their English Language Proficiency. The data from the	MUSD's action to provide professional development to all staff aims to improve ELA and math skills and increase graduation rates for English Learners (ELs) and Long-Term English Learners (LTELs). This comprehensive approach directly addresses the unique needs of these students by focusing on the accurate implementation of the EL Framework and Roadmap.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Summative ELPAC and ELPI scores highlight the pressing need for this action. The low proficiency rates for both ELs and LTELs on the Summative ELPAC, as reported by the 2023 California Dashboard, are particularly concerning. Only 15.81% of overall ELs and 20.59% of LTELs met the proficiency level, indicating that these students are not receiving adequate support to develop English language proficiency. This is especially troubling for LTELs, who have been in the school system for an extended period without achieving proficiency. The District English Learner Advisory Committee (DELAC) has recognized the unique needs of both ELs and LTELs, emphasizing the importance of providing specialized support. DELAC has noted that these students often struggle with academic language, which affects their performance in both ELA and math. They may also face challenges in developing strong literacy skills, which are crucial for success across all academic areas and for meeting graduation requirements. ELs and LTELs have unique needs that warrant this action. These students require support in developing academic English proficiency while simultaneously learning content in various subjects. Due to language challenges, ELs and LTELs may have gaps in their content knowledge that need to be addressed through targeted instruction. Many	The district will implement this action by providing targeted professional development sessions that emphasize dual immersion programs and the Sheltered Instruction Observation Protocol (SIOP). These strategies, aligned with the EL Framework and Roadmap, will ensure that educators are equipped with research-based practices to support ELs and LTELs effectively. Dual immersion programs will allow students to develop English proficiency while maintaining their native language skills, promoting biliteracy and cognitive development. The SIOP model will provide a structured approach to integrating language development with content instruction across all subject areas. MUSD's focus on ensuring accurate implementation of the EL Framework and Roadmap is crucial in addressing the specific needs of ELs and LTELs. This approach emphasizes the importance of asset-based education, recognizing students' linguistic and cultural backgrounds as valuable resources. It also promotes a systemic approach to supporting ELs and LTELs, ensuring that language development is integrated into all aspects of their educational experience. Implementing this action through professional development in dual immersion, SIOP strategies, and accurate implementation of the EL Framework and Roadmap will significantly impact English language proficiency as measured by the Summative ELPAC and ELPI. The comprehensive approach will provide ELs and LTELs with increased opportunities to develop academic	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	struggle with reading comprehension and writing skills, which are crucial for success in both ELA and math. Staff need to be equipped with strategies to leverage students' diverse cultural and linguistic backgrounds as assets in the learning process. Additionally, ELs and LTELs may experience frustration, isolation, or low self-esteem due to language barriers, requiring staff to be trained in providing appropriate social-emotional support. Especially for LTELs, there's a need for consistent, long-term tracking of language development and academic progress to prevent students from stagnating in their English proficiency. These students may also need additional guidance and support to navigate graduation requirements and post-secondary options. By providing professional development to all staff, MUSD aims to equip educators with the necessary skills and strategies to address these unique needs. This action will help improve English language proficiency ultimately supporting their academic achievement and increasing their chances of meeting graduation requirements. The focus on both ELA and math skills is crucial, as proficiency in these core subjects is essential for overall academic success and meeting graduation criteria. **Scope:**	English skills in meaningful contexts across all subject areas. This aligns closely with the ELPAC's focus on assessing academic English proficiency in listening, speaking, reading, and writing domains. Furthermore, the consistent application of these strategies and frameworks will support ELs and LTELs in making continuous progress in their English language development, which is reflected in the ELPI. As students receive targeted support in developing academic language skills alongside content knowledge, they are more likely to demonstrate year-over-year growth in their English proficiency levels.	

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)		

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.

Not Applicable

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.

MUSD will be receiving the concentration grant add-on to provide direct services to students who are considered unduplicated at all school sites. These funds will be used to increase the hours of custodians (Goal 2, Action 3) and intervention teachers (Goal 1, Action 1) to ensure that the schools are clean and following the MTSS and PBIS measures to increase academic achievement. The literacy coaches and TOSA will also provide intervention services to the students (Goal 1, Actions 5 & 9). And lastly, other support personnel will be hired and maintained to implement mental and emotional health supports, like our BCBA with behavior intervention (Goal 2, Action 1).

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	No comparison schools	1:10
Staff-to-student ratio of certificated staff providing direct services to students	No comparison schools	1:12

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	76,387,146	19,623,525.00	25.690%	0.000%	25.690%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$22,124,208.00	$4,948,765.00	$0.00	$0.00	$27,072,973.00	$19,057,919.00	$8,015,054.00

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	Equitable Access to Instructional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,373,390.00	$664,240.00	$4,037,630.00				$4,037,630.00	
1	1.2	Additional College and Career Support and Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All High School	Ongoing	$1,697,868.00	$52,000.00	$1,749,868.00				$1,749,868.00	
1	1.3	Alternative Interventions and Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$256,742.00	$93,250.00	$349,992.00				$349,992.00	
1	1.4	Alternative Education Opportunities	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: BRHS & ACCE	Ongoing	$4,296,713.00	$0.00	$4,296,713.00				$4,296,713.00	
1	1.5	Targeted Supports in English Language Arts (ELA)	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Grades TK-6th	Ongoing	$196,392.00	$26,289.00	$222,681.00				$222,681.00	
1	1.6	Equitable Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,403,460.00	$607,830.00	$2,011,290.00				$2,011,290.00	
1	1.7	Targeted Interventions and Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades TK-6th	Ongoing	$121,166.00	$7,000.00	$128,166.00				$128,166.00	
1	1.8	Targeted Interventions and Supports for Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	Grades 7th-12th	Ongoing	$19,562.00	$14,183.00	$33,745.00				$33,745.00	

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
					s)											
1	1.9	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$219,592.00	$16,300.00	$235,892.00				$235,892.00	
1	1.10	Expanded Learning Opportunities	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Kindergarten	Ongoing	$1,594,930.00	$0.00	$1,594,930.00				$1,594,930.00	
1	1.11	Funding for Innovative Academic Programs and Materials	All	No			All Schools	Ongoing	$96,593.00	$0.00	$96,593.00				$96,593.00	
1	1.12	English Learner and Long-Term English Learner Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$132,446.00	$0.00	$132,446.00				$132,446.00	
1	1.13	Students with Disabilities Professional Development	Students with Disabilities	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.1	Mental and Emotional Health Programs and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$76,241.00	$94,000.00	$170,241.00				$170,241.00	
2	2.2	Collaborative Leadership and Practices Targeting Social-Emotional Needs	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$6,875.00	$6,875.00				$6,875.00	
2	2.3	Physical Safety Personnel	All	No			All Schools	Ongoing	$514,544.00	$248,647.00	$763,191.00				$763,191.00	
3	3.1	Family and Community Engagement	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	$305,472.00	$5,240.00	$310,712.00				$310,712.00	
3	3.2	Transportation Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$135,201.00	$5,843,042.00	$5,978,243.00				$5,978,243.00	
4	4.1	Academic Intervention and Support (OES)	All	No			Specific Schools: Oasis Elementary	2025/2026 School Year	$227,817.00	$0.00		$227,817.00			$227,817.00	
4	4.2	Behavioral Intervention and Support (OES)	All	No			Specific Schools: Oasis Elementary	2025/2026 School Year	$341,921.00	$0.00		$341,921.00			$341,921.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	Behavioral Interventions (PVES)	All	No			Specific Schools: Palm Vista Elementary	2025/2026 School Year	$16,754.00	$149,000.00		$165,754.00			$165,754.00	
4	4.4	Additional Curriculum and Instructional Resources (PVES)	All	No			Specific Schools: Palm Vista Elementary	2025/2026 School Year	$0.00	$82,406.00		$82,406.00			$82,406.00	
4	4.5	Academic Professional Development (PVES)	All	No			Specific Schools: Palm Vista Elementary	2025/2026 School Year	$77,326.00	$15,000.00		$92,326.00			$92,326.00	
4	4.6	Student Engagement Professional Development (PVES)	All	No			Specific Schools: Palm Vista Elementary	2025/2026 School Year	$0.00	$30,000.00		$30,000.00			$30,000.00	
4	4.7	Engaging Learning Opportunities (PVES)	All	No			Specific Schools: Palm Vista Elementary	2025/2026 School Year	$0.00	$20,000.00		$20,000.00			$20,000.00	
4	4.8	Academic and SEL Supplemental Curriculum, Materials, and Supplies (OES)	All	No			Specific Schools: Oasis Elementary	2025/2026 School Year	$0.00	$34,752.00		$34,752.00			$34,752.00	
5	5.1	Additional Instruction	All	No			Specific Schools: Black Rock High School	2025/2026 School Year	$125,029.00	$0.00		$125,029.00			$125,029.00	
6	6.1	Targeted Academic Interventions Led by Support Staff for Students with Identified Needs	All	No			All Schools	2025/2026 School Year	$2,904,718.00	$0.00		$2,904,718.00			$2,904,718.00	
6	6.2	Targeted Student Well-Being Interventions Led by Support Staff for	All	No			All Schools	2025/2026 School Year	$705,373.00	$0.00		$705,373.00			$705,373.00	

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
		Students with Identified Needs														
6	**6.3**	Enhanced Instruction through Professional Development and Coaching	All	No			All Schools	2025/2026 School Year	$218,669.00	$0.00		$218,669.00			$218,669.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
76,387,146	19,623,525.00	25.690%	0.000%	25.690%	$21,259,424.00	0.000%	27.831 %	**Total:**	$21,259,424.00
								LEA-wide Total:	$13,100,875.00
								Limited Total:	$294,357.00
								Schoolwide Total:	$7,864,192.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Equitable Access to Instructional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,037,630.00	
1	1.2	Additional College and Career Support and Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All High School	$1,749,868.00	
1	1.3	Alternative Interventions and Supports	Yes	LEA-wide	Low Income	All Schools	$349,992.00	
1	1.4	Alternative Education Opportunities	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: BRHS & ACCE	$4,296,713.00	
1	1.5	Targeted Supports in English Language Arts (ELA)	Yes	Schoolwide	Foster Youth Low Income	Grades TK-6th	$222,681.00	
1	1.6	Equitable Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,011,290.00	
1	1.7	Targeted Interventions and Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades TK-6th	$128,166.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Targeted Interventions and Supports for Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades 7th-12th	$33,745.00	
1	1.9	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$235,892.00	
1	1.10	Expanded Learning Opportunities	Yes	Schoolwide	Foster Youth Low Income	Kindergarten	$1,594,930.00	
1	1.12	English Learner and Long-Term English Learner Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$132,446.00	
2	2.1	Mental and Emotional Health Programs and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$170,241.00	
2	2.2	Collaborative Leadership and Practices Targeting Social-Emotional Needs	Yes	LEA-wide	Low Income	All Schools	$6,875.00	
3	3.1	Family and Community Engagement	Yes	LEA-wide	Low Income	All Schools	$310,712.00	
3	3.2	Transportation Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$5,978,243.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$23,616,952.00	$24,001,489.00

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**	Equitable Access to Instructional Supports	Yes	2,137,146	$3,302,299
1	**1.2**	Additional College and Career Support and Opportunities	Yes	1,997,619	$1,930,998
1	**1.3**	Alternative Interventions and Supports	Yes	247,179	$126,120
1	**1.4**	Alternative Education Opportunities	Yes	4,785,782	$4,334,464
1	**1.5**	Targeted Supports in English Language Arts (ELA)	Yes	223,086	$379,838
1	**1.6**	Equitable Access to Technology	Yes	3,227,354	$1,764,340
1	**1.7**	Targeted Interventions and Supports for English Learners	Yes	0	$122,146
1	**1.8**	Targeted Interventions and Supports for Long-Term English Learners	Yes	112,180	$54,153
1	**1.9**	Professional Development	Yes	287,655	$346,481
1	**1.10**	Expanded Learning Opportunities	Yes	1,447,918	$1,529,938
1	**1.11**	Funding for Innovative Academic Programs and Materials	No	78,622	$75,354

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	English Learner and Long-Term English Learner Professional Development	Yes	25,000	$126,900
1	1.13	Students with Disabilities Professional Development	No	5,000	$5,000
2	2.1	Mental and Emotional Health Programs and Services	Yes	286,371	$280,675
2	2.2	Collaborative Leadership and Practices Targeting Social-Emotional Needs	Yes	98,823	$39,638
2	2.3	Physical Safety Personnel	No	1,468,868	$1,682,443
3	3.1	Family and Community Engagement	Yes	304,886	$325,819
3	3.2	Transportation Support	Yes	5,608,752	6,902,822
4	4.1	Academic Intervention and Support (OES)	No	335,446	170,727
4	4.2	Behavioral Intervention and Support (OES)	No	277,173	112,453
4	4.3	Behavioral Interventions (PVES)	No	365,718	174,518
4	4.4	Additional Curriculum and Instructional Resources (PVES)	No	18,276	4,668
4	4.5	Academic Professional Development (PVES)	No	28,000	12,545
4	4.6	Student Engagement Professional Development (PVES)	No	37,000	6,062

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.7**	Engaging Learning Opportunities (PVES)	No	24,681	26,285
5	**5.1**	Career Exploration Modules	No	176,075	0
5	**5.2**	Additional Instruction	No	12,342	$164,803

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
20,515,709	$20,789,751.00	$21,566,631.00	($776,880.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Equitable Access to Instructional Supports	Yes	$2,137,146	$3,302,299.00	0	0
1	1.2	Additional College and Career Support and Opportunities	Yes	$1,997,619	$1,930,998.00	0	0
1	1.3	Alternative Interventions and Supports	Yes	$247,179	$126,120.00	0	0
1	1.4	Alternative Education Opportunities	Yes	$4,785,782	$4,334,464.00	0	0
1	1.5	Targeted Supports in English Language Arts (ELA)	Yes	$223,086	$379,838.00	0	0
1	1.6	Equitable Access to Technology	Yes	$3,227,354	$1,764,340.00	0	0
1	1.7	Targeted Interventions and Supports for English Learners	Yes		$122,146	0	0
1	1.8	Targeted Interventions and Supports for Long-Term English Learners	Yes	$112,180	$54,153.00	0	0
1	1.9	Professional Development	Yes	$287,655	$346,481.00	0	0
1	1.10	Expanded Learning Opportunities	Yes	$1,447,918	$1,529,938.00	0	0
1	1.12	English Learner and Long-Term English Learner Professional Development	Yes	$25,000	$126,900.00	0	0
2	2.1	Mental and Emotional Health Programs and Services	Yes	$286,371	$280,675.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.2**	Collaborative Leadership and Practices Targeting Social-Emotional Needs	Yes	$98,823	$39,638.00	0	0
3	**3.1**	Family and Community Engagement	Yes	$304,886	$325,819.00	0	0
3	**3.2**	Transportation Support	Yes	$5,608,752	6,902,822	0	0

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$76,552,808	20,515,709	0.000%	26.799%	$21,566,631.00	0.000%	28.172%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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