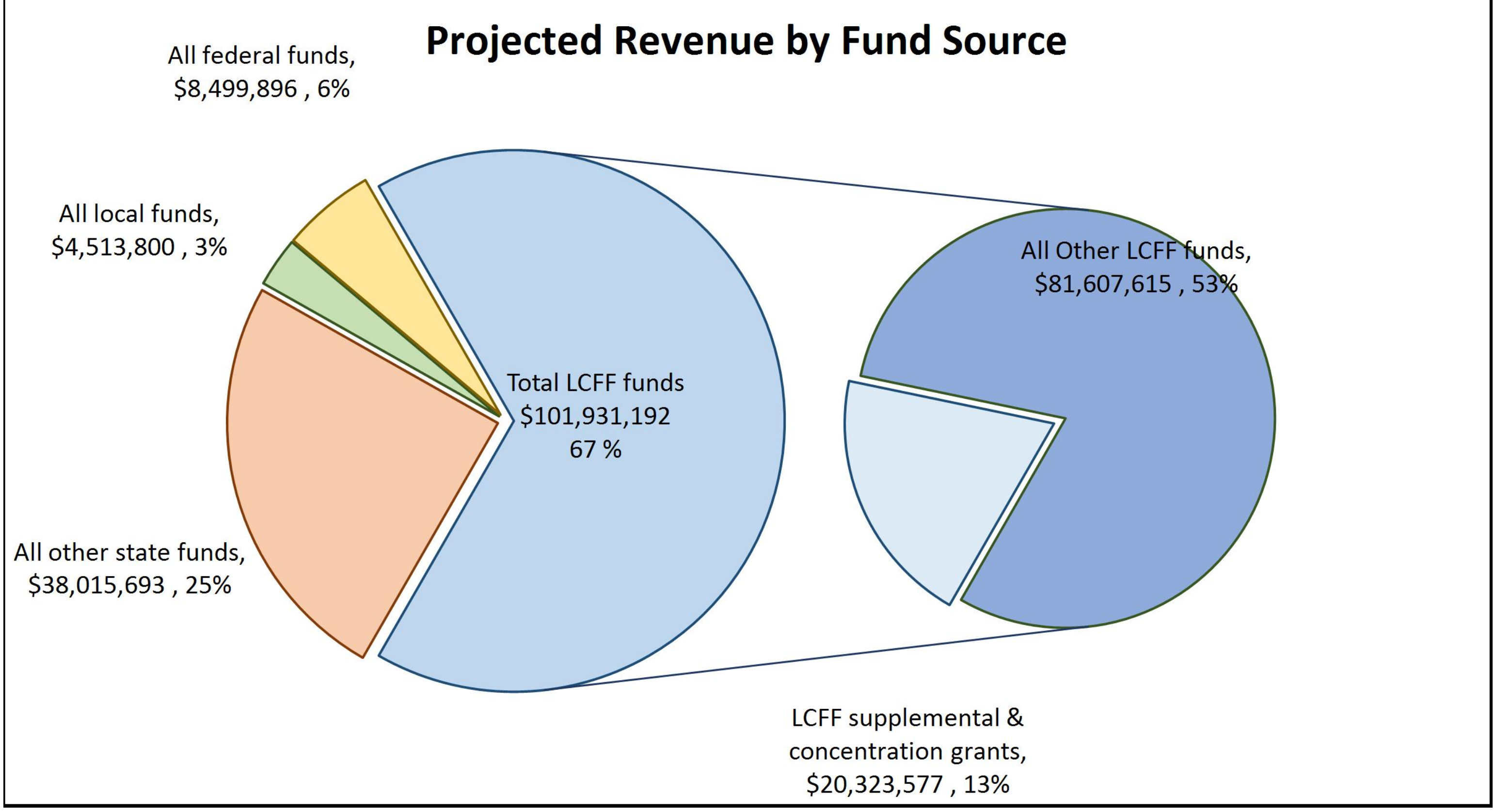
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Morongo Unified School District
CDS Code: 36-67777-0000000
School Year: 2026-27
LEA contact information:

Dr. Patricio Vargas
Superintendent
pvargas@morongousd.org
(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 2026-27 School Year

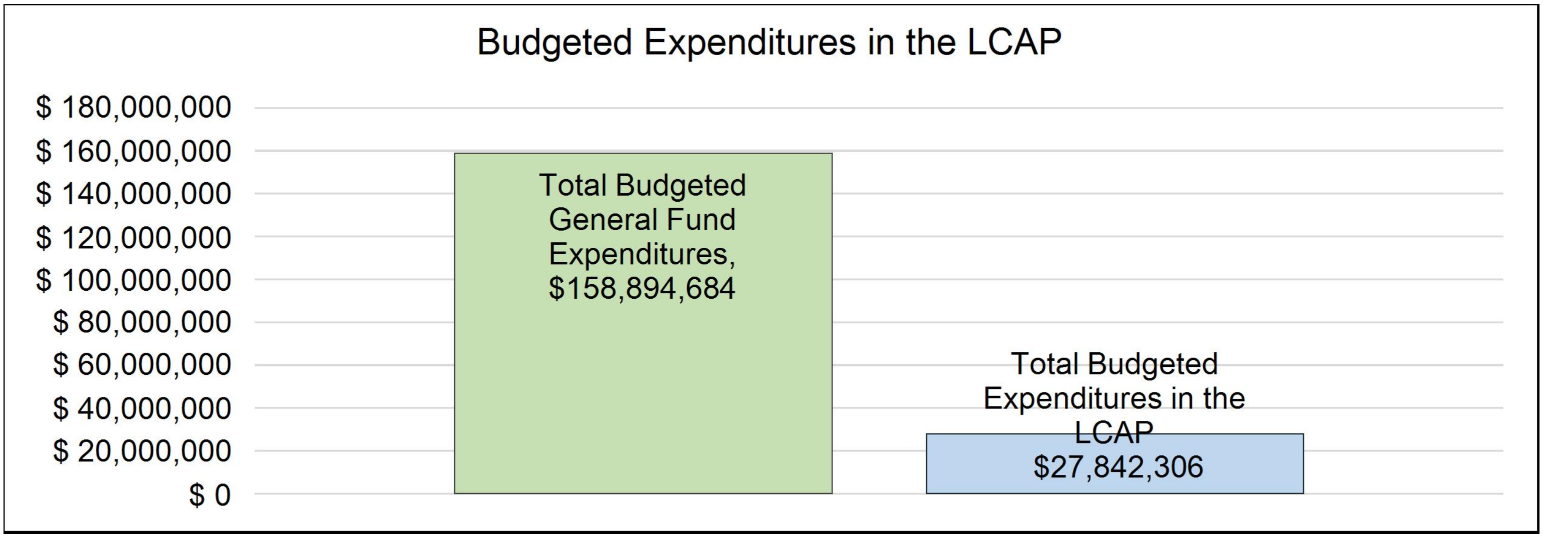


This chart shows the total general purpose revenue Morongo Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Morongo Unified School District is $152,960,581, of which $101,931,192 is Local Control Funding Formula (LCFF), $38,015,693 is other state funds, $4,513,800 is local funds, and $8,499,896 is federal funds. Of the $101,931,192 in LCFF Funds, $20,323,577 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Morongo Unified School District plans to spend $158,894,684 for the 2026-27 school year. Of that amount, $27,842,306 is tied to actions/services in the LCAP and $131,052,378 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The school district's General Fund supports many expenditures that are not individually included in the Local Control and Accountability Plan (LCAP). These expenditures include the core operational costs necessary to provide the district's basic educational program, such as teacher and staff salaries, utilities, transportation, facilities maintenance and operations, instructional materials, technology infrastructure, insurance, and other essential services.

While the LCAP focuses on specific goals, actions, and services designed to improve student outcomes, particularly for identified student groups, it represents only a portion of the district's overall budget. General Fund expenditures not included in the LCAP support the foundational operations of the district and ensure that all students have access to safe, well-maintained schools and a high-quality educational environment.

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

In 2026-27, Morongo Unified School District is projecting it will receive $20,323,577 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 $23,818,583 towards meeting this requirement, as described in the LCAP.

In addition to the actions identified as contributing, the District invests in districtwide and targeted supports that address barriers to learning and improve outcomes for unduplicated pupils. These include attendance improvement efforts, MTSS implementation, academic intervention services, counseling and student wellness supports, family and community engagement services, transportation services, expanded learning opportunities, and professional learning designed to strengthen Tier 1 instruction and intervention practices.

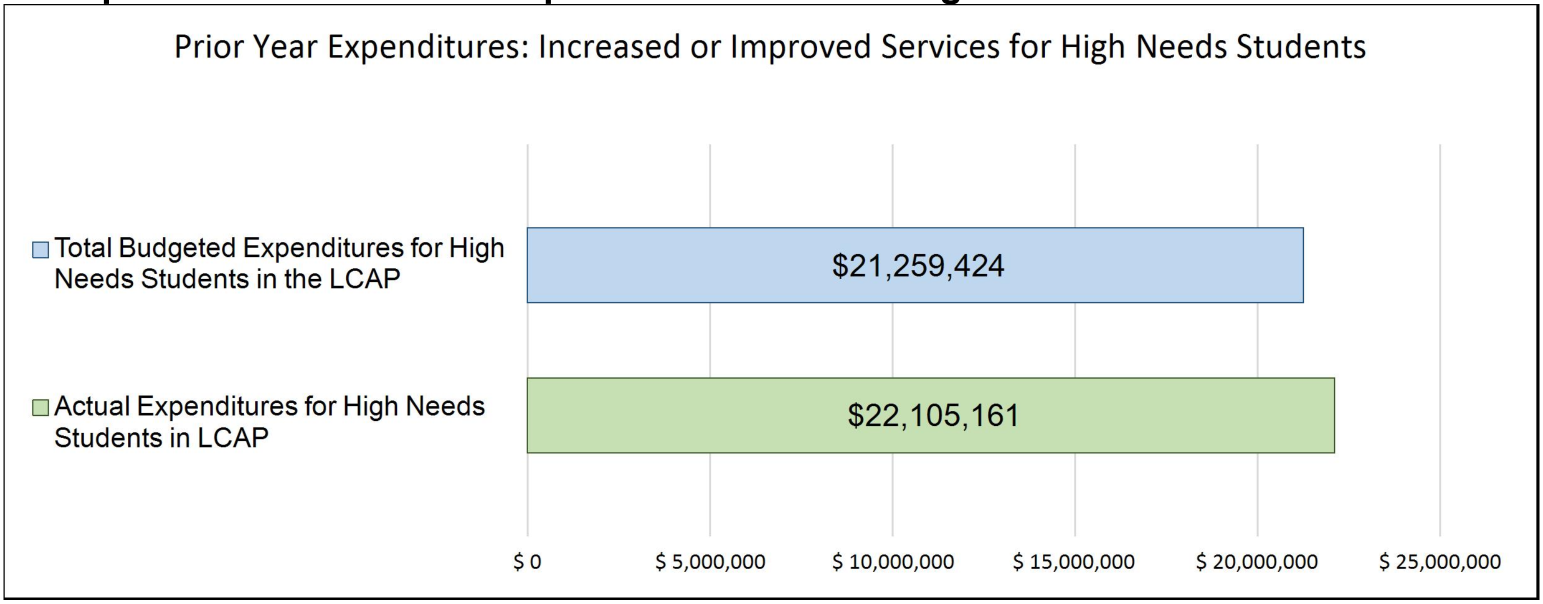
Due to the District's rural geographic setting and the widespread needs of its student population, many of these services are provided on a districtwide basis to ensure equitable access for unduplicated students across all schools.

Collectively, these investments increase and improve services for unduplicated pupils by promoting attendance, engagement, academic achievement, social-emotional well-being, and access to educational opportunities beyond those reflected solely in the contributing actions calculations.

Therefore, the District demonstrates that it is increasing and improving services for unduplicated pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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 2025-26, Morongo Unified School District's LCAP budgeted $21,259,424 for planned actions to increase or improve services for high needs students. Morongo Unified School District actually spent $22,105,161 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

General Information

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

Data referenced in this narrative was pulled from the 2025 California School Dashboard.

The Morongo Unified School District (MUSD) serves approximately 7,225 students in the Southern California Mojave High Desert of San Bernardino County. The district encompasses a geographically expansive, remote rural region comparable in size to the state of Rhode Island. It is bordered by Joshua Tree National Park on one side and the Marine Corps Air Ground Combat Center in Twentynine Palms — the largest Marine Corps installation in the United States — on the other.

MUSD currently operates eleven elementary schools, two middle schools, two comprehensive high schools, one continuation high school, a state preschool program, the ACCE (Achieving College and Career Excellence) program, the PLUS program serving students with emotional disabilities, and a special education preschool program. The district provides a broad range of educational programs and services designed to meet the needs of a diverse student population. These include special education services, English Learner programs, a dual language immersion program, athletics, Advanced Placement coursework, Gifted and Talented Education (GATE), behavior intervention supports, on-campus academic intervention, dual enrollment and articulation agreements with local community colleges, Career Technical Education (CTE) pathways, services for students with significant emotional needs, social-emotional learning (SEL) counselors and curriculum, and an innovative staffing model that includes teacher residents. MUSD utilizes i-Ready and Exact Path as local benchmark assessments to monitor Reading and Mathematics progress for students in grades K–8.

Through strong partnerships with community organizations — including the Marine Corps Air Ground Combat Center, Copper Mountain College, and Groundwork Arts — the district has expanded STEAM-focused curricular programs, strengthened CTE pathways, and increased access to academic enrichment opportunities across most schools. MUSD remains committed to providing high-quality educational experiences that support the academic, social, and emotional development of every student.

According to the California School Dashboard, MUSD serves a diverse student population that includes 3.3% English Learners. Approximately 17.8% of students receive services through the Special Education Local Plan Area (SELPA) via Individualized Education Programs (IEPs). Additionally, 73.27% of students are classified as socioeconomically disadvantaged, with 4.4% identified as homeless and 1% as foster youth. The district’s Local Control Funding Formula (LCFF) unduplicated pupil count is 73.07%.

MUSD was awarded a California Community Schools Partnership Program (CCSPP) planning grant in 2023, aligned with the district’s Local Control and Accountability Plan (LCAP) goals to create learning environments that promote academic achievement while addressing students’ social, emotional, and health needs. Through this planning process, the district engaged in collaborative efforts to strengthen partnerships, identify student and family needs, and build the foundational structures necessary to implement the community school's framework. In February 2025, MUSD received notification that Oasis Elementary School was awarded a $1.4 million CCSPP implementation grant to be expended over five years (2025–2030). This implementation grant will support the continued integration of community resources, services, and supports designed to enhance student academic achievement and well-being outcomes while promoting whole-child development.

Black Rock Continuation High School (BRHS), Palm Vista Elementary School (PVES), and Oasis Elementary School (OES) were identified as Equity Multiplier sites and received associated funding during the 2024–2025 and 2025–2026 school years based on eligibility criteria: non-stability rates exceeding 25% and socioeconomically disadvantaged (SED) rates above 70%. For the 2026–2027 school year, only BRHS and OES will continue to receive Equity Multiplier funding. While PVES will not receive new Equity Multiplier funding, it will continue to be part of goal 4 to expend remaining funds from the 2025–2026 allocation.

In addition, the district continues to utilize Learning Recovery Emergency Block Grant funds, available through June 2028, to provide academic and student well-being supports across all school sites.

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 (MUSD) 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 between the 2023 California School Dashboard and the 2025 Dashboard showed growth for the majority of indicators for all students. Our successes included a decrease in our ELA distance from standard (DFS) from -43.4 points below DFS (2023) to -34.5 points below DFS (2025), as well as in Math, which decreased from -83.1 points below DFS (2023) to -77.2 points below DFS (2025). Additionally, we decreased our chronic absenteeism rate from 32.1% (2023) to 28.1% (2025), suspension rate from 9.0% (2023) to 8.0% (2025). Finally, we increased graduation rates from 76.5% (2023) to 84.5% (2025) and increased College & Career Readiness from 26.6% (2023) to 41.8% (2025). These successes indicate action effectiveness from our previous LCAP in Goal 1, Actions 1-7, 9, and 10; Goal 2, Actions 1-3; and Goal 3, Actions 1-2.

In addition, MUSD demonstrated growth in low-performing student groups on the 2023 California School Dashboard. Our students with disabilities (SWD) population showed an improvement in several indicators. For instance, this student group decreased from 38.6% (2023) to 37.3% (2025) in chronic absenteeism and from 12.5% (2023) to 11.9% (2025) 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 -101.4 points below the DFS (2025). Our Foster Youth (FY) showed an improvement between the 2023 California State Dashboard and the 2025 Dashboard. In English Language Arts (ELA), FY students went from -57.2 DFS (2023) to -49.2 DFS (2025), in math from -106.3 DFS (2023) to -79.2 DFS (2025). Suspension rates improved from 18.9% (2023) to 10.5% (2025), and chronic absenteeism improved from 39.1% (2023) to 31.3% (2025). Student experiencing homelessness (HY) showed an improvement in academics, school climate, and pupil engagement; ELA improved from -88.7 DFS (2023) to -75 DFS (2025), form -128.7 DFS (2023) to -126.7 DFS (2025) in math, from 14.5% (2023) to 11.5% (2025) in suspension, 61.5% (2023) to 49.8% (2025) in chronic absenteeism, and 75.5% (2023) to 76.8% (2025) in graduation rates. our African American student group (AA) demonstrated similar areas of growth; -74.4 DFS (2023) to -57.6 DFS (2025) in ELA, -116.9 DFS (2023) to -112.1 DFS (2025) in Math, 17.3% (2023) to 12.5% (2025) in suspension rates, 38.9% (2023) to 38.9% (2025) in chronic absenteeism, and 76.9% (2023) to 84.8% (2025) in graduation rate. The growth of our student groups across these indicators further demonstrated the success of our LCAP in Goal 1, Actions 1-7, 9, and 10; Goal 2, Actions 1-3; and Goal 3, Actions 1-2.

As for our continued need, our Dashboard results show we still need to focus 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. We saw an increase in English Learner Progress in the 2024/2025 school year, from 46.5% (2024) to 50.7% (2025), and our students with disabilities demonstrated an improvement in Math, from -145.9 DFS (2023) to -137.4 DFS (2025). 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 2024/2025. 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	2025 CA School Dashboard	Difference
ELA CAASPP	-43.4 DFS	-34.5 DFS	+8.9 DFS
Math CAASPP	-83.1 DFS	-77.2 DFS	+5.9 DFS
Graduation Rate	76.5%	84.5%	+8.0%
Suspension Rate	9%	8.0%	-1.0%
College & Career Readiness	26.6%	41.8%	+15.2%
ELPI	51%	50.7%	-0.3%

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 among the groups identified as the lowest-performing (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 on the 2023 Dashboard for Chronic Absenteeism were in the Yellow Performance Level on 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 showed increases 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 the number of students graduating. Our White student group was also in the Green performance level, with a 5.9% increase in the number of 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.

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

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 targeted actions and supports outlined in the 2024–2025 LCAP, several Morongo Unified School District schools previously identified in the lowest performance level (Red) demonstrated improvement on the 2025 California School Dashboard when compared to the 2023 Dashboard. In the Suspension Rate indicator for all students, Morongo Valley Elementary (–2.4%) moved to the Blue performance level, reflecting strong improvement over time. Friendly Hills Elementary (–1.8%), Oasis Elementary (–6.7%), and Yucca Mesa Elementary (–1.3%) improved and are now in the Yellow performance level, while Joshua Tree Elementary (–0.3%) demonstrated improvement and is currently in the Orange performance level. Twentynine Palms Elementary (+0.7%) experienced an increase in suspension rates and remained in the Red performance level, indicating the need for continued targeted support in this area.

Improvements were also evident in the Chronic Absenteeism indicator. Oasis Elementary (–4.9%), Palm Vista Elementary (–12.7%), and Twentynine Palms Elementary (–6.4%) reduced the percentage of students identified as chronically absent for all students and moved into the Yellow performance level on the 2025 Dashboard when compared to 2023 outcomes.

At the secondary level, graduation outcomes showed continued progress. Twentynine Palms High School (+0.7%) increased its graduation rate and is placed in the Orange performance level on the 2025 Dashboard. Black Rock High School (+23.3%) demonstrated substantial growth and is now in the Green performance level for Graduation Rate, reflecting significant improvement in the percentage of students graduating. Despite growth in graduation outcomes, Black Rock High School remains identified for support in the College and Career Indicator, where it maintained a Red performance level with a score of –0.1 on the 2025 Dashboard.

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

Morongo Unified School District (MUSD) observed continued improvement on the 2025 California School Dashboard across multiple academic, engagement, and climate indicators for student groups at district school sites. In the academic indicators—English Language Arts (ELA), Mathematics, and the College and Career Indicator (CCI)—Socioeconomically Disadvantaged (SED), English Learner (EL), and African American (AA) student groups demonstrated growth and performed above the Red performance level at several schools where they had previously been identified in the lowest performance band.

In ELA, the Students with Disabilities student group demonstrated sufficient growth to exit the Red performance level at Condor Elementary School (+42.4 DFS, 2025 color: Orange), Twentynine Palms Elementary School (+31.7 DFS, 2025 color: Orange), Twentynine Palms Junior High School (+6.1 DFS, 2025 color: Orange), and Yucca Valley High School (+37 DFS, 2025 color: Orange). Despite notable improvement, SWD students remained in the Red performance level for ELA at Oasis Elementary School (+32.6 DFS, 2025 color: Red), Palm Vista Elementary School (+45.2 DFS, 2025 color: Red), and Yucca Mesa Elementary School (–0.4 DFS, 2025 color: Red).

In Mathematics, the SWD student group demonstrated sufficient growth to exit the Red performance level at Yucca Valley High School (+31.8 DFS, 2025 color: Orange). However, SWD students remained in the Red performance level for Math at Condor Elementary School (+10.3 DFS, 2025 color: Red) and Yucca Mesa Elementary School (+14.7 DFS, 2025 color: Red). In addition, Black Rock High School continued to have Socioeconomically Disadvantaged (+2.3%) and White (+4.4%) student groups identified in the Red performance level on the College and Career Indicator, despite modest gains.

In the Academic Engagement indicators—Chronic Absenteeism and Graduation Rate—SED, White, and Homeless Youth student groups demonstrated sufficient growth to exit the Red performance level at schools where they had previously been identified in Red on the 2023 Dashboard. The Students with Disabilities student group exited the Red performance level for Chronic Absenteeism at multiple district school sites; however, this group remained in the Red performance level at Twentynine Palms High School. Notably, although TPHS remained Red for this indicator, the graduation rate for Students with Disabilities increased by 12.9 percentage points.

The Hispanic student group demonstrated sufficient improvement to exit the Red performance level for Chronic Absenteeism at Condor Elementary School (–4.0%, 2025 color: Orange), Palm Vista Elementary School (–6.0%, 2025 color: Orange), Twentynine Palms Elementary School (–16.4%, 2025 color: Orange), and Yucca Mesa Elementary School (–16.8%, 2025 color: Orange). However, Hispanic students remained in the Red performance level for Chronic Absenteeism at Friendly Hills Elementary School (–6.1%, 2025 color: Red) and Joshua Tree Elementary School (JTES, –7.5%, 2025 color: Red). The African American student group performed above the Red performance level at Oasis Elementary School (+6.6%, 2025 color: Orange) but remained in the Red performance level for Chronic Absenteeism at La Contenta Middle School (–6.1%, 2025 color: Red).

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 students graduation a completers. In CTE, the percentage of students who graduated as a CTE completer increased from 28.9% in 2023-24 to 37.6% in 2025-26. Dual enrollment saw a rise from 701 students in 2023-24 to 1,193 in 2025-26. 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-6th grade, with the following results for students on or above grade level:

Window 1 (September 2025) – Reading: Window 2 (January 2026) – Reading: Window 3 (May 2026) – Reading:
Early On Grade Level = 12% Early On Grade Level = 19% Early On Grade Level = 25%
Mid or Above Grade Level = 8% Mid or Above Grade Level = 16% Mid or Above Grade Level = 20%

Window 1 (September 2025) – Math: Window 2 (January 2026) – Math: Window 3 (May 2026) – Math:
Early On Grade Level = 8% Early On Grade Level = 16% Early On Grade Level = 20%
Mid or Above Grade Level = 3% Mid or Above Grade Level = 10% Mid or Above Grade Level = 18.7%

LCAP Survey
MUSD had 3,621 participants take the LCAP survey this year. There were 2,719 students, 493 parents/community members, and 409 staff members. An additional 304 participants provided feedback during other LCAP efforts aimed at capturing feedback and 1,188 parents provided feedback through the Panorama Survey. The results indicated the following:

Percentage of Students who Strongly Agree/Agree with the following statements:
86% Teachers and other staff treat me with respect.
87% My school provides me with the materials I need to learn.
86% I use technology in class regularly.

80% The work I do in school challenges me or makes me think.
82% 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% The school(s) provide(s) a welcoming environment for me.
82% The school contacts me in a timely manner with regard to anything pertaining to my student(s).
90% Students have instructional materials to support student learning, including technology, textbooks, etc.
89% Technological and 21st-century skills are important when it comes to students' education.
93% It is important to me that schools have intervention teachers available to support student learning.
95% 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% The school's teachers and other staff members treat students with respect.
85% Students use technology in class to assist them in mastering the academic standards.
87% The school offers referral services for health, career, personal counseling, and academic assistance.
93% It is important to me that schools have intervention teachers available to support student learning.
81% Staff should receive ongoing training and professional development on curriculum and instruction.
86% My school campus(es) is/are safe.

The survey results reflect overwhelmingly positive perceptions from students, families, community members, and staff regarding key aspects of the educational experience in Morongo Unified School District. Student responses indicate strong agreement that teachers and staff treat them with respect (86%), schools provide the materials needed to learn (87%), technology is used regularly in instruction (86%), and learning experiences are both challenging (80%) and skill-building, particularly in reading (82%). These results demonstrate meaningful progress toward providing rigorous, engaging, and well-supported learning environments.

Parent and community feedback further reinforces these strengths, with high levels of agreement that schools provide a welcoming environment (88%), communicate in a timely manner (82%), and supply instructional materials, including technology (90%). Notably, parents and community members strongly value intervention supports (93%), ongoing professional development for educators (95%), and the importance of technological and 21st-century skills in student learning (89%). These findings reflect strong confidence in district priorities and align with the implementation of Goal 1 and Goal 2 actions related to instruction, resources, and professional learning.

Similarly, classified and certificated staff responses indicate strong perceptions of respect for students (92%), effective use of instructional technology (85%), access to referral services (87%), campus safety (86%), and the importance of intervention supports (93%). While staff support for ongoing professional development remains high (81%), it also signals an opportunity for continued investment in high-quality, targeted training aligned to instructional goals.

Participation in the LCAP process included approximately 3,621 survey respondents this year, compared to approximately 4,500 last year, along with input from 896 participants through educational partner gatherings where LCAP priorities were presented and feedback was actively solicited. Collectively, this feedback reflects strong support for district initiatives and demonstrates effectiveness in Goal 1 (Actions 1, 5, and 6) and Goal 2 (Actions 2 and 3).

Despite these positive trends, areas of concern remain. Survey results indicate that only 34.4% of parents and community members report awareness of UC/CSU A–G requirements, and just 37.1% of parents/community members and 42.4% of staff believe students have sufficient academic options to choose from. These findings highlight the need to expand and clearly communicate academic offerings, including electives and alternative pathways, to better meet student interests and postsecondary goals (Goal 1, Actions 2 and 4).

Additionally, the data underscores the need for a stronger emphasis on promoting graduation pathways and A–G requirements to foster a college- and career-going culture while strengthening family-school connections (Goal 1, Action 2; Goal 3, Action 1). To address these gaps, the 2026–27 LCAP will prioritize enhanced engagement between MUSD, families, and the broader community, with a focused emphasis on academic choice, college and career readiness, graduation outcomes, and improved performance on the College/Career Indicator (CCI).

Learning Recovery Emergency Block Grant (LREBG)

Morongo Unified School District will use $2,471,682 of its LREBG funds to support goal 6 of the LCAP.

The district is continuing the efforts established during the 2024 school year. As part of that work, 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. Attendance data from CALPADS was also reviewed. In addition, feedback from educational partners and results from local assessments, including ELA and Math i-Ready data, were analyzed to identify critical areas of need. A review of the 2025 California Dashboard data and updated local indicators further confirmed the need to continue implementing the current plan using Learning Recovery Emergency Block Grant (LREBG) funds. This ongoing analysis affirmed that the strategies previously identified remain aligned to the district's most pressing academic and student support needs. 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 Education Code 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 provide targeted, differentiated academic support to students identified through multiple data sources, including assessment results, classroom performance, and teacher input. The focus is on delivering responsive, small-group instruction that addresses specific learning gaps and accelerates student academic progress.

Research consistently supports the effectiveness of small-group instruction in improving student outcomes. The National Center on Intensive Intervention (2022) notes that small-group instruction allows educators to provide timely feedback, adjust instruction to meet student needs, and strengthen engagement through closer interaction with students. Additionally, the Institute of Education Sciences highlights strong evidence that structured small-group interventions led by well-trained educators and aides result in significant gains in literacy and mathematics achievement for students who require additional support (IES Practice Guide, 2021).

The effectiveness of this strategy is strengthened when implemented by highly qualified and well-supported intervention staff. Research from the Annenberg Institute at Brown University (2023) found that students participating in targeted small-group interventions with trained educators demonstrated faster learning growth and more sustained academic gains compared to peers receiving only whole-class instruction.

This action aligns with the Learning Recovery Emergency Block Grant's allowable use of Accelerating Learning Progress by ensuring that students who are underperforming or disproportionately impacted by learning loss receive focused academic support. Through targeted interventions delivered by skilled educators and instructional aides, this strategy is expected to contribute 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 engagement in school.

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 implemented by well-trained staff significantly improved students' social skills, emotional well-being, behavior, and academic performance (Child Development, 82(1), 405–432). Additionally, the Collaborative for Academic, Social, and Emotional Learning (CASEL) reports that high-quality SEL interventions reduce problem behaviors and improve students' attitudes toward school and learning when implemented with fidelity by trained personnel (CASEL, 2023).

Highly qualified support staff play a critical role in the effectiveness of SEL interventions. According to the Wallace Foundation (2021), schools that utilized trained interventionists and support personnel to lead structured SEL supports experienced improved classroom climate, stronger student-teacher relationships, and enhanced student well-being.

This action aligns with the Learning Recovery Emergency Block Grant's allowable use of Accelerating Learning Progress by addressing barriers that impact student learning. By supporting students' social-emotional well-being, the district reduces obstacles to academic engagement and promotes a safe and inclusive learning environment. Through targeted SEL and behavioral supports, this strategy is expected to contribute to measurable improvements in student engagement, emotional well-being, and school connectedness, as identified 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 strengthen teaching practices and improve student outcomes. The focus is on equipping educators with evidence-based strategies to address 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 that support continuous instructional improvement.

Research highlights the critical role of sustained professional development and coaching in improving instructional quality and student achievement. A RAND Corporation study (2018) found that high-quality professional learning that includes ongoing coaching has a greater positive impact on instructional practice and student learning than traditional, one-time workshops (The Promise of Effective Teacher Professional Development). Similarly, the Learning Policy Institute (2017) identified key features of effective professional development—including a focus on content, active learning, and ongoing support—as essential for driving meaningful improvements in teaching practice and student outcomes.

For students with disabilities, effective professional development and coaching support educators in adapting instruction and implementing inclusive practices. The Council for Exceptional Children (2022) notes that ongoing training and coaching for teachers strengthen instructional strategies, classroom management, and student engagement for learners with disabilities.

This action aligns with the Learning Recovery Emergency Block Grant's allowable use of Accelerating Learning Progress by building teacher capacity to close achievement gaps and expand equitable learning opportunities for all students. Through intentional coaching and professional learning, this strategy supports measurable improvements in instructional quality and student academic outcomes, 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.

Using the 2025 California School Dashboard, Morongo Unified School District (MUSD) qualified for Differentiated Assistance (DA) based on the performance of six student groups with two or more indicators in the Red performance level. The identified student groups include African American students (Academics and Chronic Absenteeism), American Indian/Native American students (Academics, Suspension Rate, and Chronic Absenteeism), Students Experiencing Homelessness (English Language Arts, Mathematics, and College/Career Indicator), Students with Disabilities (Academics, Graduation Rate, Suspension Rate, Chronic Absenteeism, and College and Career Indicator), Long-Term English Learners (Graduation Rate, Suspension Rate, and Chronic Absenteeism), and Pacific Islander students (Suspension Rate and Chronic Absenteeism). Although American Indian/Native American students remain identified for Academics and Students with Disabilities remain identified for Academics, Graduation Rate, and College and Career Indicator, these areas are identified as Year 2 indicators, reflecting progress over time while continuing to require focused support. MUSD recognizes these Year 2 designations as positive indicators of improvement and will continue implementing targeted actions to support sustained growth and address the remaining areas of need for each student group.

Although American Indian/Native American students remain identified for Academics and Students with Disabilities remain identified for Academics, Graduation Rate, and College and Career Indicator, these areas are identified as Year 2 indicators, reflecting progress over time while continuing to require focused support. MUSD recognizes these Year 2 designations as positive indicators of improvement and will continue implementing targeted actions to support sustained growth and address the remaining areas of need for each student group.

On February 4, 2025, MUSD convened a district team to participate in a Differentiated Assistance workshop with the San Bernardino County Superintendent of Schools (SBCSS). The district team included the Assistant Superintendent of Instructional Services (Elementary), three district directors, the ELOP Program Specialist, the SELPA Program Specialist, and a site principal who has demonstrated site-level improvement in attendance outcomes. Prior to the county session, the Instructional Services team met to review the Dashboard data and identify a focus area that would allow the district to address the needs of multiple student groups. Through this analysis, the district determined that chronic absenteeism would be the central focus of the DA work moving forward. This focus was selected because students with disabilities represent one of the district’s largest student groups, and chronic absenteeism is a concern across all school sites. Current data shows that most MUSD school sites are in the Red performance level for chronic absenteeism, with three schools performing at the Orange level (LCMS, MVES, and ONES) and one school at the Yellow level (TPES). By focusing on chronic absenteeism, the district can implement strategies that support not only students with disabilities, but also other student groups identified through the Dashboard.

During the DA workshop with SBCSS, the district team engaged in collaborative planning and identified several key next steps. First, the district committed to establishing a common understanding of the definition of chronic absenteeism across all school sites to ensure consistent messaging and expectations. Second, the district will develop a Chronic Absenteeism Toolkit to support school sites in implementing consistent and effective attendance practices. The toolkit will include resources for intervention strategies, communication practices, and systems for monitoring attendance. Third, the district will shift its data review practices from a reactive approach to a preventative approach, focusing on identifying students who are approaching the threshold for chronic absenteeism and intervening earlier to prevent them from becoming chronically absent.

Because MUSD had six student groups with two or more indicators in the Red, the district also qualified for additional technical assistance. In March 2025, district representatives met with the California Collaborative for Educational Excellence (CCEE) and the SBCSS Accountability team to continue the conversation around the district's improvement efforts. During this meeting, the district shared progress made toward the goals identified during the DA workshop. The team reported that progress had already been made in developing a common understanding of chronic absenteeism and in training administrators on how to review attendance data more proactively. District staff demonstrated how sites can analyze attendance data to identify students at risk of becoming chronically absent. While the development of the Chronic Absenteeism Toolkit has not yet begun, it remains a key next step in the district's improvement plan.

During this meeting with CCEE and SBCSS, MUSD also shared several bright spots related to system improvements that support this work. Instructional Services has taken a more intentional role in leading Assistant Principal and Principal meetings to maintain a focused and consistent narrative around student achievement and engagement. Districtwide instructional rounds and principal walkthroughs have been implemented to strengthen instructional practices and support site leadership. Additionally, data-driven planning sessions have been implemented to ensure school sites analyze outcomes for specific student groups when developing their School Plan for Student Achievement (SPSA). The district has also strengthened its Multi-Tiered System of Support (MTSS) structures, including the work of MTSS Coordinators who support school sites in organizing data systems, intervention platforms, and support structures. Additional district initiatives also support improved outcomes for student groups identified through Differentiated Assistance. These include district-guided professional development such as Standards Academy and Writing professional learning, the implementation of Magnetic Reading in grades K–2 and expanded training in Universal Design for Learning (UDL) across multiple school sites. Targeted supports for English Learners have also been expanded through professional development for ELD teachers, implementation of the Summit K–12 platform, and a mentoring program for Long-Term English Learners.

These efforts are aligned with the district's Local Control and Accountability Plan (LCAP) priorities. The district maintains alignment between LCAP goals, SPSA plans, and site leadership team action plans, ensuring that data from identified student groups informs decision-making at both the district and school site levels. Ongoing review of student group data and the use of continuous improvement cycles allow the district to monitor implementation and adjust strategies as needed.

Through continued collaboration with SBCSS and CCEE, MUSD will maintain a focus on early identification of attendance concerns, proactive intervention strategies, and consistent districtwide practices to improve student engagement and attendance outcomes. The district will continue working with its county partners through follow-up technical assistance sessions later this year and into the beginning of the next school year to monitor progress and refine its improvement strategies.

To improve academic achievement, MUSD will expand and strengthen Multi-Tiered System of Support (MTSS) and Universal Design for Learning (UDL) practices across classrooms (LCAP Goal 1, Actions 1.1, 1.3, and 1.4). These actions include targeted Tier I–III interventions, co-teaching models, credit recovery opportunities, summer school, independent study pathways, and expanded access to instructional technology. Ongoing professional development focused on rigorous standards-based instruction, differentiation, Depth of Knowledge (DOK), Writing, and Math instruction will continue to build educator capacity to support diverse learners, particularly students with disabilities.

Supporting our English Language Learners, with a focus on the Long-Term English Language Learners, Morongo Unified has outlined a plan to provide additional classroom support, professional, development, and supplemental curriculum (Goal 1, Actions 1.7, 1.8, and 1.12). Morongo Unified has employed 4 three-hour bilingual instructional assistance. These positions are being increase to 6 hours a day to increase supports to our English Language Learners with the goal to target the needs of our English Language Learners who are at-risk of becoming a long-term English learner and those who are already classified as English Learners. Throughout the 2026/27 school year English Language Development teachers will participate in professional development around lesson design in all four language designs. Additionally, professional development will be offered synchronously and asynchronously. In order to help with the acquisition of the English Language, additional supplement curriculum (SummitK12) will be available for all English Learners and their families through the districts Title III funds.

To address chronic absenteeism, the district will maintain outreach personnel, strengthen family engagement efforts, and continue providing transportation support, particularly for American Indian students, Foster Youth, Pacific Islander Students, and Long-Term English Learners (LCAP Goal 3, Actions 3.1 and 3.2). These efforts are aligned with the district's preventative attendance focus and supported through cross-department collaboration and community partnerships.

To improve school climate and suspension outcomes, MUSD will continue investing in trauma-informed practices, mental health services, and Positive Behavioral Interventions and Supports (PBIS) (LCAP Goal 2, Actions 2.1, 2.2, and 2.3). Staff will receive ongoing professional development focused on social-emotional learning, restorative practices, and culturally responsive behavior supports to reduce exclusionary discipline practices, particularly for American Indian, African American students, Pacific Islander students, and Long-Term English Learners.

As part of this work, MUSD adopted a Plan–Do–Study–Act (PDSA) cycle to guide continuous improvement for SWD outcomes. District leadership meets monthly with the SBCSS Accountability Partner to monitor progress, review data, and adjust implementation strategies. Additionally, SELPA, in coordination with Instructional Services, is creating a focus on attendance program for all case carriers and continues to implement student goal-setting practices aligned to CAASPP and i-Ready data.

To further support inclusive instructional practices, MUSD is expanding UDL training beyond Twentynine Palms Junior High School, which is currently working toward designation as a UDL model site. Additional schools have committed to full UDL, with training and ongoing coaching throughout the 2026/27 school year

As part of technical assistance efforts focused on College and Career Indicator (CCI) outcomes for Students with Disabilities and Students Experiencing Homelessness, Morongo Unified School District's Instructional Services team collaborated with the SELPA department to engage in a continuous improvement process using a Plan-Do-Study-Act (PDSA) cycle. Through this process, the district identified a root cause contributing to lower CCI performance for these student groups: limited success in meeting A–G course requirements due to challenges in foundational academic skills and executive functioning. In response, the district has initiated a High School Success program designed to provide targeted academic support in core content areas while simultaneously building students' executive functioning skills, including organization, time management, and self-advocacy. These supports are intended to increase course completion and passage rates in A–G classes, thereby improving overall college and career readiness. Additionally, by strengthening foundational skills and confidence, the program aims to expand equitable access and participation in advanced opportunities such as Dual Enrollment, ultimately improving CCI outcomes for these student groups.

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
PAC/LCAP Task Force Members	The PAC/LCAP Task Force, composed of site parent representatives (Parent Advisory Committee), student reps from high schools, CSEA and MTA members, district leaders, and site administrators, met on October 21, 2025; December 2, 2025; and April 21, 2026. During these meetings, members received an overview of the LCAP, analyzed local and state data aligned to LCAP metrics, and engaged in discussions that informed and guided the development of the plan. No questions were brought forward to the Superintendent at this time.
Teachers, principals, administrators, other school personnel, CSEA, MTA, parents, community members, Board of Education, and students	Throughout the 2025–26 school year, the Instructional Services Department provided presentations on the Local Control and Accountability Plan (LCAP) to a variety of educational partners. These presentations promoted transparency, encouraged collaboration, and created opportunities for Educational Partners to provide meaningful input that informed the ongoing development and refinement of the LCAP. Beginning in January 2026, an LCAP survey was distributed districtwide to educational partners, including teachers, principals, classified staff, members of CSEA and MTA (the district's local bargaining units), parents, community members, and students in grades 4 through 12. The survey, developed using Google Forms, included multiple-choice and Likert-scale questions. The survey link was shared through districtwide email, social media platforms, the district website, and both the weekly staff Smore newsletter and the monthly parent Smore newsletter. Educational partners identified their

Educational Partner(s)	Process for Engagement
	role and were directed to survey sections tailored to their perspectives. The survey sought feedback on areas of success and opportunities for growth, with questions aligned to topics such as instruction, communication, school culture, intervention practices, academic achievement, student well-being, and community engagement. The survey remained open through the end of February 2026. In addition, participants attending a districtwide community event on February 28, 2026, were provided an opportunity to offer broader input through a supplemental survey aligned to academic achievement, student well-being, and community engagement and communication.
SELPA	On January 29, 2026, and March 19, 2026, MUSD held two meetings with the Special Education Local Plan Area (SELPA) during Special Education Staff Meetings (SESM). Participants included the SELPA Director, Program Manager, Program Specialist, and additional special education staff. These meetings ensured that the needs of students with disabilities — including those identified within the district's Differentiated Assistance student group — were considered as part of the LCAP development process. During each session, MUSD provided an overview of the LCAP, including its purpose, connection to funding priorities, and potential areas of focus for the upcoming LCAP cycle. Attendees were given the opportunity to ask questions and provide feedback through a brief survey designed to gather input on district priorities and areas of need.
CAC – Parents (of Students with Disabilities) and staff (teachers, district office management, principals, and classified staff)	The Community Advisory Committee (CAC) convened on January 14, 2026, at the Joshua Tree Professional Development Center. During this meeting, attendees received a presentation on the purpose and significance of the Local Control and Accountability Plan (LCAP), its connection to funding priorities, and potential areas of focus for the upcoming LCAP cycle. Educational partners were provided an opportunity to ask questions and complete a brief survey to share their perspectives on areas for improvement and prioritization.

Educational Partner(s)	Process for Engagement
	Copies of the LCAP Parent & Partner Guide were made available in both English and Spanish to support accessibility and understanding. Questions raised during the meeting were primarily specific to individual student needs related to Individualized Education Programs (IEPs) and were referred to attending staff members for appropriate 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 January 29, 2026, and February 24, 2026, with representatives from Instructional Services to provide input on LCAP priorities. During these meetings, MUSD presented on the purpose and significance of the Local Control and Accountability Plan (LCAP) and highlighted the important role DELAC/PAC serves as an educational partner in shaping services for English Learners, low-income students, and other identified student groups. English Learners are a student group identified within the LCAP for which the district receives supplemental and concentration grant funding, making DELAC/PAC a critical partner in providing input on strategies and services designed to support the academic progress and well-being of multilingual learners. As part of the consultation process, members reviewed data related to English Learners (ELs), Long-Term English Learners (LTELs), and At-Risk Long-Term English Learners (AR-LTELs) to inform discussion and guide feedback on district priorities and supports. On April 28, 2026, a draft of the LCAP was shared with DELAC/PAC members for review and feedback. At that time, the DELAC group did not present any questions or formal recommendations to the Superintendent. Because no written comments/questions were received from DELAC/PAC, no written Superintendent response was required.
Equity Multiplier Palm Vista Elementary – Students, parents, teachers, and PTO	Students, parents, teachers, and PTO members were provided multiple opportunities to offer input and feedback on site goals and initiatives. Communication was shared through a variety of channels to ensure broad outreach and participation. Students and parents received information through digital platforms, email, and in-person

Educational Partner(s)	Process for Engagement
	communication. These efforts supported widespread engagement across all educational partner groups. For the second consecutive year, survey responses were used to inform the development and refinement of the site's Equity Multiplier plan. While the school will not receive new Equity Multiplier funding for the 2026–2027 school year, remaining funds from the 2025–2026 allocation will continue to be included in the LCAP. As a result, educational partner input remained an essential component of planning and decision-making related to the continued use of these resources.
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. 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 thorough review of data and led 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 and verbal communication, to ensure maximum staff and family participation in the survey.
Board of Education	On January 13, 2026, during a regularly scheduled Board of Education (BOE) meeting, the LCAP Mid-Year Update was presented, which included a comparison of data from the previous LCAP cycle to current performance metrics. A similar data review was provided on December 16, 2025, following the public release of the California School Dashboard. MUSD presented the draft proposed LCAP to the BOE during a public hearing on June 9, 2026. In alignment with the district's commitment to transparency and educational partner engagement, the draft was made available to Morongo Basin community members at least 72 hours in advance, along with the meeting agenda and prior meeting

Educational Partner(s)	Process for Engagement
	minutes. The LCAP document and presentation content was also accessible online, with hard copies provided upon request. The final LCAP was presented to and formally adopted by the district's governing board on June 16, 2026.

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

Development of the LCAP and Educational Partner Input

The Morongo Unified School District's Local Control and Accountability Plan was developed through a comprehensive and collaborative engagement process that included teachers, administrators, classified staff, parents, students, bargaining unit representatives, and community members. Educational partner input was gathered through multiple avenues, including districtwide surveys, advisory committee meetings, school and community forums, and ongoing Educational Partners dialogue.

This engagement was intentionally paired with a systematic review of local and state data, including assessment results, California School Dashboard indicators, attendance and discipline data, and survey outcomes, to ensure that Educational Partners perspectives were examined alongside measurable student outcomes. Educational partner feedback affirmed areas of progress, such as increased access to academic supports, college and career pathways, and positive school relationships, while also identifying priority areas for continued focus, including student safety, mental health supports, academic intervention, engagement, and conditions of learning.

The synthesis of educational partner input and data analysis directly informed the identification of goals, the selection and refinement of actions, and the allocation of resources within the LCAP. This process ensured that the adopted plan reflects both the district's strengths and its commitment to continuous improvement, equity, and responsiveness to the evolving needs and aspirations of the MUSD school community.

Summary of Educational Partner Input

Educational partner feedback collected through the LCAP survey, Panorama survey instruments, advisory committees, and educational partner engagement meetings reflects both documented areas of strength and priority areas for continued improvement. Overall, survey results indicate that the district has established strong foundational systems to support learning, while educational partners consistently emphasized the importance of sustaining and strengthening these efforts over time.

Instructional access and academic supports were identified as areas of relative strength. Student survey data indicate that 86% of students agreed or strongly agreed that they regularly use technology in class, and 87% agreed or strongly agreed that they have the materials they need to learn, demonstrating that core instructional conditions are in place across grade levels. Additionally, 75% of students agreed or strongly agreed that teachers and staff treat them with respect, contributing positively to the learning environment. Parents reinforced these findings, with 90% agreeing or strongly agreeing that sufficient instructional materials are available, and 95% agreeing or strongly agreeing that ongoing professional development for staff is important to maintain instructional quality.

Educational partners also affirmed progress in academic intervention and student support systems. Among staff respondents, 64% strongly agreed and 29% agreed that intervention teachers are essential, and 61% agreed or strongly agreed that students receive needed resources and supports beyond the general education classroom. Parents similarly emphasized the importance of intervention and MTSS structures, with 93% agreeing or strongly agreeing that intervention teachers are important to student success. These data points reflect broad confidence in the district’s MTSS framework and academic support systems, while reinforcing the need for continued investment.

College and career readiness was another area of emerging strength. Students ranked CTE, Dual Enrollment, electives, STEM, and enrichment opportunities among their highest priorities for continued funding and expansion. This feedback aligns with district outcome data reflecting increased participation in CTE and Dual Enrollment programs. While 70% of students agreed or strongly agreed that their school is preparing them for the future, educational partners noted that continued expansion of pathways and enrichment is needed to ensure equitable access across all sites.

School climate data revealed both positive trends and targeted challenges. Student survey results show that 66% of students agreed or strongly agreed that they feel safe at school, and 63% agreed or strongly agreed that adults at school help them stay in school and succeed. Parents similarly reported positive perceptions of school climate, with 78% agreeing or strongly agreeing that school environments are welcoming. At the same time, qualitative feedback identified bullying and inconsistent follow through as ongoing concerns, indicating that while a majority of students experience safe and supportive environments, additional structures are needed to ensure consistent experiences for all students.

Mental health and social emotional well-being emerged as key priority areas alongside these strengths. While 63% of students reported being taught coping strategies, both families and staff identified increasing emotional and behavioral needs and emphasized the importance of expanding counseling and SEL supports. Staff responses highlighted mental health services and behavior support staffing as high priority needs to sustain safe and supportive learning environments.

Family and community engagement feedback demonstrated positive relationships alongside structural barriers. Parents reported strengths in communication and responsiveness, with 80% indicating schools respond in a timely manner, while participation data and open-ended responses identified transportation, scheduling, and geographic distance as primary barriers to deeper engagement. Transportation was consistently identified as an equity issue impacting attendance, access to enrichment, and participation in intervention programs.

Collectively, educational partner feedback reinforced the district’s decision to maintain its existing LCAP goals. For the 2026/27 LCAP this is a targeted refinement was made to Goal 1. While the goal will continue to emphasize strong academic outcomes and preparation for college and career readiness, it will now more intentionally reflect access to a well-rounded educational experience at all levels. This adjustment recognizes the importance of providing students with broader learning opportunities that support critical thinking, problem-solving, and real-world application. These experiences will begin in the elementary grades and continue through high school, ensuring students develop the skills and knowledge needed to pursue diverse postsecondary pathways.

Alignment of Educational Partner Input to LCAP Goals and Actions

Strengthening MTSS, Academic Intervention, and Targeted Supports
Actions Influenced:
Goal 1 (Actions 1.1, 1.3, 1.5, 1.7, 1.8, 1.9)
Goal 6 (Actions 6.1–6.3)
Educational partner feedback strongly affirmed the need to sustain and expand MTSS structures and academic intervention services. Survey data indicated that more than 90% of parents and staff value intervention systems as essential to supporting student learning, particularly for English Learners, Students with Disabilities, Foster Youth, and Socioeconomically Disadvantaged students. In response, the adopted LCAP maintains and strengthens MTSS aligned actions focused on differentiated instruction, literacy and mathematics intervention, English Learner supports, and professional development. Goal 6 further builds upon this feedback by leveraging Learning Recovery Emergency Block Grant funding to support targeted academic and social emotional interventions delivered by support staff and instructional coaches.

Improving Student Safety, School Climate, and Sense of Belonging
Actions Influenced:
Goal 2 (Actions 2.1–2.3)
Goal 4 (Actions 4.2, 4.3, 4.6)
Goal 6 (Action 6.2)
Student, parent, and staff feedback consistently identified safety, bullying, and behavioral support as priority needs. Student survey results showed that while a majority feel safe, a concern remains among some students regarding bullying and inconsistent adult intervention. some of the parent and staff feedback reinforced the need for improved supervision, prevention strategies, and behavior support systems. In response, the adopted LCAP continues to prioritize Positive Behavioral Interventions and Supports (PBIS), MTSS aligned behavioral interventions, counseling services, campus supervision, and professional development focused on prevention and response. Equity Multiplier actions at Oasis Elementary and Palm Vista Elementary further intensify site specific behavioral and engagement supports aligned to identified needs.

Expanding Access to College, Career, and Enrichment Opportunities
Actions Influenced:
Goal 1 (Actions 1.2, 1.4, 1.10)
Goal 5 (Actions 5.1)
Survey feedback indicated that many students do not yet perceive their learning experiences as fully preparing them for future educational or career pathways. Students, parents, and staff consistently identified expanded CTE pathways, Dual Enrollment opportunities, electives, arts, STEM programming, and hands on learning experiences as priorities. The adopted LCAP sustains and expands college and career readiness actions, including CTE, Dual Enrollment, alternative education options, and targeted engagement strategies at Black Rock Continuation High School to improve graduation rates and College and Career Indicator outcomes.

Strengthening Mental Health, Social Emotional Supports, and Well Being
Actions Influenced:
Goal 2 (Actions 2.1–2.2)
Goal 6 (Action 6.2)

Educational partners emphasized that student mental health and social emotional well-being are foundational to academic success. 56% of students reported exposure to coping strategies and emotional supports, while staff and families identified counseling and SEL services as an area of continual focus. In response, the adopted LCAP maintains and strengthens actions that support counseling services, SEL programming, trauma informed practices, and professional learning to ensure schools are equipped to address students’ social emotional needs.

Strengthening Family and Community Engagement and Transportation Access
Actions Influenced:
Goal 3 (Actions 3.1–3.2)
Family engagement data reflected strong and positive relationships between schools and families, paired with clearly defined opportunities to expand access and participation. Survey results showed that 78% of parents agreed or strongly agreed that school environments are welcoming, and approximately 80% reported that schools communicate and respond in a timely manner, indicating a solid foundation of trust and connection. At the same time, families identified structural barriers, most notably transportation and scheduling, as factors that can limit participation for some households. In response, the adopted LCAP maintains and strengthens actions focused on outreach, family engagement building upon the district’s existing strengths in family–school relationships. Transportation, in particular, was consistently noted as a key equity consideration affecting attendance. This LCAP focuses on transportation services to further reduce chronic absenteeism and ensure equitable access for Foster Youth and low-income students,

Conclusion

The adopted Local Control and Accountability Plan reflects a balanced and data informed response to educational partner input, intentionally building on demonstrated strengths while addressing identified areas for growth. Survey results indicate strong foundational conditions for learning, including high levels of access to instructional materials and technology (greater than 85% student agreement), widespread support for MTSS and intervention structures (over 90% parent agreement), and generally positive perceptions of school climate and staff relationships.

Educational partners consistently affirmed the district’s direction in academic intervention, college and career readiness, and relationship centered school communities. Increased access to intervention services, CTE pathways, Dual Enrollment opportunities, and professional learning were identified as successes that should be sustained and expanded. At the same time, partners provided clear guidance to further strengthen safety systems, behavior supports, mental health services, and equitable access to enrichment and transportation.

The adopted LCAP responds to this feedback by maintaining established goals and refining actions aligned to student achievement, engagement, and well-being. By leveraging multiple data sources, sustaining successful practices, and remaining responsive to Educational Partnersinput, Morongo Unified School District demonstrates a commitment to continuous improvement. Ongoing monitoring of implementation and outcomes will ensure that the LCAP continues to support academic success, safety, belonging, and opportunity for all students, particularly those with the greatest needs.

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 in collaboration with their school communities. Findings were shared and discussed through established engagement structures, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), Site Leadership Teams (SLT), and staff meetings. Using California Dashboard data, each site identified priority areas by examining the lowest-performing metrics and determining targeted areas for growth. Feedback from educational partners—teachers, parents, students, and community organizations—was incorporated into the development of evidence-based, supplemental interventions aligned with core instructional programs, the LCAP, and Title I supports. Equity Multiplier funds will be used to address the identified needs at each eligible school site.

****Oasis Elementary****

Action 4.1: Academic Intervention and Support (OES)
Educational partner feedback indicated a continued need for targeted academic intervention and instructional support at Oasis Elementary School. Student survey data showed strong perceptions of instructional rigor and learning growth, with 91 percent of students agreeing or strongly agreeing that their schoolwork challenges them and 92 percent reporting that they learned new skills or improved in reading this year. At the same time, students identified variability in access to academic support, as 15 percent strongly disagreed or disagreed that they have been talked to about their attendance and grades, indicating a need for more consistent monitoring and academic follow up.

Parent feedback supported the continuation of academic intervention staffing. Ninety seven percent of parents agreed or strongly agreed that intervention teachers are important for supporting student learning, and 53 percent agreed or strongly agreed that instructional materials adequately support learning, while still indicating a need for additional supports for underperforming students. Staff feedback further reinforced this need, as 39 percent of staff disagreed that underperforming students currently receive sufficient support, and 75 percent strongly agreed that intervention teachers are essential to student success.

Action 4.1 responds to these identified needs by continuing academic intervention staffing to support literacy and mathematics instruction, progress monitoring, and targeted support for Students with Disabilities and other students requiring additional academic assistance.

Action 4.2: Behavioral Intervention and Support (OES)
Behavior and school climate emerged as consistent areas of concern across all educational partner groups. Student survey results showed mixed perceptions of safety, with 67 percent of students agreeing or strongly agreeing that bullying is a problem at school, despite 81 percent reporting that they feel safe on campus. Qualitative student comments further highlighted bullying, harassment, and the need for greater adult supervision and emotional support.

Parent feedback aligned closely with student perceptions. Thirty five percent of parents identified expectations for student behavior as an area needing improvement, and 32 percent indicated that school safety requires attention. Parents also demonstrated strong interest in behavioral and social emotional supports, with 59 percent selecting bullying prevention workshops and 44 percent selecting stress, coping, and mental health awareness opportunities.

Staff feedback further underscored the need for enhanced behavioral intervention services. Sixty nine percent of staff identified expectations for student behavior as an area needing improvement, and 51 percent identified social emotional needs as an ongoing area of need.

Additionally, staff comments emphasized the need for behavioral support staff to address student regulation, supervision gaps, and safety concerns.

Action 4.2 addresses these needs through continued behavioral support services, including counseling, behavioral staffing, and attendance outreach efforts. These supports are designed to improve school climate, increase student regulation skills, and reduce behavioral barriers to academic engagement.

Action 4.8: Academic and Social Emotional Supplemental Curriculum, Materials, and Supplies (OES)
Educational partner feedback supported the continued use of supplemental academic and social emotional curriculum and materials to enhance student engagement and learning. Student survey data reflected strong access to instructional resources overall, with 97 percent agreeing or strongly agreeing that they have the materials needed to learn, while also expressing interest in expanded enrichment opportunities. Sixty three percent of students agreed or strongly agreed that electives and extracurricular activities are important, and students consistently requested more hands on learning, arts, and sports opportunities.

Parent feedback reinforced this need, with 47 percent selecting mental health awareness, 44 percent selecting family art night, and 47 percent selecting improving reading and writing as priority areas for workshops and enrichment. Parents also identified social emotional development and academic achievement as areas needing continued improvement. Staff feedback similarly indicated a need for additional curricular supports, as 20 percent disagreed that current curricula sufficiently support implementation of standards, particularly for students with disabilities and high behavioral needs.

Action 4.8 responds to this feedback by continuing the implementation of supplemental academic and SEL curriculum, instructional materials, and supplies designed to support differentiated instruction, social emotional skill development, and student engagement across instructional settings.

Palm Vista Elementary

Action 4.3: Behavioral Interventions (PVES)
Educational partner feedback identified student behavior, bullying, and school climate as priority areas for continued improvement at Palm Vista Elementary School. Parent survey results indicated that 28 percent of parents disagreed that students consistently treat peers with respect, and 24 percent disagreed that school campuses are safe. Qualitative parent comments reinforced these concerns, citing persistent bullying and inappropriate language among students.

Student feedback further supported the need for sustained behavioral interventions. While a majority of students reported feeling respected by staff (91 percent favorable), 41 percent of students agreed or strongly agreed that bullying remains a problem at school, indicating that peer interactions continue to present barriers for some students. Staff feedback aligned with these findings, with 53 percent of teachers and staff identifying expectations for student behavior as an area needing improvement.

In response to this feedback, Action 4.3 continues to provide behavioral interventions through additional staffing and the Wellness Center, supporting proactive behavior strategies, restorative practices, and social emotional skill development. This action is designed to sustain improvements in school climate while addressing persistent behavioral challenges identified by educational partners.

Action 4.5: Academic Professional Development (PVES)
Educational partners consistently emphasized the importance of strengthening instructional practices through ongoing professional development. Parent survey data showed that 88 percent of parents agreed or strongly agreed that teachers and staff should receive ongoing training focused on curriculum and instruction. Staff feedback mirrored this priority, with 88 percent agreeing or strongly agreeing that professional development is essential to effective teaching practices.

In addition, 79 percent of staff strongly agreed that intervention teachers are critical to supporting student learning, reinforcing the need for aligned instructional practices across general education, intervention, and special education settings. These findings align with academic data showing continued need to strengthen literacy and mathematics outcomes, particularly for Students with Disabilities.

Action 4.5 addresses these needs by providing targeted professional development focused on literacy and mathematics instruction, data informed decision making, and effective intervention practices. This action supports staff capacity to deliver consistent, standards aligned instruction that responds to identified learning gaps.

Action 4.6: Student Engagement Professional Development (PVES)
Student engagement feedback reflected positive relationships with staff while identifying continued needs related to attendance, participation, and communication. Student survey data showed that 96 percent of students agreed or strongly agreed that teachers and staff help them stay in school and succeed; however, engagement challenges persist, as reflected in attendance data and qualitative feedback related to belonging and bullying.

Parent and staff feedback identified communication and student connectedness as ongoing areas for improvement. Thirty two percent of parents identified communication as an area needing improvement, and 50 percent of staff similarly identified communication as a challenge impacting engagement and family partnerships.

Action 4.6 continues professional development focused on student engagement strategies, relationship-based practices, and attendance supports. This action strengthens staff capacity to implement consistent engagement practices that contribute to reductions in suspension rates and chronic absenteeism while supporting students’ sense of belonging.

Action 4.7: Engaging Learning Opportunities (PVES)
Student feedback strongly supported the need for engaging, interest-based learning opportunities. Fifty five percent of students agreed or strongly agreed that access to elective classes and extracurricular opportunities is important, and 41 percent identified STEM learning as a priority area. Students also expressed interest in hands on learning experiences that increase motivation and connection to school.

Parent feedback aligned with student input, with 56 percent of parents expressing interest in workshops focused on motivating students and supporting learning at home. Parents also identified academic achievement (44 percent) and student connectedness (36 percent) as areas of improvement observed at the school, indicating that engagement focused strategies are yielding positive results while warranting continued emphasis.

Action 4.7 responds to this feedback by incorporating engaging learning opportunities during the instructional day, including environmental learning and STEM focused experiences. These opportunities are designed to increase student motivation, strengthen school connectedness, and support improved attendance outcomes.

Black Rock Continuation High School

Educational partner feedback from BRHS students, parents/community partners, and staff informed the continuation and refinement of Action 5.1 (Additional Instruction), which provides added instructional and social emotional supports through expanded access to MTSS coordination and counseling services to improve student engagement, attendance, and graduation outcomes.

Action 5.1: Additional Instruction (BRHS)
Survey results indicate that BRHS educational partners prioritize consistent access to intervention supports, academic monitoring, and counseling services to help students remain engaged and on track to graduate. Students reported strong perceptions of respect and support from staff, with 98% agreeing/strongly agreeing that teachers and staff treat them with respect and 92% agreeing/strongly agreeing that staff help them stay in school and succeed—conditions that support the effective delivery of additional instruction and intervention services.

Student feedback also shows broad access to learning resources, with 99% agreeing/strongly agreeing that the school provides needed learning materials and 76% indicating regular use of technology in class, supporting implementation of targeted academic interventions and progress monitoring. In addition, students identified the value of support beyond the classroom teacher: 80% agreed/strongly agreed they receive help during class from more than just their teacher, and 71% agreed/strongly agreed that the MTSS coordinator has supported their learning, behavior, and/or attendance (with 25% selecting N/A), indicating both utilization of and continued need for structured MTSS supports. Students also reported that academic and attendance conversations are occurring, with 89% agreeing/strongly agreeing they have been talked to about their attendance and grades—reinforcing the importance of dedicated staff time for monitoring and intervention.

Parent/community partner feedback aligned with these priorities by emphasizing the importance of intervention supports and attendance strategies. 91% of parents agreed/strongly agreed it is important that schools have intervention teachers available to support student learning. Parents also indicated interest in supports that connect directly to attendance and student success, with 50% selecting workshops related to school attendance interventions and approaches. These responses support the ongoing need for counseling and MTSS services that can coordinate attendance outreach, student planning, and targeted academic supports.

Staff feedback further reinforced the need to maintain additional support capacity. 94% of staff agreed/strongly agreed that intervention teachers are important, and staff identified persistent needs in student engagement and behavior, with 50% selecting reducing absences and 56% selecting expectations for student behavior as areas needing improvement. These data indicate that, while existing supports are contributing to improved outcomes, BRHS continues to require consistent, dedicated intervention systems to address attendance and engagement barriers that impact academic progress and graduation completion.

In direct response to this feedback, Action 5.1 continues to provide additional instruction and support by ensuring students have reliable, on campus access to MTSS and counseling services to deliver targeted academic interventions, monitor student progress, and provide social emotional and attendance supports aligned to identified needs.

Equity Multiplier Block Grant Conclusion
Collectively, the implementation of Equity Multiplier Block Grant actions at Oasis Elementary School, Palm Vista Elementary School, and Black Rock High School reflects a coherent, data driven approach to addressing persistent inequities while building on existing strengths across grade spans. Educational partner feedback across all three sites consistently affirmed the importance of targeted academic intervention, behavioral and social emotional supports, and student engagement strategies as essential conditions for improving attendance, school climate, and academic outcomes for students most impacted by systemic barriers.

At the elementary level, OES and PVES actions emphasized early intervention, positive behavior supports, and professional learning to strengthen instructional consistency and student engagement. Student, parent, and staff feedback highlighted strong relationships with educators and access to learning materials as existing assets, while also identifying the continued need for structured behavioral interventions, academic supports, and engaging learning opportunities to mitigate bullying concerns, strengthen attendance, and support diverse learner needs. These actions align to the Equity Multiplier focus on proactive, preventative supports that reduce barriers before they escalate into long term academic or attendance challenges.

At Black Rock High School, Equity Multiplier investments centered on additional instructional and counseling supports that directly address the unique needs of Alternative School students. Feedback demonstrated that students value consistent adult support, access to counseling services, and structured academic monitoring, while parents and staff emphasized the importance of intervention systems that promote engagement, attendance, and graduation completion. These supports serve as a critical bridge for students working to reengage with learning and successfully transition toward postsecondary readiness.

Across all three sites, Equity Multiplier actions demonstrate intentional alignment between educational partner input, identified needs, and targeted resource allocation. The continuation of these strategies reflects the district’s commitment to equity by prioritizing sustained, site-specific supports that foster safe learning environments, strengthen student staff relationships, and ensure that students experiencing the greatest challenges receive the instructional and social emotional assistance necessary to succeed.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will have access to a well-rounded educational experience that provides opportunities and targeted supports to promote academic success and college and career readiness.	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.

Morongo Unified School District developed this goal based on a review of state and local data as well as feedback gathered from educational partners, including staff, parents, students, and community members. Analysis of the California School Dashboard indicators, local benchmark assessments, and other data sources indicates the need to continue strengthening academic performance while expanding opportunities that prepare students for success beyond high school.

This goal was established to ensure that all students have access to rigorous instruction and a well-rounded educational experience that supports both academic achievement and college and career readiness. To support this work, Morongo Unified will continue strengthening Career and Technical Education (CTE) programs, maintaining access to Advanced Placement (AP) courses, and expanding dual enrollment opportunities. As dual enrollment offerings continue to attract increasing numbers of students, the district will maintain and strengthen its partnership with Copper Mountain College to provide students with opportunities to earn college credit while still in high school.

In addition, the district is expanding learning opportunities in science, technology, engineering, arts, and mathematics through the integration of STEAM labs at all elementary and middle school sites. These labs provide students with hands-on learning experiences that promote critical thinking, collaboration, and problem-solving. Professional development will be provided to teachers to ensure staff are prepared to effectively utilize these spaces and integrate STEAM-based instructional practices into classroom instruction. Braiding of funding will be used to introduce STEAM teachers to elementary schools.

Morongo Unified will also continue implementing a Multi-Tiered System of Supports (MTSS) to address both academic and social-emotional needs. Through this framework, students receive differentiated support designed to improve academic outcomes, strengthen engagement, and promote positive attendance and behavior. Technology will remain an important component of the district's instructional program, with continued efforts to expand access to devices and maintain a strong student-to-device ratio that supports 21st-century learning.

Additional supports such as transportation services and site-level LCAP allocations will continue to ensure that students are able to access these opportunities and that schools have the flexibility to address site-specific needs aligned with district priorities.

Through the implementation of these strategies, Morongo Unified expects to see continued growth in academic performance, English Learner language proficiency, graduation rates, and the percentage of students graduating college and career prepared (CCI). This goal was developed to ensure the district continues to build on areas of progress while addressing areas where additional support is needed to improve outcomes for all students.

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 -116 DFS HY -74.7 DFS AA -59.7DFS AI - 55.3 DFS	2025 CA Dashboard: MUSD All -34.4 DFS SED -47.2 DFS EL -67.8 DFS LTEL -141.1 DFS FY -49.2 DFS SWD -101.4 DFS HY -75 DFS AA --57.6 DFS AI - 53.7 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 9 points SED 9.1 points EL 11.5 points LTEL -28.2 points FY 8 points SWD 20.5 points HY 13.7 points AA 16.8 points AI 1.6 points
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	2024 CA Dashboard: CES SWD -95.9 DFS OES SED -71.4 DFS SWD -161.2DFS AA -88 DFS PVES SWD -140.9 DFS	2025 CA Dashboard: CES SWD -64.1 DFS OES SED -68.3 DFS SWD -102.6 DFS AA -100.7 DFS PVES SWD -98 DFS	CES SWD -94.5 DFS OES SED -63.2 DFS SWD -123.2 DFS AA -87.5 DFS PVES SWD -131.2 DFS	CES SWD 42.4 points OES SED 6.9 points SWD 32.6 points AA -4.2 points PVES SWD 45.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		TPES SED -76.5 DFS SWD -116.3 DFS YMES SWD -82.2 DFS	TPES SED -66.3 DFS SWD -112.8 DFS YMES SWD -92.4 DFS	TPES SED -44.8 DFS SWD -86.9 DFS YMES SWD -82.6 DFS	TPES SED -64.5 DFS SWD -104.3 DFS YMES SWD -70.2 DFS	TPES SED 31.7 points SWD 29.4 points YMES SWD -0.4 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	2025 CA Dashboard: LCMS EL -82.8 DFS TPJHS SED -52.7 DFS SWD -129.5 DFS AA -61.3 DFS	LCMS EL -84.6 DFS TPJHS SED -68.8 DFS SWD -137.6 DFS AA -81.5 DFS	LCMS EL 13.8 points TPJHS SED 28.1 points SWD 20.1 points AA 29.2 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	2025 CA Dashboard: YVHS SWD -157.2 DFS	YVHS SWD -182.2 DFS	YVHS SWD 37 points
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	2025 CA Dashboard: MUSD All -77.2 DFS SED -90.1 DFS EL -104.5 DFS LTEL -177.3 DFS FY -79.2 DFS SWD –137.4 DFS HY -126.7 DFS AA –112.1 DFS AI - 115 DFS	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 5.9 points SED 3.5 points EL 21.8 points LTEL 16.2 points FY 27.1 points SWD 8.5 points HY 2 points AA 4.8 points AI -10.5

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	2025 CA Dashboard: CES SWD -93.7 DFS OES AA -100.7 DFS YMES SWD -84.4 DFS	CES SWD -89 DFS OES AA -121 DFS YMES SWD -84.1 DFS	CES SWD 10.3 points OES AA 26.3 points YMES SWD 14.7 points
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	2025 CA Dashboard: LCMS AA -79 DFS	LCMS AA -130.4 DFS	LCMS AA 57.4 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	2025 CA Dashboard: YVHS SWD --221.4 DFS	YVHS SWD -238.2 DFS	YVHS SWD 31.8 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 & SED 34% 1st & FY 34% 2nd 45% 2nd & SED 46%	2025 Spring Reading Diagnostic All 45% SED 40% EL 17% FY 39% K - 73% K & SED 73% K & FY 50% 1st 44% 1st & SED 33% 1st & FY 41% 2nd - 31%	2026 Spring Reading Diagnostic All 45% SED 31% EL 21% FY 42% K 70% K & SED 63% K & FY 80% 1st 44% 1st & SED 32% 1st & FY 17% 2nd 46%	All 46% SED 42% EL 22% FY 32% K 78% K & SED 75% K & FY 69% 1st - 44% 1st & SED 39% 1st & FY 48% 2nd 49% 2nd & SED 50% 2nd & FY 50%	All 4% SED -6% EL 5% FY 15% K -5% K & SED -9% K & FY 14% 1st 5% 1st & SED -2% 1st & FY -17% 2nd 1% 2nd & SED -18% 2nd & FY 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2nd & FY 50%	2nd & SED 28% 2nd & FY (No Students Tested in this Group)	2nd & SED 28% 2nd & FY 50%		
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 19% 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%	2026 Spring Math Diagnostic All 38.7% SED 25.2% EL 21.6% FY 28.1% K 58.7% K & SED 56.3% K & FY 40% 1st 40.8% 1st & SED 29.3% 1st & FY 33.3% 2nd 33.9% 2nd & SED 19.2% 2nd & FY 16.7%	All 22% SED 19% EL 20% FY 12% K 47% K & SED 41% K & FY 23% 1st 24% 1st & SED 20% 1st & FY 5% 2nd 22% 2nd & SED 20% 2nd & FY10%	All 4.7% SED 10.2% EL 5.6% FY 21.1% K 15.7% K & SED 19.3% K & FY 21% 1st 20.8% 1st & SED 13.3% 1st & FY 33.3% 2nd 16.9% 2nd & SED 4.2% 2ndf & FY 16.7%
1.11	EL Reclassification % Reclassified Rate Source: Ellevation	Ellevation (2023-24) 14.9%	ELlevation (2024-2025) 15.16%	ELlevation (2025-2026) 16.03%	15.5%	1.13%
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%	2025 CA Dashboard EL 50.7% LTEL 53.6%	EL 56% LTEL 47%	EL -0.3% LTEL +9.6%
1.13	Dual Enrollment (DE) Number of Students enrolled	Local Data (2023-24) 701 Students Enrolled	Local Data (2024-25) 1,122 Students Enrolled	Local Data (2025-26) 1,193 Students Enrolled	800 Students Enrolled	492 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	Synergy (2025-26) 479 Students Enrolled	500 Students Enrolled	65 Students Enrolled

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	CTE Completers % Completion Rate (Number of Students Completed)	Local Data (2023) 28.9% (105)	Local Data (2024) 35.6% (203)	Local Data (2025) 37.6% (187)	37%	8.7%
1.16	A-G Completion % of Seniors who have Completed A-G Source: DataQuest	DataQuest (2023) 24.2%	Data Quest (2024) 20.3%	Data Quest (2025) 19.7%	27%	-4.5%
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 All 77.3% SWD 50% 2024 CA Dashboard LTEL 81.3%	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% TPHS All 81.8% SWD 65.2%	2025 CA Dashboard All 84.5% SED 83.7% EL 62.1% LTEL 64.3% FY Unknown (<11) SWD 71.1% HY 76.8% HI 82.2% WH 85.8% BRHS All 84.3% SED 83.5% HI 82.9% WH 85.8% TPHS All 82.3% SWD 75%	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% TPHS All 87.3% SWD 59%	All 8% SED 8.2% EL -7.1% LTEL -17% FY Unknown (<11) SWD 6.7% HY16.3% HI 4.9% WH 10% BRHS All 23.4% SED 22.1% HI 21.6% WH 26.2% TPHS All 5% SWD 25%
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%	2024 CA Dashboard All 34.5% SED 29.9% EL 20% LTEL 16.1% FY 0%	2025 CA Dashboard All 41.8% SED 36.7% EL 27.6% LTEL 28.6% FY Unknown (<11)	All 38.6% SED 35.3% EL 24% LTEL 25% FY 30% SWD 12%	All 15.2% SED 13.4% EL 19.6% LTEL 12.5% FY Unknown (<11) SWD 5.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		BRHS All 1.2% SED 1.3% WH 0% 2024 CA Dashboard LTEL 16.1%	SWD 3.3% HY 22% BRHS All 1.1% SED 1.2% WH 1.9%	SWD 8.6% HY 9.1% BRHS All 3.4% SED 3.6% WH 4.4%	HY 20.6% BRHS All 13.2% SED 10.3% WH 6%	HY 3.5% BRHS All 2,2% SED 2.3% WH 4.4%
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%	2025 AP Results 57.5%	54%	11.8%
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 Science - Full Implementation and Sustainability History - Full Implementation and Sustainability	2024 CA Dashboard ELA – Full Implementation ELD - Full Implementation Math - Full Implementation Science - Full Implementation History - Full Implementation	2025 CA Dashboard ELA – Full Implementation ELD - Full Implementation Math - Full Implementation Science - Full Implementation History - Full Implementation	ELA – Full Implementation and Sustainability ELD - Full Implementation and Sustainability Math - Full Implementation and Sustainability Science - Full Implementation and Sustainability History - Full Implementation and Sustainability	ELA – Full Implementation ELD - Full Implementation Math - Full Implementation Science - Full Implementation History - Full Implementation
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	2024 CA Dashboard CTE – Full Implementation and Sustainability Health – Initial Implementation PE - Full Implementation	2025 CA Dashboard CTE – Full Implementation and Sustainability Health –Full Implementation PE - Full Implementation	CTE – Full Implementation and Sustainability Health – Full Implementation PE - Full Implementation and Sustainability	CTE – Full Implementation and Sustainability Health – Full Implementation PE - Full Implementation VAPA - Full Implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		VAPA - Full Implementation and Sustainability World Language - Full Implementation and Sustainability	VAPA - Full Implementation World Language - Full Implementation	VAPA - Full Implementation World Language - Full Implementation	VAPA - Full Implementation and Sustainability World Language - Full Implementation and Sustainability	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%	2025 CA Dashboard 100%	100%	0%
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%	2025 ELPAC Test Results EL 16.7% LTEL 19.4% AR-LTEL 29.3%	EL 18% LTEL 23% AR-LTEL 17.11%	EL 0.89% LTEL -1.19% AR-LTEL 21.2%
1.24	100% of core classes taught by a qualified teacher holding an applicable state certification/licensure requirement	2023-24 Local Data 98%	2024-25 Local Data 92.1%	2025-26 Local Data 97.8%	100%	-0.2%
1.25	EAP: % of students prepared for college ELA Source: Local Data	Local Data (2023) 55.41%	Local Data (2024) 50%	Local Data (2025) 41.4%	61.4%	-14.01%
1.26	EAP: % of students prepared for college Math Source: CA School Dashboard	Local Data (2023) 27.35%	Local Data (2024) 15%	Local Data (2025) 17.5%	33.4%	-9.85%
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%	2025-26 Local Data 8% (40)	17%	-3.21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2024-25 System Improvement Leads More than 80% = 51.81% Less than 40% = 19.08%	More than 80% = 50% Less than 40% = 14%	More than 80% = -1.81% Less than 40% = 1.61%

Goal Analysis [2025-26]

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

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

Goal 1 Overall Implementation Narrative

The Morongo Unified School District demonstrated strong implementation of Goal 1, which focuses on providing students with multiple opportunities and supports to achieve high levels of academic success and graduate college- and career-ready. Of the thirteen actions within this goal, eleven were fully implemented as planned (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, and 1.13), while one was partially implemented (Actions1.9).

Action 1.2 (Additional College and Career Support and Opportunities) was fully implemented. All components, including CTE courses, Dual Enrollment expansion, Advanced Placement offerings, and the Military Science pathway, were fully implemented. A notable success was the full staffing of the Military Science pathway, which had experienced a half-year vacancy the prior year. Additionally, the CCI rate increased by 2.3%, though the district recognizes that with only 3.4% of students prepared, continued focus in this area is needed.

Action 1.5 — Targeted Supports in English Language Arts (ELA)
The district's foundational literacy initiative, supported by literacy coaches, demonstrated strong results this year. As planned, the initiative expanded from Kindergarten through 2nd grade during the 2025–2026 school year. Building on this success, the district will expand the initiative to include 3rd grade in the 2026–2027 school year, extending the reach of Magnetic Reading and literacy coaching support to students in grades K–3. This expansion reflects the district's commitment to strengthening early literacy skills during the critical elementary years and ensuring that students develop a strong reading foundation before transitioning to upper elementary grades.

Action 1.6 (Equitable Access to Technology) was fully implemented. The technology replacement/refresh was funded through alternative sources rather than the funds originally allocated under this action. The district successfully maintained its 1:1 student-to-device ratio, and all technology support and curriculum access components were fully implemented. A substantive difference was the higher-than-anticipated cost for IT classified staff due to a 2.3% raise, including benefits.

Action 1.7 — Targeted Interventions and Supports for English Learners
Two key changes were made to strengthen support for English Learners as part of this action. First, the district increased the hours for itinerant bilingual instructional aides from 3 hours to 6 hours per day to provide additional supplemental direct support to English Learners, particularly at school sites with a higher concentration of EL students. While not all existing bilingual instructional aides were able to take on the increased hours during the current year, the district has implemented a strategy to post vacancies at the increased hour allocation as positions become available, ensuring a gradual and sustainable transition to the expanded service model. This change will continue into the 2026–2027 school year.

Second, the district revised the job description for ELD Coordinators to include a mentoring component for students identified as At-Risk Long-Term English Learners (AR-LTELs) and Long-Term English Learners (LTELs). This expanded role includes periodic check-ins with students throughout the year, individualized goal-setting, and efforts to raise students' awareness of their English Learner status and upcoming assessments, such as the ELPAC. To support this new responsibility, ELD Coordinators received targeted training on how to effectively implement the mentoring component and track their efforts. This change was implemented during the 2025–2026 school year and will continue, reflecting the district's intentional focus on accelerating English language proficiency and reclassification for students who have been classified as English Learners for an extended period.

Action 1.9 (Professional Development) was partially implemented, as the Synergy Conference did not take place. All other professional development components were implemented as planned. A notable success was the continued support and development of beginning teachers through the CTI/BTSA program, which strengthened instructional capacity and supported teacher retention.

Action 1.10 — Expanded Learning Opportunities
The district experienced higher-than-anticipated Transitional Kindergarten (TK) enrollment during the 2025–2026 school year, necessitating the hiring of five additional TK teachers beyond the original plan. A substantive difference was higher-than-projected TK enrollment, which required 5 additional teachers and more instructional aides, with initial staffing challenges addressed by increasing IA hours from 3 to 6.5 and by using alternative funding. In addition, additional instructional aides were hired to maintain the required 10:1 student-to-adult ratio in TK classrooms. These staffing adjustments ensured that all TK students, including Foster Youth and Low-Income students, continued to receive high-quality, age-appropriate instruction in a supportive learning environment. The district will continue to monitor TK enrollment trends and adjust staffing accordingly for the 2026–2027 school year.

Among the fully implemented actions, several successes were noted. Under Action 1.1, all MTSS Coordinators and related personnel were hired as planned. Action 1.5 saw all K-2 teachers trained in Magnetic Reading for foundational reading skills, with literacy coaches providing follow-up support and expanding into TK instruction. A challenge in this action was the difficulty of having a single Ed Tech TOSA manage educational platform support, technology coaching, and STEAM lab training across all elementary and middle schools. Action 1.7 included targeted professional development for EL teachers, such as Summit K12 integration for ELPAC preparation, and expanded EL coordinator roles to include mentoring for AR-LTEL and LTEL students. A challenge was the difficulty in increasing itinerant bilingual instructional aide hours from 3 to 6 due to contractual limitations and staff turnover. Action 1.10 successfully expanded full-day TK and Kindergarten, with professional development strengthening TK teachers' ability to implement age-appropriate, play-based instruction. Action 1.11 provided valuable fiscal oversight connecting instructional services to the district's fiscal department. Action 1.12 saw higher-than-anticipated staff participation in professional development, resulting in increased costs. A challenge identified was the difficulty of measuring the effectiveness of one-time PD sessions, prompting the district to consider shifting from the optional summer institute to targeted, school-year PD with follow-up support.

No substantive differences or notable successes or challenges were reported for Actions 1.3, 1.4, 1.8, or 1.13.

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 defines a material difference as an expenditure that varies by more than 20% from the budgeted amount. An analysis of the 2025–26 goals and actions was conducted, and explanations for any material differences are provided below.

Action 1.6: A material difference occurred in Action 1.6 (Equitable Access to Technology) because the district secured alternative funding to support the planned technology refresh.

Action 1.13: A material difference occurred for Action 1.13 (Students with Disabilities) due to fewer staff than anticipated participating in ProACT training.

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

Goal 1: Students will have access to a well-rounded educational experience that provides opportunities and targeted supports to promote academic success and college and career readiness.

Action 1.1: Equitable Access to Instructional Supports
Contributing: Yes — Principally directed toward English Learners (EL), Long-Term English Learners (LTEL), Foster Youth (FY), and Low-Income/Socioeconomically Disadvantaged (SED) students.
Aligned Metrics: M1.1 through M1.10

This action focuses on increasing and maintaining access to Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS) to close ELA and Math achievement gaps.

Effectiveness: This action has demonstrated moderate to strong effectiveness for most unduplicated student groups.

In ELA (M1.1), the current difference from baseline shows positive gains for nearly all groups:

- All Students: +9 points
- SED: +9.1 points
- EL: +11.5 points
- FY: +8 points
- SWD: +20.5 points
- HY: +13.7 points
- AA: +16.8 points
- AI: +1.6 points

However, LTEL students declined by -28.2 points, a significant concern indicating that MTSS/UDL frameworks have not yet effectively addressed the needs of this student group in ELA.

At the elementary level (M1.2), strong gains from baseline include:

- SWD at CES: +42.4 points
- SED at OES: +6.9 points
- SWD at OES: +32.6 points
- SWD at PVES: +45.2 points
- SED at TPES: +31.7 points
- SWD at TPES: +29.4 points

Areas of concern include AA at OES (-4.2 points) and SWD at YMES (-0.4 points).

At the middle school level (M1.3), all tracked groups improved:

- EL at LCMS: +13.8 points
- SED at TPJHS: +28.1 points
- SWD at TPJHS: +20.1 points
- AA at TPJHS: +29.2 points

At the high school level (M1.4), SWD at YVHS improved by +37 points.

In Math (M1.5), gains from baseline include:

- All Students: +5.9 points
- SED: +3.5 points
- EL: +21.8 points
- LTEL: +16.2 points
- FY: +27.1 points
- SWD: +8.5 points
- HY: +2 points
- AA: +4.8 points

However, AI declined by -10.5 points, indicating a need for targeted math supports for American Indian students.

At the elementary level in Math (M1.6):

- SWD at CES: +10.3 points
- AA at OES: +26.3 points (note: this is a positive change from -127 to -100.7)
- SWD at YMES: +14.7 points

At the middle school level in Math (M1.7), AA at LCMS improved by +57.4 points, a remarkable gain.

At the high school level in Math (M1.8), SWD at YVHS improved by +31.8 points.

For i-Ready Reading (M1.9), the current difference from baseline shows:
- All Students: +4%
- SED: -6%
- EL: +5%
- FY: +15%
- K: -5%; K & SED: -9%; K & FY: +14%
- 1st: +5%; 1st & SED: -2%; 1st & FY: -17%
- 2nd: +1%; 2nd & SED: -18%; 2nd & FY: 0%

FY students showed strong gains, but SED students, particularly at the 2nd grade level (-18%), showed declines, indicating that MTSS supports have not yet translated into consistent local assessment gains for low-income students in early grades.

For i-Ready Math (M1.10), the current difference from baseline shows:
- All Students: +4.7%
- SED: +10.2%
- EL: +5.6%
- FY: +21.1%
- K: +15.7%; K & SED: +19.3%; K & FY: +21%
- 1st: +20.8%; 1st & SED: +13.3%; 1st & FY: +33.3%
- 2nd: +16.9%; 2nd & SED: +4.2%; 2nd & FY: +16.7%

These are strong and encouraging gains across nearly all groups, particularly for FY (+21.1%) and SED (+10.2%), suggesting that MTSS math supports are having a meaningful impact on local assessments.

Summary: Action 1.1 is effective for EL, FY, and SED students in both ELA and Math on state assessments, with particularly strong gains for FY in Math and SWD in ELA. The significant LTEL decline in ELA (-28.2 points, M1.1) and AI decline in Math (-10.5 points, M1.5) are areas requiring focused attention.

Action 1.2: Additional College and Career Support and Opportunities
Contributing: Yes — Principally directed toward English Learners (EL), Foster Youth (FY), and Low-Income/SED students.
Aligned Metrics: M1.13 through M1.19, M1.25, M1.26, and M1.27

This action implements and maintains CTE, Dual Enrollment, and Advanced Placement courses to increase graduation and CCI outcomes.

Effectiveness: This action has demonstrated strong effectiveness in expanding access and improving graduation and CCI outcomes, with notable concerns in A-G completion and college readiness measures.

Dual Enrollment (M1.13): +492 students enrolled from baseline (701 to 1,193), substantially exceeding the Year 3 target of 800. This indicates strong effectiveness in expanding college-level coursework access for All Students, including EL, FY, and SED students.

CTE Enrollment (M1.14): +65 students from baseline (414 to 479), approaching the Year 3 target of 500. Growth has occurred but at a slower pace, suggesting continued efforts are needed to expand CTE access for EL, FY, and SED students.

CTE Completers (M1.15): +8.7 percentage points from baseline (28.9% to 37.6%), exceeding the Year 3 target of 37%. This positive trend indicates that EL, FY, and SED students are completing CTE pathways.

A-G Completion (M1.16): -4.5 percentage points from baseline (24.2% to 19.7%). This decline is a significant concern for EL, FY, and SED students, as A-G completion is a critical indicator of college readiness.

Graduation Rate (M1.17): Strong gains from baseline across most groups:

- All Students: +8%
- SED: +8.2%
- SWD: +6.7%
- HY: +16.3%
- HI: +4.9%
- WH: +10%
- BRHS All: +23.4%; BRHS SED: +22.1%; BRHS HI: +21.6%; BRHS WH: +26.2%
- TPHS All: +5%; TPHS SWD: +25%

However, EL declined by -7.1% and LTEL declined by -17%, indicating that college and career supports have not yet translated into improved graduation outcomes for English Learners and Long-Term English Learners.

- College and Career Indicator (M1.18): Strong gains from baseline:
- All Students: +15.2%
- SED: +13.4%
- EL: +19.6%
- LTEL: +12.5%
- SWD: +5.6%
- HY: +3.5%
- BRHS All: +2.2%; BRHS SED: +2.3%; BRHS WH: +4.4%

The EL gain of +19.6% is particularly noteworthy for this action's target population.

AP Exam Passage Rate (M1.19): +11.8 percentage points from baseline (45.7% to 57.5%), exceeding the 54% target. This is a strong indicator of academic rigor and college readiness.

EAP ELA (M1.25): -14.01 percentage points from baseline (55.41% to 41.4%). This significant decline suggests that while graduation rates are improving, academic preparedness for college-level English may not be keeping pace for EL, FY, and SED students.

EAP Math (M1.26): -9.85 percentage points from baseline (27.35% to 17.5%). Another significant concern for EL, FY, and SED students, underscoring the need for more intensive math preparation at the secondary level.

A-G and CTE Completion (M1.27): -3.21 percentage points from baseline (11.21% to 8%). This decline moves away from the 17% target.

Summary: Action 1.2 is highly effective in expanding Dual Enrollment (+492 students, M1.13), CTE completion (+8.7%, M1.15), AP passage rates (+11.8%, M1.19), graduation rates (+8% All, +23.4% BRHS, M1.17), and CCI preparedness (+15.2% All, +19.6% EL, M1.18). However, declines in A-G completion (-4.5%, M1.16), EAP ELA (-14.01%, M1.25), EAP Math (-9.85%, M1.26), A-G and CTE dual completion (-3.21%, M1.27), and graduation rates for EL (-7.1%) and LTEL (-17%) in M1.17 suggest that students may be graduating at higher rates but with less academic preparedness for college.

Action 1.3: Alternative Interventions and Supports
Contributing: Yes — Principally directed toward Low-Income/SED students.
Aligned Metrics: M1.1 through M1.8 and M1.17

This action provides credit recovery, co-teaching, and summer school to improve CAASPP ELA and Math DFS and graduation rates for Low-Income students.

Effectiveness: This action has demonstrated moderate to strong effectiveness for SED students.

In ELA (M1.1), SED students improved by +9.1 points from baseline. Additional gains include All Students (+9 points), EL (+11.5 points), FY (+8 points), SWD (+20.5 points), HY (+13.7 points), and AA (+16.8 points). LTEL declined by -28.2 points.

At the elementary level (M1.2), SED at OES improved by +6.9 points and SED at TPES improved by +31.7 points. SWD showed strong gains at multiple sites (CES +42.4, PVES +45.2, TPES +29.4, OES +32.6).

At the middle school level (M1.3), SED at TPJHS improved by +28.1 points, a strong gain for SED students.

At the high school level (M1.4), SWD at YVHS improved by +37 points.

In Math (M1.5), SED students improved by +3.5 points from baseline — positive but modest. EL improved by +21.8 points, FY by +27.1 points, SWD by +8.5 points, and AA by +4.8 points. AI declined by -10.5 points.

At the elementary level in Math (M1.6): SWD at CES +10.3 points, AA at OES +26.3 points, SWD at YMES +14.7 points.

At the middle school level in Math (M1.7): AA at LCMS +57.4 points.

At the high school level in Math (M1.8): SWD at YVHS +31.8 points.

Graduation Rate (M1.17): All Students +8%, SED +8.2%, SWD +6.7%, HY +16.3%, HI +4.9%, WH +10%. At BRHS: All +23.4%, SED +22.1%. EL declined by -7.1% and LTEL by -17%.

Summary: Action 1.3 is effective for SED students, with solid gains in ELA (+9.1 points, M1.1) and graduation rate (+8.2%, M1.17). Math gains for SED (+3.5 points, M1.5) are more modest, suggesting Math interventions may need strengthening. Strong site-level gains at TPJHS and BRHS indicate that credit recovery, co-teaching, and summer school are valuable supports for SED students.

Action 1.4: Alternative Education Opportunities
Contributing: Yes — Principally directed toward Low-Income/SED and Foster Youth (FY) students.
Aligned Metrics: M1.1 through M1.10, M1.16, M1.17, M1.20, M1.21, and M1.22

This action provides educational program options at Black Rock Continuation High School and ACCE, including independent study, accelerated learning, and virtual learning.

Effectiveness: This action has demonstrated moderate to strong effectiveness for SED and FY students.

In ELA (M1.1): All Students +9 points, SED +9.1 points, FY +8 points from baseline. LTEL declined by -28.2 points.

At the elementary level (M1.2), SED at OES improved by +6.9 points and SED at TPES improved by +31.7 points. SWD showed strong gains at multiple sites (CES +42.4, PVES +45.2, TPES +29.4, OES +32.6).

At the middle school level (M1.3), SED at TPJHS improved by +28.1 points, a strong gain for SED students.

At the high school level (M1.4), SWD at YVHS improved by +37 points.

In Math (M1.5): All Students +5.9 points, SED +3.5 points, FY +27.1 points from baseline. The strong FY gain is particularly encouraging. AI declined by -10.5 points.

At the elementary level in Math (M1.6): SWD at CES +10.3 points, AA at OES +26.3 points, SWD at YMES +14.7 points.

At the middle school level in Math (M1.7): AA at LCMS +57.4 points.

At the high school level in Math (M1.8): SWD at YVHS +31.8 points i-Ready Reading (M1.9): All +4%, SED -6%, FY +15%. The FY gain is strong, but the SED decline is a concern.

i-Ready Math (M1.10): All +4.7%, SED +10.2%, FY +21.1%. Strong gains for both target populations.

A-G Completion (M1.16): -4.5 percentage points from baseline — a concern for SED and FY students seeking college readiness.

Graduation Rate (M1.17): All Students +8%, SED +8.2%, BRHS All +23.4%, BRHS SED +22.1%, BRHS HI +21.6%, BRHS WH +26.2%, TPHS All +5%, TPHS SWD +25%. EL declined by -7.1% and LTEL by -17%.

Standards-Aligned Materials (M1.20): Full Implementation maintained across all core subjects (ELA, ELD, Math, Science, History) — no change from baseline, indicating consistent access.

Implementation of Academic Standards (M1.21): Full Implementation maintained across CTE, Health, PE, VAPA, and World Language — no change from baseline.

Broad Course of Study (M1.22): 100% — no change from baseline, ensuring equitable access for SED and FY students.

Summary: Action 1.4 is effective for SED and FY students, particularly in graduation outcomes (BRHS All +23.4%, M1.17) and maintaining 100% access to standards-aligned materials (M1.20) and a broad course of study (M1.22). The decline in A-G completion (-4.5%, M1.16) and the SED decline on i-Ready Reading (-6%, M1.9) suggest that while alternative education settings are helping students graduate, more work is needed to ensure academic preparedness.

Action 1.5: Targeted Supports in English Language Arts (ELA)
Contributing: Yes — Principally directed toward Low-Income/SED and Foster Youth (FY) students.
Aligned Metrics: M1.1, M1.2, and M1.9

This action maintains a literacy coach to support reading instruction and ELA programs.

Effectiveness: This action has demonstrated moderate effectiveness for SED and FY students.

In ELA (M1.1): All Students +9 points, SED +9.1 points, FY +8 points, SWD +20.5 points, HY +13.7 points, AA +16.8 points from baseline. LTEL declined by -28.2 points.

At the elementary level (M1.2):

- SWD at CES: +42.4 points
- SED at OES: +6.9 points
- SWD at OES: +32.6 points
- SWD at PVES: +45.2 points

- SED at TPES: +31.7 points
- SWD at TPES: +29.4 points
- AA at OES: -4.2 points
- SWD at YMES: -0.4 points

i-Ready Reading (M1.9):
- All Students: +4%
- SED: -6%
- EL: +5%
- FY: +15%
- K: -5%; K & SED: -9%; K & FY: +14%
- 1st: +5%; 1st & SED: -2%; 1st & FY: -17%
- 2nd: +1%; 2nd & SED: -18%; 2nd & FY: 0%

The FY improvement of +15% overall is notable. However, SED students showed declines at multiple grade levels, particularly 2nd & SED (-18%), indicating that the literacy coach's support has not yet produced consistent gains for low-income students on local reading assessments.

Summary: Action 1.5 is moderately effective. District-wide ELA gains on CAASPP are positive for SED (+9.1 points, M1.1) and FY (+8 points, M1.1), and FY students showed strong improvement on i-Ready Reading (+15%, M1.9). However, the SED declines on i-Ready Reading (-6% overall, -18% at 2nd grade, M1.9) suggest that the literacy coach's support may need to be more targeted and differentiated to reach low-income students at each site.

Action 1.6: Equitable Access to Technology
Contributing: Yes — Principally directed toward English Learners (EL), Foster Youth (FY), and Low-Income/SED students.
Aligned Metrics: M1.1 through M1.10

This action increases and maintains access to technology, including 1:1 devices, curriculum access, and tech support.

Effectiveness: This action has demonstrated moderate effectiveness as a foundational support for EL, FY, and SED students.

In ELA (M1.1): All Students +9 points, SED +9.1 points, EL +11.5 points, FY +8 points from baseline. LTEL declined by -28.2 points.

In ELA (M1.2): CES SWD +42.4 points; OES SED +6.9 points, SWD +32.6 points, AA -4.2 points; PVES SWD +45.2 points; TPES SED +31.7 points, SWD +29.4 points; YMES SWD -0.4 points.

In ELA (M1.3): LCMS EL +13.8 points; TPJHS SED +28.1 points, SWD +20.1 points, AA +29.2 points.

In ELA (M1.4): YVHS SWD +37 points.

In Math (M1.5): All Students +5.9 points, SED +3.5 points, EL +21.8 points, LTEL +16.2, FY +27.1 points, SWD +8.5 points, HY +2 points, AA +4.8 points, AI -10.5 points.

In Math (M1.6): CES SWD +10.3 points; OES AA +26.3 points; YMES SWD +14.7.

In Math (M1.7): LCMS AA +57.4 points.

In Math (M1.8): YVHS SWD +31.8 points.

i-Ready Reading (M1.9): All +4%, SED -6%, EL +5%, FY +15%.

i-Ready Math (M1.10): All +4.7%, SED +10.2%, EL +5.6%, FY +21.1%.

By maintaining 1:1 device access and digital curriculum, the district ensures that EL, FY, and SED students can engage with instructional platforms and assessments. The academic gains observed across ELA and Math metrics suggest that technology access is a contributing factor. The strong FY gains in both ELA (+8 points, M1.1) and Math (+27.1 points, M1.5) and the SED gains on i-Ready Math (+10.2%, M1.10) suggest that consistent access to technology is beneficial for these student groups.

Summary: Action 1.6 provides essential infrastructure that supports all other instructional actions. While it is difficult to isolate its impact, the consistent gains for FY and EL students across multiple metrics suggest that equitable technology access is contributing to improved outcomes for unduplicated students.

Action 1.7: Targeted Interventions and Supports for English Learners
Contributing: Yes — Limited to English Learners (EL).
Aligned Metrics: M1.1, M1.5, M1.9, M1.10, M1.11, M1.12, and M1.23

This action provides English acquisition programs (ELD, SDAIE, Ellevation) to close achievement gaps and improve English language proficiency.

Effectiveness: This action has demonstrated mixed effectiveness for EL students.

- ELA (M1.1): EL students improved by +11.5 points from baseline — a meaningful gain.
- Math (M1.5): EL students improved by +21.8 points from baseline — a strong gain.
- i-Ready Reading (M1.9): EL students improved by +5% from baseline.
- i-Ready Math (M1.10): EL students improved by +5.6% from baseline.
- EL Reclassification Rate (M1.11): +1.13 percentage points from baseline (14.9% to 16.03%) — positive movement.

- English Language Proficiency Indicator (M1.12): EL declined by -0.3% from baseline (51% to 50.7%). LTEL improved by +9.6% (44% to 53.6%).
- Summative ELPAC (M1.23): EL proficiency increased by +0.89 percentage points from baseline. LTEL declined by -1.19 percentage points. AR-LTEL improved significantly by +21.2 percentage points (8.11% to 29.3%).

Summary: Action 1.7 shows strong gains for EL students in CAASPP ELA (+11.5 points, M1.1) and Math (+21.8 points, M1.5), and the remarkable AR-LTEL ELPAC gain (+21.2%, M1.23) is a notable success. However, the near-flat ELPI for EL (-0.3%, M1.12) and the modest ELPAC proficiency gain (+0.89%, M1.23) suggest that English acquisition programs have not yet produced widespread improvements in English language proficiency across the full EL population. The LTEL decline on the ELPAC (-1.19%, M1.23) is a concern.

Action 1.8: Targeted Interventions and Supports for Long-Term English Learners
Contributing: Yes — Limited to English Learners (specifically LTELs).
Aligned Metrics: M1.12 and M1.23
This action provides English 3D and intensive English acquisition programs for LTELs.
Effectiveness: This action has demonstrated limited effectiveness for the broader LTEL population.
English Language Proficiency Indicator (M1.12): EL declined by -0.3% from baseline. LTEL improved by +9.6% from baseline (44% to 53.6%).
Summative ELPAC (M1.23): EL proficiency increased by +0.89 percentage points. LTEL declined by -1.19 percentage points. AR-LTEL improved by +21.2 percentage points.
Summary: The LTEL improvement on the ELPI (+9.6%, M1.12) is a positive indicator, and the significant AR-LTEL improvement on the ELPAC (+21.2%, M1.23) suggests that intensive supports are reaching the most at-risk students. However, the LTEL decline on the ELPAC (-1.19%, M1.23) indicates that the English 3D curriculum and intensive programs have not yet produced consistent gains for the full LTEL population on the summative assessment. More targeted or intensive strategies may be necessary.

Action 1.9: Professional Development
Contributing: Yes — Principally directed toward Low-Income/SED, Foster Youth (FY), and English Learners (EL).
Aligned Metrics: M1.1 through M1.10, M1.17, and M1.24

This action provides professional development to all staff to improve ELA and Math skills and graduation rates.

Effectiveness: This action has demonstrated moderate to strong effectiveness for EL, FY, and SED students.

- ELA (M1.1): All Students +9 points, SED +9.1 points, EL +11.5 points, FY +8 points, SWD +20.5 points, HY +13.7 points, AA +16.8 points. LTEL declined by -28.2 points.

- At the elementary level (M1.2), SED at OES improved by +6.9 points and SED at TPES improved by +31.7 points. SWD showed strong gains at multiple sites (CES +42.4, PVES +45.2, TPES +29.4, OES +32.6).

- At the middle school level (M1.3), SED at TPJHS improved by +28.1 points, a strong gain for SED students.

- At the high school level (M1.4), SWD at YVHS improved by +37 points.
- Math (M1.5): All Students +5.9 points, SED +3.5 points, EL +21.8 points, FY +27.1 points, SWD +8.5 points. AI declined by -10.5 points.
- At the elementary level in Math (M1.6): SWD at CES +10.3 points, AA at OES +26.3 points, SWD at YMES +14.7 points.
- At the middle school level in Math (M1.7): AA at LCMS +57.4 points.
- At the high school level in Math (M1.8): SWD at YVHS +31.8 points
- i-Ready Reading (M1.9): All +4%, SED -6%, EL +5%, FY +15%.
- i-Ready Math (M1.10): All +4.7%, SED +10.2%, EL +5.6%, FY +21.1%.
- Graduation Rate (M1.17): All Students +8%, SED +8.2%, SWD +6.7%, HY +16.3%, WH +10%. EL declined by -7.1% and LTEL by -17%. BRHS All +23.4%.
- Qualified Teachers (M1.24): -0.2 percentage points from baseline (98% to 97.8%) — a slight decline but still near the 100% target.

Summary: Action 1.9 is effective in improving academic outcomes and graduation rates for EL, FY, and SED students. The broad-based gains in ELA, Math, and graduation rates suggest that professional development is building teacher capacity. The slight decline in qualified teachers (-0.2%, M1.24) is minimal. The EL (-7.1%) and LTEL (-17%) declines in graduation rate (M1.17) and the AI decline in Math (-10.5 points, M1.5) indicate that professional development may need to be more focused on strategies to support these specific student groups.

Action 1.10: Expanded Learning Opportunities
Contributing: Yes — Principally directed toward Foster Youth (FY) and Low-Income/SED students.
Aligned Metrics: M1.9 and M1.10

This action implements and maintains Full-Day Kindergarten to provide additional academic enrichment.

Effectiveness: This action has demonstrated mixed effectiveness for FY and SED students.

i-Ready Reading (M1.9) — Kindergarten results:
- K All: -5%
- K & SED: -9%
- K & FY: +14%

i-Ready Math (M1.10) — Kindergarten results:

- K All: +15.7%
- K & SED: +19.3%
- K & FY: +21%

Summary: Action 1.10 shows mixed results. In i-Ready Reading (M1.9), FY kindergarten students improved by +14%, but SED kindergarten students declined by -9% and All kindergarten students declined by -5%. In i-Ready Math (M1.10), SED kindergarten students showed strong improvement (+19.3%) and All kindergarten students improved by +15.7%, though FY kindergarten students showed only minimal growth (+1%). The action appears more effective for math outcomes than reading outcomes at the kindergarten level, with SED students benefiting more in math and FY students benefiting more in reading.

Action 1.11: Funding for Innovative Academic Programs and Materials
Contributing: No
Aligned Metrics: M1.1, M1.5, M1.17, M1.20, and M1.22

This action maintains a budget analyst to support fiscal implementation of academic programs.

Effectiveness: This action provides indirect support for academic programs through fiscal management.

ELA (M1.1): All Students +9 points from baseline.

Math (M1.5): All Students +5.9 points from baseline. AI declined by -10.5 points.

Graduation Rate (M1.17): All Students +8% from baseline.

Standards-Aligned Materials (M1.20): Full Implementation maintained across all core subjects — no change from baseline.

Broad Course of Study (M1.22): 100% — no change from baseline.

Summary: The positive trends in ELA, Math, graduation rates, and maintained access to standards-aligned materials and a broad course of study suggest that the budget analyst role is contributing to the effective allocation of resources. While the impact is difficult to isolate, it plays a supportive role in ensuring academic programs are funded and implemented as planned.

Action 1.12: English Learner and Long-Term English Learner Professional Development
Contributing: Yes — Limited to English Learners (EL).
Aligned Metrics: M1.12 and M1.23

This action provides professional development to improve English Language Proficiency for EL and LTEL students.

Effectiveness: This action has demonstrated limited effectiveness for the broader EL population, with a notable bright spot for LTELs on the ELPI.

English Language Proficiency Indicator (M1.12): EL declined by -0.3% from baseline. LTEL improved by +9.6% from baseline.

Summative ELPAC (M1.23): EL proficiency increased by +0.89 percentage points. LTEL declined by -1.19 percentage points. AR-LTEL improved by +21.2 percentage points.

Summary: The ELPI decline of -0.3% for EL (M1.12) and the modest ELPAC gain of +0.89% (M1.23) suggest that professional development has not yet translated into widespread improvements in English language proficiency for the broader EL population. The LTEL improvement on the ELPI (+9.6%, M1.12) is encouraging, and the significant AR-LTEL improvement (+21.2%, M1.23) indicates that some elements of the professional development are reaching the most at-risk students. The district may need to refine its professional development approach to more effectively support all EL students.

Action 1.13: Students with Disabilities Professional Development
Contributing: No
Aligned Metrics: M1.1, M1.2, M1.3, M1.4, M1.5, M1.6, M1.8, and M1.28

This action provides professional development through MTSS, UDL, and goal setting to support SWD academic achievement.

Effectiveness: This action has demonstrated moderate to strong effectiveness for Students with Disabilities.

ELA (M1.1): SWD improved by +20.5 points district-wide from baseline.

ELA Elementary (M1.2): SWD at CES +42.4 points, OES +32.6 points, PVES +45.2 points, TPES +29.4 points. YMES showed -0.4 points.

ELA Middle Schools (M1.3): SWD at TPJHS +20.1 points.

ELA High Schools (M1.4): SWD at YVHS +37 points.

Math (M1.5): SWD improved by +8.5 points district-wide from baseline.

Math Elementary (M1.6): CES SWD +10.3 points, YMES SWD +14.7 points.

Math High Schools (M1.8): SWD at YVHS +31.8 points.

Least Restrictive Environment (M1.28): More than 80% = -1.81% from baseline (53.62% to 51.81%); Less than 40% = +1.61% from baseline (17.47% to 19.08%).

Summary: Action 1.13 is effective for SWD in ELA, with significant gains at the district level (+20.5 points, M1.1) and at multiple school sites (M1.2, M1.3, M1.4). Math performance for SWD also improved (+8.5 points, M1.5), with strong gains at YVHS (+31.8 points, M1.8). The LRE data (M1.28) shows a slight decline in the percentage of SWD spending more than 80% of their day in general education (-1.81%) and a slight increase in the most restrictive settings (+1.61%), which warrants continued monitoring to ensure inclusive practices advance alongside academic achievement.

Overall Goal 1 Summary

Strongest Gains from Baseline:

- Graduation rates: +8% All, +23.4% BRHS (M1.17)
- CCI preparedness: +15.2% All, +19.6% EL (M1.18)
- Dual Enrollment: +492 students (M1.13)
- CTE completion: +8.7% (M1.15)
- AP passage rate: +11.8% (M1.19)
- ELA: AA +16.8 points, SWD +20.5 points, HY +13.7 points (M1.1)
- Math: FY +27.1 points, EL +21.8 points, LTEL +16.2 points (M1.5)
- Site-level: AA at LCMS Math +57.4 points (M1.7), SWD at PVES ELA +45.2 points (M1.2)
- i-Ready Math: FY +21.1%, SED +10.2%, K & SED +19.3% (M1.10)

Persistent Challenges:

- LTEL ELA performance: -28.2 points (M1.1)
- EL and LTEL graduation rates: -7.1% and -17% (M1.17)
- A-G completion: -4.5% (M1.16)
- College readiness: EAP ELA -14.01% (M1.25), EAP Math -9.85% (M1.26)
- A-G and CTE dual completion: -3.21% (M1.27)
- AI Math performance: -10.5 points (M1.5)
- i-Ready Reading SED: -6% overall, -18% at 2nd grade (M1.9)
- ELPI for EL: -0.3% (M1.12)

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 Goal 1 and its associated actions, which focus on providing students with access to a well-rounded educational experience that promotes academic success and college and career readiness. While the overall goal structure remains consistent, several refinements have been made to specific actions and metrics based on implementation experience and evolving student needs.

Description Change

As a result of reflections on prior practice and extensive Educational Partners' feedback, the district revised the Goal 1 description to more accurately reflect the priorities expressed by students, families, staff, and community partners. The previous goal, “Students will have multiple opportunities and supports to achieve high levels of academic success to graduate college-and career-ready," has been updated to: “Students will have access to a well-rounded educational experience that provides opportunities and targeted supports to promote academic success and college and career readiness.”

This revision responds directly to Educational Partners' input, emphasizing the importance of a holistic educational experience that includes career technical education (CTE), alternative education pathways, enrichment and elective opportunities, and the academic supports necessary for students to thrive. The updated goal language better captures the district’s commitment to ensuring that all students experience a broad, engaging, and supportive learning environment that prepares them for multiple postsecondary options.

Budgeting Changes

The budgeted amounts for actions 1.5, 1.7, 1.8, 1.9, and 1.13 increased in the 2026 LCAP as a result of rising personnel costs, reflecting adjustments necessary to sustain staffing and program implementation. In contrast, funding for actions 1.6 and 1.12 was reduced; however, these reductions do not reflect decreased priority, as additional funding sources are being leveraged to supplement and maintain these efforts. Overall, the adjustments in funding allocations demonstrate a strategic approach to balancing increased personnel expenses while ensuring the continued implementation and support of all actions aligned to the goal.

Metric Updates

The following updates have been made to the metrics used to evaluate progress under Goal 1:

The targeted outcomes for Metrics 1.9, 1.10, 1.11, 1.12, 1.16, and 1.23 were adjusted following a review of data trends to establish outcomes that are both measurable and realistically attainable while still promoting continued growth.

Metrics 1.9 (i-Ready Reading) and 1.10 (i-Ready Math) have been updated to reflect the continued expansion of the early literacy and math initiative. With the initiative now serving students in grades K–3, these metrics have been adjusted to include literacy and math growth data for Kindergarten through 3rd grade, enabling the district to monitor the initiative's impact on students who are not yet participating in state assessments. Additionally, students in grades 6–8 are no longer assessed using the i-Ready diagnostic. Beginning in the 2026–2027 school year, these students will be assessed using Exact Path as the local benchmark assessment. Metrics 1.9 and 1.10 will be updated accordingly to reflect this change in the assessment platform for middle school students.

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.	$4,029,121.00	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.	$1,716,245.00	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.	$387,365.00	Yes
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.	$3,816,431.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$287,464.00	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.	$1,484,245.00	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.	$157,364.00	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	$56,245.00	Yes
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	$350,766.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$1,669,510.00	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.	$104,375.00	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.	$6,900.00	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.	$6,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will be supported by high-quality staff who foster safe, secure, and inclusive learning environments that promote students’ mental, physical, and emotional well-being.	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.

Morongo Unified School District developed Goal 2 to ensure that students are supported by high-quality staff who foster safe, secure, and inclusive learning environments that promote students' mental, physical, and emotional well-being. This goal addresses the state priorities of student engagement and school climate and provides the framework for the district to sustain and strengthen support staff, professional development, and evidence-based programs that enhance school safety, positive culture development, and social-emotional and mental health supports.

The district's review of state and local data confirms that the work under this goal is producing meaningful results in several areas while also revealing persistent challenges that require continued and focused attention.

Suspension Rates
District-wide suspension rates have shown consistent improvement over the course of the LCAP cycle. The suspension rate for all students decreased from 9% at baseline (2023) to 8.6% on the 2024 Dashboard, and further decreased to 8% on the 2025 Dashboard, reflecting a cumulative 1 percentage point reduction from baseline. Multiple student groups also demonstrated improvement in suspension rates from baseline, including Socioeconomically Disadvantaged students (from 10.3% to 8.7%), English Learners (from 8.7% to 8%), Foster Youth (from 18.9% to 10.4%), Students with Disabilities (from 12.5% to 11.9%), Homeless Youth (from 14.5% to 11.5%), and Pacific Islander students (from 16.9% to 12.7%). The sustained reductions across these student groups indicate that the district's investment in MTSS, PBIS, and social-emotional supports is contributing to a decrease in exclusionary discipline practices and a more positive school climate.

Expulsion Rates
While the district's expulsion rate remains low overall, it has shown a gradual increase over the LCAP cycle, rising from 0.10% at baseline (2022–23) to 0.16% in Year 1 (2023–24) and to 0.2% in Year 2 (2024–25). Although these rates remain minimal, the upward trend underscores the importance of maintaining and strengthening the district's commitment to reducing exclusionary discipline through continued investment in prevention-based strategies, trauma-informed practices, and restorative approaches. The district remains focused on ensuring that students are supported through positive behavioral interventions before exclusionary measures are considered.

PBIS Implementation

The district has made significant progress in strengthening its Positive Behavioral Interventions and Supports (PBIS) framework across all tiers. PBIS Tier I implementation increased from 92% at baseline to 97.5% in Year 1, Tier II increased from 87% to 89.75%, and Tier III increased from 64% to 88.69%. The 24.69 percentage point increase in Tier III implementation is particularly noteworthy, as it reflects the district's enhanced capacity to provide intensive behavioral supports to students with the most significant needs. These gains demonstrate that the district's professional development efforts and the integration of tools such as Panorama Education and Daybreak Health are building staff capacity to implement tiered behavioral supports with greater fidelity and consistency across school sites.

Student Perceptions of Safety
Student perceptions of safety, as measured by the Panorama survey, showed initial improvement for all students from 57.6% at baseline to 63.4% in Year 1, indicating that students were beginning to feel safer on campus as a result of the district's climate and safety initiatives. However, Year 2 data showed a decline to 78.7% for all students, falling below the baseline level. A closer examination of the disaggregated data reveals an important nuance in this trend. Socioeconomically Disadvantaged students, who represent the district's largest unduplicated student group and a primary focus of the actions under this goal, demonstrated a slight but consistent increase in safety perceptions over the course of the LCAP cycle, improving from 50.3% at baseline to 52% in Year 1 and further to 69.2% in Year 2. This steady upward trend for SED students suggests that the district's targeted efforts to create safe and supportive learning environments are having a positive impact on the students who face the greatest barriers to feeling safe and connected at school.

The overall decline in safety perceptions for all students, despite the improvement among SED students, indicates that the decrease is being driven by non-SED student populations. The district recognizes that students' perceptions of safety are influenced by a complex range of factors, including peer interactions, bullying, the consistency of adult intervention, and broader external influences. It is important to acknowledge that the current social and political climate at the national level may also be contributing to students' sense of safety and well-being, particularly for students and families who may feel heightened uncertainty or vulnerability due to factors beyond the school environment. While the district cannot control external influences, it remains committed to ensuring that every school site serves as a safe, welcoming, and inclusive space for all students, regardless of their background or circumstances.

The district will continue to prioritize strategies that strengthen students' perceptions of safety across all student groups, including expanding trauma-informed practices, reinforcing consistent adult intervention and supervision, and fostering inclusive school cultures where every student feels valued and protected. Particular attention will be given to understanding the factors contributing to the decline among non-SED students to ensure that improvement efforts are responsive to the needs of the entire student population.

School Connectedness
School connectedness data represents the most significant area of concern under Goal 2. Student agreement that they feel connected to their school declined from 77.7% at baseline to 63% in Year 1. However, there was an increase to 74.5% in Year 2, with Socioeconomically Disadvantaged students showing a similar downward trend from 67.6% at baseline to 49.5% in Year 1 and 67.8% in Year 2. These declines indicate that while the district has made progress in reducing suspensions and strengthening PBIS systems, students are not yet experiencing the relational and emotional engagement needed to feel a strong sense of belonging within their school communities. This finding is a critical driver for maintaining Goal 2 and reinforces the need to deepen the district's focus on building meaningful relationships between staff and students, fostering inclusive school cultures, and ensuring that social-emotional supports reach all students, particularly those from socioeconomically disadvantaged backgrounds.

Rationale for Maintaining This Goal
The data collectively demonstrate that Goal 2 is producing positive structural outcomes — suspension rates are declining, PBIS implementation is strengthening, and the district has built a more robust system of tiered behavioral supports. At the same time, the declines in school connectedness and student perceptions of safety make clear that this work is not yet complete. Students need not only safe and well-structured school environments but also learning communities where they feel valued, supported, and emotionally connected.

To achieve this goal, the district will continue to implement MTSS and PBIS programs, sustain current personnel, and provide professional development opportunities that equip staff with the skills to build stronger connections with students, particularly those who need social-emotional support. By maintaining this goal and its associated actions, the district reaffirms its commitment to creating learning environments where every student feels safe, supported, and connected — conditions that are essential for academic success and overall well-being. The district will continue to closely monitor all Goal 2 metrics, with particular attention to school connectedness and safety perceptions, to ensure that improvement efforts are responsive to the evolving needs of students and the broader school community.

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%	2025-26 Local Data Tier 1 95.2% Tier II 87.5% Tier III 83.7%	Tier I 95% Tier II 90% Tier III 70%	Tier I +3.2% Tier II 0.5% Tier III 19.7%
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%	2025 CA Dashboard All 8% SED 8.7% EL 8% LTEL 18.7% FY 10.4% SWD 11.9% HY 11.5% PI 12.7% AI 15.6%	All 6% SED 5.3% EL 5.7% LTEL 11% FY 13.9% SWD 7.5% HY 11.5% PI 13.9% AI - 10%	All -1% SED -1.6% EL -0.7% LTEL 2.7% FY -8.5% SWD -0.6% HY -3% PI -4.2% AI 3.6
2.3	Suspension Rate (Elementary Schools) % Suspended at least one day	2023 CA Dashboard FHES All 7% SED 9.2%	2024 CA Dashboard FHES All 5.3%	2025 CA Dashboard FHES All 3.5%	FHES All 4% SED 4.2%	2024 CA Dashboard FHES All -3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	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% 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%	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% 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%	SED 1.6% HI 1.6% JTES All 2.1% SED 2.3% SWD 2% HI 2.2% WH 1.9% MVES All 1.5% SED 1.9% OES All 4.6% SED 3.7% SWD 5.3% AA 10.8% HI 2.7% WH 5.3% PVES SWD 0% WH 2% TPES All 3.2% SED 3.8% AA 4.6% HI 1.3% YMES All 5.9% SED 5.8% HI 3.3% WH 8%	HI 4.7% JTES All 6.6% SED 4.8% SWD 3.1% HI 6.7% WH 7% MVES All 2% SED 2% 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%	SED -7.6% HI -6.1% JTES All -7.5% SED -7.5% SWD -4.1% HI -7.5% WH -8.1% MVES All -1.9% SED -1.8% OES All -8.3% SED -10.2% SWD -11.1% AA -9.7% HI -5.7% WH -8.7% PVES SWD -9.5% WH -8.9% TPES All -3.5% SED -4.7% AA -10.8% HI -5.2% YMES All -1.4% SED -2.5% HI -4% WH 0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		YVES HY 10.3% SWD 6.6%	YVES HY 13.5% SWD 8.8%	YVES HY 0% SWD 2.8%	YVES HY 7.3% SWD 3%	YVES HY -10.3% SWD -3.8%
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%	2025 CA Dashboard LCMS AA 25.8%	LCMS AA 25.6%	LCMS AA -4.8%
2.5	Expulsion Rate % Students expelled Source: DataQuest	2022-23 DataQuest 0.10%	2023-24 DataQuest 0.16%	2024-25 DataQuest 0.2%	0.05%	0.1%
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%	2025-2026 Panorama Survey All 78.7% SED 69.2%	All 63% SED 60%	All 21.1% SED 18.9%
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%	2025-2026 Panorama Survey All 74.5% SED 67.8%	All 80% SED 75%	All -3.2% SED 0.2%

Goal Analysis [2025-26]

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

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

The Morongo Unified School District demonstrated strong implementation of Goal 2, which focuses on ensuring students 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. All three actions within this goal were fully implemented as planned (Actions 2.1, 2.2, and 2.3).

Action 2.1 (Mental and Emotional Health Programs and Services) was fully implemented, with Panorama Education and Daybreak Health successfully supporting MTSS and PBIS integration. A notable success was the comprehensive support the BCBA provided, including assessing behaviors, developing behavior intervention plans (BIPs), training teachers and aides on strategies to support students, monitoring progress and adjusting interventions, and supporting students with behavioral, social, or communication needs. A challenge was the higher-than-expected number of behavioral incidents, particularly among the larger-than-anticipated TK population, indicating a need to enhance proactive behavior supports and transition structures for students entering school for the first time.

Action 2.2 (Collaborative Leadership and Practices Targeting Social-Emotional Needs) was fully implemented with no substantive differences, and no notable successes or challenges were reported.

Action 2.3 (Physical Safety Personnel) was fully implemented with no substantive differences. A success noted was that these positions are essential, especially in supporting the challenges associated with student behaviors and social-emotional needs across school sites.

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 defines a material difference as expenditures that vary by more than 20% from the budgeted amount. An analysis of the 2025–26 goals and actions was conducted, and explanations for any material differences are provided below.

Action 2.1: A material difference for Action 2.1 (Mental and Emotional Health Programs and Services) occurred due to the implementation of Panorama tools to support intervention efforts, causing an increase in funds expended in the action.

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

Goal 2: Students will be supported by high-quality staff who foster safe, secure, and inclusive learning environments that promote students' mental, physical, and emotional well-being.

Action 2.1: Mental and Emotional Health Programs and Services
Contributing: Yes — Principally directed toward English Learners (EL), Foster Youth (FY), and Low-Income/Socioeconomically Disadvantaged (SED) students.

Aligned Metrics: M2.1 through M2.7

This action implements Panorama Education and Daybreak Health to assist with MTSS and PBIS integration, providing support services targeting social-emotional skills, mindfulness, and trauma to ensure positive school environments.

Effectiveness: This action has demonstrated moderate to strong effectiveness overall, with notable gains in safety perceptions and suspension rates, while school connectedness and certain suspension trends among specific student groups remain areas requiring continued attention.

PBIS Implementation (M2.1):

- Tier I: +3.2% from baseline (92% to 95.2%) — exceeding the Year 3 target of 95%, indicating sustained strong universal support for All Students, including EL, FY, and SED students.
- Tier II: +0.5% from baseline (87% to 87.5%) — minimal growth, falling slightly below the Year 3 target of 90%, suggesting a need for continued focus on targeted interventions for EL, FY, and SED students.
- Tier III: +19.7% from baseline (64% to 83.7%) — significantly exceeding the Year 3 target of 70%, indicating effective expansion of intensive supports for students with the greatest needs, including EL, FY, and SED students who may require the most intensive behavioral and social-emotional interventions.

Suspension Rate (M2.2): Meaningful reductions from baseline for most student groups:

- All Students: -1 percentage point
- SED: -1.6 percentage points
- EL: -0.7 percentage points
- FY: -8.5 percentage points
- SWD: -0.6 percentage points
- HY: -3 percentage points
- PI: -4.2 percentage points

The FY reduction of -8.5 percentage points is particularly noteworthy and suggests that the social-emotional supports provided through Panorama, Daybreak Health, and the BCBA are having a strong positive impact on Foster Youth. The SED improvement of -1.6 percentage points and EL improvement of -0.7 percentage points also indicate positive movement for these unduplicated student groups.

However, LTEL increased by +2.7 percentage points and AI increased by +3.6 percentage points, indicating that current social-emotional supports may not be effectively reaching these populations and that more culturally responsive or targeted strategies may be needed.

Suspension Rate — Elementary Schools (M2.3): Significant reductions from baseline were observed across multiple sites and student groups:

- FHES: All -3.5%, SED -7.6%, HI -6.1%
- JTES: All -7.5%, SED -7.5%, SWD -4.1%, HI -7.5%, WH -8.1%
- MVES: All -1.9%, SED -1.8%
- OES: All -8.3%, SED -10.2%, SWD -11.1%, AA -9.7%, HI -5.7%, WH -8.7%
- PVES: SWD -9.5%, WH -8.9%
- TPES: All -3.5%, SED -4.7%, AA -10.8%, HI -5.2%
- YMES: All -1.4%, SED -2.5%, HI -4%, WH +0.3%
- YVES: HY -10.3%, SWD -3.8%

For EL, FY, and SED students, the elementary-level suspension data show that the social-emotional supports are contributing to meaningful reductions at most sites. The reductions for SED students at FHES (-7.6%), JTES (-7.5%), OES (-10.2%), and TPES (-4.7%) are particularly strong. The HY reduction at YVES (-10.3%) is also encouraging for students experiencing homelessness.

The only area of concern at the elementary level is YMES WH (+0.3%), a minimal increase.

Suspension Rate — Middle/Junior High Schools (M2.4): AA students at LCMS improved by -4.8 percentage points from baseline. While this reduction is positive, the rate remains at 25.8%, indicating that continued and intensified social-emotional supports are needed for AA students at the middle school level.

Expulsion Rate (M2.5): The expulsion rate increased by +0.1 percentage points from baseline (0.10% to 0.2%). While the overall rate remains low, this increase suggests that exclusionary discipline practices have not been fully replaced by restorative approaches. For EL, FY, and SED students, who may be disproportionately impacted by exclusionary discipline, this trend warrants continued attention.

LCAP Survey — Safety (M2.6): Substantial gains from baseline:
- All Students: +21.1 percentage points (57.6% to 78.7%)
- SED: +18.9 percentage points (50.3% to 69.2%)

These are significant and encouraging gains. For EL, FY, and SED students, the substantial improvement for SED students (+18.9 percentage points) indicates that the district's targeted efforts to create safe and supportive learning environments through Panorama Education, Daybreak Health, and PBIS integration are having a strong positive impact on low-income students' perceptions of safety.

LCAP Survey — School Connectedness (M2.7):
- All Students: -3.2 percentage points (77.7% to 74.5%)
- SED: +0.2 percentage points (67.6% to 67.8%)

For SED students, the slight improvement of +0.2 percentage points is a positive indicator, suggesting that the district's social-emotional supports are beginning to have a modest positive impact on low-income students' sense of connectedness. However, the decline of -3.2 percentage points for All Students indicates that school connectedness remains an area requiring continued attention, as the broader student population has not yet experienced the relational and emotional engagement needed to feel a strong sense of belonging.

Summary of Action 2.1: This action has produced strong results in improving safety perceptions for All Students (+21.1%, M2.6) and SED students (+18.9%, M2.6), reducing suspension rates for FY (-8.5%, M2.2), PI (-4.2%, M2.2), HY (-3%, M2.2), and at several elementary sites (M2.3), and significantly strengthening PBIS Tier III implementation (+19.7%, M2.1). However, the increases in suspension rates for LTEL (+2.7%, M2.2) and AI (+3.6%, M2.2), the increase in the expulsion rate (+0.1%, M2.5), and the decline in school connectedness for All Students (-3.2%, M2.7) represent areas where this action has not yet fully produced the desired outcomes for all student groups.

Action 2.2: Collaborative Leadership and Practices Targeting Social-Emotional Needs
Contributing: Yes — Principally directed toward Low-Income/SED students.

Aligned Metrics: M2.2, M2.3, M2.4, M2.5, M2.6, and M2.7

This action provides 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 students.

Effectiveness: This action has demonstrated moderate effectiveness, with strong gains in safety perceptions and suspension rate reductions for several student groups, while school connectedness for All Students and suspension trends for specific populations remain areas of concern.

Suspension Rate (M2.2): Reductions from baseline for most student groups:

- All Students: -1 percentage point
- SED: -1.6 percentage points
- EL: -0.7 percentage points
- FY: -8.5 percentage points
- SWD: -0.6 percentage points
- HY: -3 percentage points
- PI: -4.2 percentage points

For SED students, the reduction of -1.6 percentage points suggests that professional development is helping staff respond to student behavior with more preventative and empathetic strategies. The FY reduction of -8.5 percentage points further supports the idea that staff training is improving the school environment for the most vulnerable students.

However, LTEL increased by +2.7 percentage points and AI increased by +3.6 percentage points, indicating that professional development may need to incorporate more targeted strategies for these specific populations to better serve EL, FY, and SED students within these subgroups.

Suspension Rate — Elementary Schools (M2.3): Notable improvements for SED-aligned groups include:

- FHES: All -3.5%, SED -7.6%, HI -6.1%
- JTES: All -7.5%, SED -7.5%, SWD -4.1%, HI -7.5%, WH -8.1%
- MVES: All -1.9%, SED -1.8%
- OES: All -8.3%, SED -10.2%, SWD -11.1%, AA -9.7%, HI -5.7%, WH -8.7%
- PVES: SWD -9.5%, WH -8.9%
- TPES: All -3.5%, SED -4.7%, AA -10.8%, HI -5.2%
- YMES: All -1.4%, SED -2.5%, HI -4%
- YVES: HY -10.3%, SWD -3.8%

Concern remains at YMES WH (+0.3%).

For SED students, the variation across sites suggests that the impact of professional development on suspension practices may depend on site-level implementation fidelity and the degree to which staff are applying training in their daily interactions with students.

Suspension Rate — Middle/Junior High Schools (M2.4): AA students at LCMS improved by -4.8 percentage points from baseline. For SED students, this reduction suggests that staff training is contributing to improved climate at the middle school level, though the rate remains high at 25.8%.

Expulsion Rate (M2.5): The expulsion rate increased by +0.1 percentage points from baseline (0.10% to 0.2%). For SED students, this increase — while small — indicates a need for continued professional development focused on restorative alternatives to exclusionary discipline.

LCAP Survey — Safety (M2.6):

- All Students: +21.1 percentage points
- SED: +18.9 percentage points

For SED students, these substantial gains suggest that professional development focused on mental and emotional health is contributing to staff creating significantly safer learning environments. The improvement for SED students of +18.9 percentage points is a strong positive indicator that low-income students are perceiving their schools as safer places, which is a foundational condition for engagement and academic success.

LCAP Survey — School Connectedness (M2.7):

- All Students: -3.2 percentage points (77.7% to 74.5%)
- SED: +0.2 percentage points (67.6% to 67.8%)

For SED students, the slight improvement of +0.2 percentage points is a positive early indicator. However, the decline for All Students (-3.2 percentage points) indicates that professional development has not yet fully translated into the relational and emotional engagement needed for the broader student population to feel a strong sense of belonging.

Summary of Action 2.2: This action has demonstrated moderate effectiveness in supporting SED students. The substantial gains in safety perceptions (All +21.1%, SED +18.9%, M2.6) and the suspension rate reductions (M2.2, M2.3, M2.4) suggest that professional development is contributing to improved behavioral responses by staff and significantly safer learning environments. The slight improvement in school connectedness for SED students (+0.2%, M2.7) is a positive early indicator. However, the decline in school connectedness for All Students (-3.2%, M2.7), the increases in suspension rates for LTEL (+2.7%) and AI (+3.6%) in M2.2, and the expulsion rate increase (+0.1%, M2.5) suggest that professional development may need to be more targeted, sustained, and focused on culturally responsive and relationship-building practices.

Action 2.3: Physical Safety Personnel
Contributing: No

Aligned Metrics: M2.1, M2.2, M2.3, M2.4, and M2.5

School sites ensure site personnel, such as administrative assistants, campus safety/school resource officers (SROs), and custodial staff, support safety practices.

Effectiveness: This action has demonstrated moderate effectiveness in supporting safe school environments.

PBIS Implementation (M2.1):
- Tier I: +3.2% from baseline (92% to 95.2%) — exceeding the Year 3 target of 95%.
- Tier II: +0.5% from baseline (87% to 87.5%) — minimal growth, slightly below the Year 3 target of 90%.
- Tier III: +19.7% from baseline (64% to 83.7%) — significantly exceeding the Year 3 target of 70%.

Physical safety personnel contribute to the overall PBIS framework by supporting consistent enforcement of behavioral expectations and maintaining safe campus environments. The strong Tier I and Tier III gains suggest that safety personnel are part of a broader system that is effectively supporting students.

Suspension Rate (M2.2): Reductions from baseline for most student groups:
- All Students: -1 percentage point
- SED: -1.6 percentage points
- EL: -0.7 percentage points
- FY: -8.5 percentage points
- SWD: -0.6 percentage points
- HY: -3 percentage points
- PI: -4.2 percentage points

However, LTEL increased by +2.7 percentage points and AI increased by +3.6 percentage points. The reductions suggest that physical safety personnel are contributing to a more structured environment that reduces the need for exclusionary discipline for most student groups. The increases for LTEL and AI indicate that the presence of safety personnel alone may not be sufficient to address the behavioral and engagement needs of these specific populations.

Suspension Rate — Elementary Schools (M2.3): Strong reductions from baseline at multiple sites:
- FHES: All -3.5%, SED -7.6%, HI -6.1%
- JTES: All -7.5%, SED -7.5%, SWD -4.1%, HI -7.5%, WH -8.1%
- MVES: All -1.9%, SED -1.8%
- OES: All -8.3%, SED -10.2%, SWD -11.1%, AA -9.7%, HI -5.7%, WH -8.7%
- PVES: SWD -9.5%, WH -8.9%
- TPES: All -3.5%, SED -4.7%, AA -10.8%, HI -5.2%
- YMES: All -1.4%, SED -2.5%, HI -4%
- YVES: HY -10.3%, SWD -3.8%

Concern remains at YMES WH (+0.3%).

Physical safety personnel likely contribute to the overall reduction in suspensions by supporting consistent enforcement of behavioral expectations and maintaining safe campus environments.

Suspension Rate — Middle/Junior High Schools (M2.4): AA students at LCMS improved by -4.8 percentage points from baseline. Safety personnel at the middle school level likely contribute to a more structured environment that supports positive behavioral outcomes.

Expulsion Rate (M2.5): The expulsion rate increased by +0.1 percentage points from baseline (0.10% to 0.2%). While the rate remains low, this increase suggests a need for continued alignment between physical safety practices and restorative discipline approaches. Safety personnel play an important role in maintaining campus safety, but their effectiveness is enhanced when paired with restorative and preventative strategies.

Summary of Action 2.3: This action is moderately effective in supporting safe school environments. The reductions in suspension rates across most student groups (M2.2, M2.3, M2.4) suggest that physical safety personnel are contributing to a more structured and secure campus environment. The PBIS implementation gains (M2.1) further support this assessment. However, the expulsion rate increase (+0.1%, M2.5) and the suspension rate increases for LTEL (+2.7%) and AI (+3.6%) in M2.2, as well as the minimal increase for WH at YMES (+0.3%) in M2.3, indicate that physical safety personnel alone are not sufficient to address all behavioral and climate challenges. The effectiveness of this action is likely enhanced when combined with the social-emotional and professional development supports provided through Actions 2.1 and 2.2.

Overall Goal 2 Summary

Strongest Gains from Baseline:

- Safety Perception — All Students: +21.1 percentage points (M2.6)
- Safety Perception — SED Students: +18.9 percentage points (M2.6)
- PBIS Tier III Implementation: +19.7 percentage points (M2.1)
- PBIS Tier I Implementation: +3.2 percentage points (M2.1)
- FY Suspension Rate: -8.5 percentage points (M2.2)
- PI Suspension Rate: -4.2 percentage points (M2.2)
- HY Suspension Rate: -3 percentage points (M2.2)
- YVES HY Suspension Rate: -10.3% (M2.3)
- OES SWD Suspension Rate: -11.1% (M2.3)
- OES SED Suspension Rate: -10.2% (M2.3)
- OES AA Suspension Rate: -9.7% (M2.3)
- PVES SWD Suspension Rate: -9.5% (M2.3)
- PVES WH Suspension Rate: -8.9% (M2.3)
- OES WH Suspension Rate: -8.7% (M2.3)
- JTES All Suspension Rate: -7.5% (M2.3)
- JTES WH Suspension Rate: -8.1% (M2.3)
- FHES SED Suspension Rate: -7.6% (M2.3)
- TPES AA Suspension Rate: -10.8% (M2.3)

- LCMS AA Suspension Rate: -4.8% (M2.4)
- School Connectedness — SED Students: +0.2 percentage points (M2.7)

Persistent Challenges:

- School Connectedness decline for All Students: -3.2 percentage points (M2.7)
- LTEL Suspension Rate increase: +2.7 percentage points (M2.2)
- AI Suspension Rate increase: +3.6 percentage points (M2.2)
- Expulsion Rate increase: +0.1 percentage points (M2.5)
- YMES WH Suspension Rate increase: +0.3% (M2.3)
- PBIS Tier II remains slightly below the Year 3 target (+0.5% from baseline), indicating a need to strengthen targeted behavioral supports (M2.1)

Overall Analysis:
The three actions under Goal 2 have collectively contributed to meaningful progress in reducing suspension rates, strengthening PBIS implementation, and significantly improving perceptions of safety. The most notable successes include the +21.1 percentage point improvement in safety perceptions for All Students (M2.6), the +18.9 percentage point improvement for SED students (M2.6), the -8.5 percentage point reduction in FY suspension rates (M2.2), and the +19.7 percentage point increase in PBIS Tier III implementation (M2.1). At the elementary level, nearly every site and student group demonstrated meaningful reductions in suspension rates from baseline (M2.3).

However, the decline in school connectedness for All Students (-3.2%, M2.7), the increases in suspension rates for LTEL (+2.7%) and AI (+3.6%) in M2.2, and the slight increase in the expulsion rate (+0.1%, M2.5) highlight areas where current strategies have been less effective. The limited growth in Tier II PBIS implementation (+0.5%, M2.1) suggests gaps in targeted supports that are critical for preventing escalation to more intensive interventions.

For EL, FY, and SED students specifically, the data indicates that the actions under Goal 2 are producing positive outcomes — particularly for FY students in suspension reduction and SED students in safety perceptions and school connectedness. The district's continued investment in PBIS, social-emotional supports, professional development, and safety personnel is contributing to a safer and more supportive learning environment for unduplicated students. Continued attention to deepening relationship-centered practices, strengthening Tier II interventions, and implementing more culturally responsive supports will be essential to ensure equitable outcomes across all student groups, particularly LTEL and AI students.

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

Goal Description Change

As a result of reflections on prior practice and extensive feedback from Educational Partners, the district revised the Goal 2 description to more clearly reflect the priorities expressed by students, families, staff, and community partners. The previous goal, 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," has been updated to: "Students will be supported by high-quality staff who foster safe, secure, and inclusive learning environments that promote students' mental, physical, and emotional well-being."

This revision strengthens the district's commitment to ensuring that every student experiences a learning environment in which they feel safe, welcome, and supported. Educational Partners' feedback emphasized the importance of inclusive practices, a positive school climate, relationships with trusted adults, and staff capacity to support students' mental, physical, and emotional health. The updated language reflects these priorities by explicitly highlighting inclusivity and the holistic nature of student well-being. It also aligns with districtwide efforts to expand professional learning in trauma-informed practices, culturally responsive teaching, de-escalation strategies, and social-emotional learning.

In addition to the updated goal description, the district has chosen to maintain Goal 2 and its associated actions, which focus on ensuring students are supported by high-quality staff who foster safe, secure, and inclusive learning environments that promote students' 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 focused on social-emotional learning and mental health, and the continued presence of physical safety personnel across school sites. However, there will be adjustments in the LCFF funds allocated to action 2.3. A percentage of the salaries for site personnel, custodial staff, and administrative assistants will be paid from other funding sources, resulting in less funding being budgeted in the 2026 LCAP for this action.

As part of the district's end-of-year data review, recent school connectedness data will be analyzed alongside other climate indicators to inform planning for the upcoming school year. Based on this analysis, school sites will develop site-level goals specifically focused on improving school connectedness, ensuring that improvement efforts are tailored to the unique needs of each school community.

No changes have been made to the planned actions or target outcomes for the 2026–2027 school year. The district will continue to monitor progress on all Goal 2 metrics and adjust implementation strategies as needed to ensure that all students feel safe, supported, and connected to their school communities.

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.	$179,759.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$427,817.00	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.

Morongo Unified School District developed Goal 3 to strengthen family and community engagement as an essential component of improving student outcomes. Feedback gathered from educational partners, including parents, staff, students, and community members, indicated the continued need to improve communication with families, increase opportunities for family involvement, and provide supports that help students attend school regularly and remain engaged in their education.

Data from the California School Dashboard and local attendance metrics also identified ongoing needs related to chronic absenteeism and student engagement, particularly for unduplicated student groups including Socioeconomically Disadvantaged students, English Learners, and Foster Youth. These findings reinforced the importance of strengthening partnerships between schools, families, and the community to address barriers that may affect attendance, engagement, and student well-being.

Goal 3 was developed to address these needs through actions focused on increasing family outreach and engagement, providing transportation support to reduce barriers to school attendance, and maintaining safe and welcoming school facilities. These actions are intended to strengthen relationships between schools and families while ensuring students have consistent access to school and the supports they need to succeed.

Through these efforts, the district aims to increase family participation in school activities and decision-making processes, improve student attendance, and create stronger partnerships with families and the community that support student success.

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	2025-26 LCAP Survey Results All 487 parent/community member participants SED 114 EL 3 FY 7 SWD 69	All 1,300 parents/community member participants SED 500 EL 70 FY 50 SWD 400	2025-26 LCAP Survey Results All -642 parent/community member participants SED -159 EL -36 FY -5 SWD -110
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 510 parents/community members participated in an activity/event SED 321 EL 23 FY 13 SWD 153	2025-26 LCAP Survey Results All 424 parents/community members participated in an activity/event SED 99 EL 2 FY 6 SWD 61	All 750 parents/community members participating in an activity/event SED 400 EL 60 FY 50 SWD 400	2025-26 LCAP Survey Results All -259 parents/community members participated in an activity/event SED -68 EL -17 FY -5 SWD -61
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%	2025 CA Dashboard All 28.1% SED 32.3% EL 23.6% LTEL 35.5% FY 31.3% SWD 37.3% HY 49.8% AA 38.9% Asian 11.1% AI 42.4% PI - 37%	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% PI - 36%	All -4% SED -3.3% EL -7.5% LTEL 7.3% FY 2.2% SWD -1.3% HY -11.7% AA 0% Asian -11.6% AI 2.4% PI - Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2025 California Dashboard PI - 37% (baseline added in 2026)				
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	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%	2025 CA Dashboard CES HI 10.9% JTES SWD 36.2% LES WH 26% MVES SED 24.3% OES All 38.9% SED 38.4% SWD 42.4% AA 51.2% WH 33.3% PVES All 34.1% SED 37.4% SWD 38.9% HI 42.3% TPES All 21.4% SED 27.1% HI 24% WH 16.8%	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	CES HI -4% JTES SWD -9.3% LES WH -0.8% MVES SED 1% OES All -4% SED -6.3% SWD -3.1% AA 6.6% WH -7% PVES All -7.3% SED -4.5% SWD -3.4% HI -6% TPES All -10.9% SED -13.5% HI -16.4% WH -11% YMES

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI 42.1%	YMES HI 21.1%	YMES HI 25.3%	HI 36.1%	HI -16.8%
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%	2025 CA Dashboard LCMS HY 65.7% AA 46.7%	LCMS HY 62.1% AA 46.8%	LCMS HY -5.4% AA -6.1%
3.6	Attendance Rate % Average Attendance Source: CALPADs	CALPADs (2023-24) 90.1%	CALPADs (2024-25) 90.9%	CALPADs (2025-26) 91.9%	94%	1.8%
3.7	Middle School Dropout Rate Source: CALPADs	CALPADs (2023-24) 0.05% (4 students)	CALPADs (2024-25) .18%	CALPADs (2025-26) 0.19%	0.04%	0.14%
3.8	High School Dropout Rate Source: CALPADs	CALPADs (2023-24) 1.2% (101 students)	CALPADs (2024-25) 3.98%	CALPADs (2025-26) 4.45%	1%	3.25%
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	FIT report (2025-26) 18 of 18	18 of 18	+6 schools

Goal Analysis [2025-26]

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

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

Goal 3 Overall Implementation Narrative

The Morongo Unified School District demonstrated strong implementation of Goal 3, which focuses on fostering strong partnerships between schools, families, and the community to support student success and holistic development. Both actions within this goal were fully implemented as planned (Actions 3.1 and 3.2).

Action 3.1 (Family and Community Engagement) was fully implemented with no substantive differences. All outreach personnel were hired as planned, enabling continuous engagement with community members and families to meet students' basic needs. A notable success was the improved feedback regarding communication practices, as well as the positive impact made with student groups supported by the district homeless liaison.

Action 3.2 (Transportation Support) was fully implemented with no substantive differences. The district continued to use identified needs to adjust transportation routes as necessary to ensure students are able to access school, which is particularly important given the rural demographics of the Morongo Basin.

No notable challenges were reported for either action under this goal.

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 defines a material difference as expenditures that vary by more than 20% from the budgeted amount. An analysis of the 2025–26 goals and actions was conducted, and explanations for any material differences are provided below.

Action 3.2: A material difference occurred for Action 3.2 (Transportation Supports) as the transportation contract costs were higher than anticipated due to an increase in the cost of contracted services and an increase of routes to support student needs.

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

Goal 3: MUSD will foster strong partnerships between schools, families, and the community to support student success and holistic development.

Action 3.1: Family and Community Engagement
Contributing: Yes — Principally directed toward Low-Income/Socioeconomically Disadvantaged (SED) students.

Aligned Metrics: M3.1, M3.2, M3.3, M3.4, M3.5, M3.6, and M3.9

This action employs outreach personnel to continuously engage with community members and families to meet students' basic needs, reduce the chronic absenteeism rate, and improve overall attendance and well-being.

Effectiveness: This action has demonstrated mixed effectiveness — with positive gains in attendance, chronic absenteeism, and facilities, but significant declines in family engagement and participation.

Parent/Community Member LCAP Survey Participation (M3.1):

- All: -642 participants from baseline (1,129 to 487 in Year 2; note: the current difference from baseline column references Year 1 data showing -642)
- SED: -28 participants
- EL: -36 participants

- FY: -5 participants
- SWD: -110 participants

These declines indicate that outreach efforts have been ineffective in sustaining or increasing overall family engagement in the LCAP survey process. Participation among all priority groups — including SED families, who are the primary target of this action — declined significantly. For SED students, the decline of -159 participants suggests that current outreach strategies are not sufficiently reaching or engaging the families most impacted by chronic absenteeism and attendance barriers.

Parent/Community Member Activity/Event Participation (M3.2):

- All: -259 participants from baseline (683 to 424 in Year 2; note: the current difference from baseline column references Year 1 data showing -259)
- SED: -68 participants
- EL: -17 participants
- FY: -5 participants
- SWD: -61 participants

Similar to M3.1, activity and event participation has declined across all groups. For SED students, the decline of -28 participants indicates that while the reduction is less severe than overall participation, outreach efforts have not yet effectively engaged low-income families in school activities and events. The declines for EL (-17), FY (-5), and SWD (-61) further underscore the challenge of sustaining family engagement.

Chronic Absenteeism Rate (M3.3): The district has seen improvement for several student groups from baseline:

- All Students: -4 percentage points (32.1% to 28.1%)
- SED: -3.3 percentage points (35.6% to 32.3%)
- EL: -7.5 percentage points (31.1% to 23.6%)
- SWD: -1.3 percentage points (38.6% to 37.3%)
- HY: -11.7 percentage points (61.5% to 49.8%)
- AA: 0% (no change, remaining at 38.9%)
- Asian: -11.6 percentage points (22.7% to 11.1%)

However, several groups showed increases from baseline:

- LTEL: +7.3 percentage points (28.2% to 35.5%)
- FY: +2.2 percentage points (29.1% to 31.3%)
- AI: +2.4 percentage points (40% to 42.4%)
- PI: Not Applicable (baseline added in 2026)

For SED students, the -3.3 percentage point reduction is positive and indicates that outreach efforts and supports addressing students' basic needs are contributing to improved attendance for low-income students. The EL reduction of -7.5 percentage points and HY reduction of -11.7 percentage points are particularly encouraging. However, the increases for LTEL (+7.3%), FY (+2.2%), and AI (+2.4%) are significant concerns, indicating that current family engagement and outreach strategies are not adequately addressing the attendance barriers faced by these student groups.

Chronic Absenteeism Rate — Elementary Schools (M3.4): Improvements from baseline at multiple sites and student groups:

- CES HI: -4 percentage points
- JTES SWD: -9.3 percentage points
- LES WH: -0.8 percentage points
- MVES SED: +1 percentage point
- OES All: -4 percentage points; SED: -6.3 percentage points; SWD: -3.1 percentage points; WH: -7 percentage points
- OES AA: +6.6 percentage points (a significant concern)
- PVES All: -7.3 percentage points; SED: -4.5 percentage points; SWD: -3.4 percentage points; HI: -6 percentage points
- TPES All: -10.9 percentage points; SED: -13.5 percentage points; HI: -16.4 percentage points; WH: -11 percentage points
- YMES HI: -16.8 percentage points

For SED students, the elementary-level data shows strong gains at several sites, particularly TPES SED (-13.5%), OES SED (-6.3%), and PVES SED (-4.5%). These reductions suggest that school-level engagement and outreach supports are having a positive impact on attendance for low-income students at these sites. The TPES and YMES HI reductions (-16.4% and -16.8% respectively) are remarkable gains.

However, MVES SED (+1%) and OES AA (+6.6%) represent areas where outreach efforts have not yet effectively addressed attendance barriers for these specific populations.

Chronic Absenteeism Rate — Middle/Junior High Schools (M3.5):

- LCMS HY: -5.4 percentage points (71.1% to 65.7%)
- LCMS AA: -6.1 percentage points (52.8% to 46.7%)

Both student groups at LCMS showed improvement from baseline. The HY reduction of -5.4 percentage points suggests that targeted outreach and support services are contributing to improved attendance for students experiencing homelessness at the middle school level. The AA reduction of -6.1 percentage points is also encouraging.

Attendance Rate (M3.6): +1.8 percentage points from baseline (90.1% to 91.9%). This improvement suggests that outreach efforts and supports addressing students' basic needs are contributing to increased daily attendance. However, performance remains below the district target of 94%, indicating that continued and strengthened efforts are needed.

Facilities in Good Repair (M3.9): +6 schools from baseline (12 of 18 to 18 of 18). All 18 school facilities now meet the "Good Repair" standard, a significant achievement. While not a direct measure of outreach, this improvement supports the overall well-being of SED students and families by ensuring safe and welcoming school environments, which can positively influence attendance and engagement.

Summary of Action 3.1: This action demonstrates mixed effectiveness for SED students. Positive outcomes include reductions in chronic absenteeism for All Students (-4%, M3.3), SED (-3.3%, M3.3), EL (-7.5%, M3.3), and HY (-11.7%, M3.3), improved attendance (+1.8%, M3.6), strong elementary-level gains at TPES SED (-13.5%, M3.4) and YMES HI (-16.8%, M3.4), and all facilities meeting the Good Repair standard (+6 schools, M3.9). However, the significant declines in family survey participation (All -133, SED -159, M3.1) and activity/event participation (All -259, SED -28, M3.2), along with increases in chronic absenteeism for LTEL (+7.3%), FY (+2.2%), and AI (+2.4%) in M3.3, and OES AA (+6.6%) in M3.4, indicate that outreach strategies must be strengthened and more intentionally tailored to effectively reach and support low-income families and specific student groups.

Action 3.2: Transportation Support
Contributing: Yes — Principally directed toward Foster Youth (FY) and Low-Income/SED students.

Aligned Metrics: M3.3, M3.4, M3.5, M3.6, M3.7, and M3.8

This action increases and maintains access to transportation to assist families in reducing students' chronic absenteeism and increasing their attendance.

Effectiveness: This action has demonstrated partial effectiveness — with positive gains in chronic absenteeism and attendance, but significant concerns regarding dropout rates at the secondary level.

Chronic Absenteeism Rate (M3.3): Improvements from baseline for several student groups:

- All Students: -4 percentage points
- SED: -3.3 percentage points
- EL: -7.5 percentage points
- SWD: -1.3 percentage points
- HY: -11.7 percentage points
- Asian: -11.6 percentage points

However, increases from baseline for:

- LTEL: +7.3 percentage points
- FY: +2.2 percentage points
- AI: +2.4 percentage points

For FY students — a primary target of this action — the increase of +2.2 percentage points from baseline is a concern. While FY chronic absenteeism did decrease from the Year 1 peak of 44.2% to 31.3% in Year 2, it remains above the baseline of 29.1%. This suggests that transportation supports alone have not been sufficient to fully address the attendance barriers faced by Foster Youth, who may experience frequent changes in living arrangements that disrupt consistent transportation access.

For SED students, the -3.3 percentage point reduction indicates that transportation is contributing to improved attendance for low-income students, though the rate remains above the target of 26.6%.

Chronic Absenteeism Rate — Elementary Schools (M3.4): Improvements from baseline at multiple sites:

- CES HI: -4 percentage points
- JTES SWD: -9.3 percentage points
- LES WH: -0.8 percentage points
- OES All: -4%; SED: -6.3%; SWD: -3.1%; WH: -7%
- PVES All: -7.3%; SED: -4.5%; SWD: -3.4%; HI: -6%
- TPES All: -10.9%; SED: -13.5%; HI: -16.4%; WH: -11%
- YMES HI: -16.8%

Areas of concern:
- MVES SED: +1 percentage point
- OES AA: +6.6 percentage points

For FY and SED students, the elementary-level data suggests that transportation access has contributed to improved attendance at many schools, particularly TPES (All -10.9%, SED -13.5%) and PVES (All -7.3%, SED -4.5%). These sites serve significant populations of low-income students who benefit from reliable transportation to and from school.

Chronic Absenteeism Rate — Middle/Junior High Schools (M3.5):
- LCMS HY: -5.4 percentage points
- LCMS AA: -6.1 percentage points

Both groups improved from baseline, suggesting that transportation supports are contributing to improved attendance at the middle school level for students experiencing homelessness and African American students.

Attendance Rate (M3.6): +1.8 percentage points from baseline (90.1% to 91.9%). This upward trend suggests that improved access to transportation has reduced barriers to daily attendance for FY and SED students. However, the district remains below the target of 94%, indicating that additional supports are needed.

Middle School Dropout Rate (M3.7): +0.14 percentage points from baseline (0.05% to 0.19%). This increase, while small in absolute terms, represents a nearly fourfold increase from baseline and significantly exceeds the target of 0.04%. For FY and SED students, this trend suggests that transportation support has been ineffective in preventing middle school disengagement.

High School Dropout Rate (M3.8): +3.25 percentage points from baseline (1.2% to 4.45%). This is a substantial increase that significantly exceeds the target of 1%. For FY and SED students, this trend indicates that transportation support has been ineffective in reducing student disengagement at the high school level. While transportation improves physical access to school, it does not fully address the broader academic, social-emotional, and engagement factors contributing to dropout, particularly for Foster Youth and Low-Income students who may face additional challenges beyond transportation barriers.

Summary of Action 3.2: This action demonstrates partial effectiveness for FY and SED students. Transportation supports have contributed to reductions in chronic absenteeism for All Students (-4%, M3.3), SED (-3.3%, M3.3), EL (-7.5%, M3.3), and HY (-11.7%, M3.3), as well as improved overall attendance (+1.8%, M3.6) and strong elementary-level gains (M3.4). However, the action has been ineffective in reducing dropout rates at both the middle school (+0.14%, M3.7) and high school (+3.25%, M3.8) levels, and FY chronic absenteeism increased (+2.2%, M3.3) despite being a primary target population. These findings indicate that transportation is a necessary but insufficient support on its own and must be integrated with more comprehensive academic, social-emotional, and engagement interventions to address the complex needs of FY and SED students, particularly at the secondary level.

Overall Goal 3 Summary

Strongest Gains from Baseline:

- Facilities in Good Repair: +6 schools (12 to 18 of 18) (M3.9)
- HY Chronic Absenteeism: -11.7 percentage points (M3.3)
- EL Chronic Absenteeism: -7.5 percentage points (M3.3)
- Asian Chronic Absenteeism: -11.6 percentage points (M3.3)
- TPES SED Chronic Absenteeism: -13.5 percentage points (M3.4)
- TPES HI Chronic Absenteeism: -16.4 percentage points (M3.4)
- TPES WH Chronic Absenteeism: -11 percentage points (M3.4)
- TPES All Chronic Absenteeism: -10.9 percentage points (M3.4)
- YMES HI Chronic Absenteeism: -16.8 percentage points (M3.4)
- JTES SWD Chronic Absenteeism: -9.3 percentage points (M3.4)
- PVES All Chronic Absenteeism: -7.3 percentage points (M3.4)
- OES WH Chronic Absenteeism: -7 percentage points (M3.4)
- OES SED Chronic Absenteeism: -6.3 percentage points (M3.4)
- LCMS AA Chronic Absenteeism: -6.1 percentage points (M3.5)
- LCMS HY Chronic Absenteeism: -5.4 percentage points (M3.5)
- All Students Chronic Absenteeism: -4 percentage points (M3.3)
- SED Chronic Absenteeism: -3.3 percentage points (M3.3)
- Attendance Rate: +1.8 percentage points (M3.6)

Persistent Challenges:

- Parent/Community Survey Participation: All -133, SED -159, EL -36, FY -5, SWD -110 (M3.1)
- Parent/Community Activity/Event Participation: All -259, SED -28, EL -17, FY -5, SWD -61 (M3.2)
- LTEL Chronic Absenteeism: +7.3 percentage points (M3.3)
- FY Chronic Absenteeism: +2.2 percentage points (M3.3)
- AI Chronic Absenteeism: +2.4 percentage points (M3.3)
- OES AA Chronic Absenteeism: +6.6 percentage points (M3.4)
- MVES SED Chronic Absenteeism: +1 percentage point (M3.4)
- Middle School Dropout Rate: +0.14 percentage points (M3.7)
- High School Dropout Rate: +3.25 percentage points (M3.8)

Overall Analysis:
The two actions under Goal 3 have collectively contributed to meaningful progress in reducing chronic absenteeism and improving attendance for many student groups, particularly at the elementary level. The strongest gains are seen in chronic absenteeism reductions for HY (-11.7%, M3.3), EL (-7.5%, M3.3), and Asian (-11.6%, M3.3) students, as well as remarkable site-level improvements at TPES and YMES (M3.4). The achievement of all 18 facilities meeting the Good Repair standard (M3.9) further supports a welcoming environment for families and students.

However, significant challenges remain. Family engagement — as measured by survey participation (M3.1) and activity/event participation (M3.2) — has declined substantially across all groups, including the SED students who are the primary target of Action 3.1. This decline suggests that current outreach strategies are not effectively reaching or engaging the families most impacted by attendance barriers. Additionally, chronic absenteeism increased for LTEL (+7.3%), FY (+2.2%), and AI (+2.4%) students (M3.3), and dropout rates increased significantly at both the middle school (+0.14%, M3.7) and high school (+3.25%, M3.8) levels.

For FY and SED students specifically, the data indicates that while transportation and outreach supports are contributing to modest improvements in attendance and chronic absenteeism at the elementary level, these supports have not been sufficient to prevent disengagement and dropout at the secondary level. The district's continued focus on strengthening family engagement strategies, expanding outreach to underserved populations, and integrating transportation with more comprehensive academic and social-emotional supports will be essential to achieving the goals established under 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.

Adjustments to the LCFF funds allocated to action 3.1 reflect increased personnel costs necessary to effectively implement this action and sustain the level of support required. Aside from this budgetary adjustment, no other changes have been made to the planned goal, associated actions, or target outcomes for the 2026–2027 school year, indicating continued alignment and commitment to the established priorities.

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	$712,840.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$8,957,453.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Oasis Elementary and Palm Vista Elementary will improve academic achievement (ELA and Math CAASPP scores), school climate (suspension rates), and student engagement (chronic absenteeism rates) for all students, with focused attention on Socioeconomically Disadvantaged students, Students with Disabilities, African American students, Hispanic students, and White students by June of 2027.	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.

Oasis Elementary and Palm Vista Elementary developed Goal 4 to address the specific academic, school climate, and student engagement needs of Oasis Elementary School (OES) and Palm Vista Elementary School (PVES), both of which have been identified as Equity Multiplier schools due to their mobility rates exceeding 25% and their unduplicated student populations exceeding 70%. For the 2026–2027 school year, OES will continue to receive Equity Multiplier funding, while PVES will not receive new Equity Multiplier funding but will continue to expend remaining funds from the 2025–2026 allocation. As a result, educational partner input and data analysis at both sites continued to inform the development and refinement of the actions under this goal.

Since this goal was established, both schools have demonstrated meaningful progress across multiple indicators. However, a review of the most recent data confirms that student groups at both schools continue to perform at or near the lowest performance levels in key areas, reinforcing the need to maintain this goal and its associated actions with focused attention on the student groups that require the most support.

Oasis Elementary School (OES)
In academics, OES has shown improvement in English Language Arts for several student groups. All students improved from -69 DFS at baseline to -62.4 DFS in Year 2, a gain of 6.6 points. Socioeconomically Disadvantaged students improved by 6.9 points (from -75.2 DFS to -68.3 DFS), and Students with Disabilities improved significantly by 32.6 points (from -135.2 DFS to -102.6 DFS). However, African American students declined by 4.2 points (from -96.5 DFS to -100.7 DFS), indicating that targeted ELA supports have not yet produced consistent gains for this student group. In Mathematics, All students showed no change from baseline (remaining at -84.9 DFS), while African American students improved by 12.8 points (from -127 DFS to -114.2 DFS). Local assessment data from i-Ready showed no change in either Reading (39%) or Math (31%) from baseline to Year 2, suggesting that while state assessment results reflect some progress, local assessment

outcomes have remained flat. Students with Disabilities and African American students continue to perform at or near the lowest performance levels in academics, warranting continued and intensified academic intervention.

In school climate, OES has demonstrated substantial improvement in suspension rates across all identified student groups. The suspension rate for all students decreased from 12.9% at baseline to 4.6% in Year 2, a reduction of 8.3 percentage points. Socioeconomically Disadvantaged students decreased by 10.2 percentage points (from 13.9% to 3.7%), Students with Disabilities by 11.1 percentage points (from 16.4% to 5.3%), African American students by 9.7 percentage points (from 20.5% to 10.8%), Hispanic students by 5.7 percentage points (from 8.4% to 2.7%), and White students by 8.7 percentage points (from 14% to 5.3%). While these reductions are significant and reflect the positive impact of behavioral interventions and supports at OES, African American students and Students with Disabilities continue to have suspension rates that remain at or near the low performance levels, indicating the need for continued attention to school climate supports for these student groups.

In student engagement, chronic absenteeism at OES has shown mixed results. All students improved by 4 percentage points (from 42.9% to 38.9%), Socioeconomically Disadvantaged students improved by 6.3 percentage points (from 44.7% to 38.4%), Students with Disabilities improved by 3.1 percentage points (from 45.5% to 42.4%), and White students improved by 7 percentage points (from 40.3% to 33.3%). However, African American students experienced an increase of 6.6 percentage points (from 44.6% to 51.2%), representing a significant concern. The chronic absenteeism rate for African American students at OES now exceeds 50%, placing this student group at the lowest performance level for student engagement and highlighting the urgent need for targeted attendance interventions for this population.

Palm Vista Elementary School (PVES)
In academics, PVES has shown improvement in English Language Arts. All students improved by 14 points (from -78.7 DFS to -64.7 DFS), and Students with Disabilities improved significantly by 45.2 points (from -143.2 DFS to -98 DFS). Despite this substantial gain, Students with Disabilities continue to perform at or near the lowest performance level in ELA, indicating that continued academic intervention and professional development are needed to sustain and build upon this progress. In Mathematics, All students improved by 4.3 points (from -101.5 DFS to -97.2 DFS), reflecting modest but positive movement. Local assessment data from i-Ready showed a slight decline in Reading (from 29% to 27%) and minimal change in Math (from 21% to 21%), suggesting that gains on state assessments have not yet translated into consistent improvement on local assessments.

In school climate, PVES has demonstrated remarkable improvement in suspension rates. The suspension rate for all students decreased from 8% at baseline to 1.6% in Year 2, a reduction of 6.4 percentage points. Students with Disabilities decreased by 7.6 percentage points (from 9.5% to 1.9%), and White students decreased by 8.9 percentage points (from 10.9% to 2%). These results reflect the strong positive impact of the behavioral interventions, Wellness Center, and professional development implemented at PVES. While suspension rates have improved significantly, Students with Disabilities and White students continue to be monitored to ensure that these gains are sustained.

In student engagement, chronic absenteeism at PVES has shown improvement from baseline for all identified student groups. All students improved by 7.3 percentage points (from 41.4% to 34.1%), Socioeconomically Disadvantaged students by 4.5 percentage points (from 41.9% to 37.4%), Students with Disabilities by 3.4 percentage points (from 42.3% to 38.9%), and Hispanic students by 6 percentage points (from 48.3% to 42.3%). However, it is important to note that while these groups improved from baseline, Year 2 data showed increases compared to Year 1 outcomes for all groups, indicating that the initial gains from Year 1 were not fully sustained. Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students continue to have chronic absenteeism rates that remain at or near the low performance levels, reinforcing the need for continued engagement strategies and attendance supports at PVES.

Rationale for Maintaining This Goal
The data confirm that both OES and PVES have made meaningful progress since the establishment of this goal, particularly in reducing suspension rates and improving academic outcomes for several student groups. At the same time, student groups at both schools continue to perform at or near the lowest performance levels in academics, school climate, and student engagement, demonstrating that this work is not yet complete.

At OES, Students with Disabilities continue to require intensive academic support in both ELA and Math, and African American students require focused attention across all three indicator areas — academics, suspension, and chronic absenteeism. At PVES, Students with Disabilities continue to need targeted academic intervention in ELA, and multiple student groups require sustained engagement supports to reduce chronic absenteeism.

Actions 4.1 through 4.8 are designed to address these identified needs. Actions 4.1, 4.2, and 4.8 support OES through academic intervention staffing, behavioral intervention and support, and supplemental curriculum and materials. Actions 4.3 through 4.7 support PVES through behavioral interventions, additional curriculum and instructional resources, academic professional development, student engagement professional development, and engaging learning opportunities. The effectiveness of these actions is measured through Metrics 4.1 through 4.8 for academics, and Metrics 4.9 through 4.12 for school climate and student engagement.

These actions were developed based on a review of both local and state data, as well as feedback received from educational partners at OES and PVES, including students, parents, teachers, staff members, and community members. This comprehensive and inclusive approach ensures that the strategies implemented at each site are responsive to the specific needs of the students and communities they serve. The district will continue to monitor progress on all Goal 4 metrics and work collaboratively with both school sites to adjust strategies as needed to improve outcomes for all students, with particular emphasis on the student groups that continue to demonstrate the greatest need.

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	2025 CA Dashboard: All -62.4 DFS SED -68.3 DFS SWD -102.6 DFS AA -100.7 DFS	All –59 DFS SED –63.2 DFS SWD –123.2 DFS AA –87.5 DFS	All 6.6 DFS SED 6.9 DFS SWD 32.6 DFS AA -4.2 DFS
4.2	CAASPP ELA	2023 CA Dashboard: All –78.7 DFS	2024 CA Dashboard:	2025 CA Dashboard:	All –68.7 DFS SWD –131.2 DFS	All +14 DFS SWD 45.2 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard (DFS) Palm Vista Elementary Source: CA School Dashboard	SWD –143.2 DFS	All -65.5 DFS SWD -140.9 DFS	All -64.7 DFS SWD -98 DFS		
4.3	i-Ready Reading – Local Assessment % Meets or Exceeds Oasis Elementary	2024 Spring Reading Diagnostic All 39%	2025 Spring Reading Diagnostic All 39%	2026 Spring Reading Diagnostic All 39%	All 45%	All 0%
4.4	i-Ready Reading – Local Assessment % Meets or Exceeds Palm Vista Elementary	2024 Spring Reading Diagnostic All 28%	2024 Spring Reading Diagnostic All 28%	2025 Spring Reading Diagnostic All 26%	All 39%	All -2%
4.5	CAASPP Math Distance from Standard (DFS) Oasis Elementary Source: CA School Dashboard	2023 CA Dashboard: All –84.9 DFS AA –127 DFS	2024 CA Dashboard: All –82.8 DFS AA –115.6 DFS	2025 CA Dashboard: All –84.9 DFS AA -114.2 DFS	All –72.9 DFS AA –121 DFS	All 0 DFS AA 12.8 DFS
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	2025 CA Dashboard: All –97.2 DFS	All –89.5 DFS	All 4.3 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%	2026 Spring Math Diagnostic All 31%	All 35%	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%	2026 Spring Math Diagnostic All 20%	All 31%	All -1%
4.9	Suspension Rate	2023 CA Dashboard All 12.9%	2024 CA Dashboard	2025 CA Dashboard	All 9.9% SED 8.9%	All -8.3% SED -10.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% Suspended at least one day Oasis Elementary Source: CA School Dashboard	SED 13.9% SWD 16.4% AA 20.5% HI 8.4% WH 14%	All 6.2% SED 6.7% SWD 8.3% AA 10.2% HI 3.5% WH 7.6%	All 4.6% SED 3.7% SWD 5.3% AA 10.8% HI 2.7% WH 5.3%	SWD 11.4% AA 15.5% HI 5.4% WH 11%	SWD -11.1% AA -9.7% HI -5.7% WH -8.7%
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%	2025 CA Dashboard All 1.6% SWD 1.9% WH 2%	All 5% SWD 4.5% WH 7.9%	All -6.4% SWD -7.6% WH -8.9%
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%	2025 CA Dashboard All 38.9% SED 38.4% SWD 42.4% AA 51.2% WH 33.3%	All 36.9% SED 35.7% SWD 39.5% AA 38.6% WH 34.3%	All -4% SED -6.3% SWD -3.1% AA 6.6% WH -7%
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%	2025 CA Dashboard All 34.1% SED 37.4% SWD 38.9% HI 42.3%	All 35.4% SED 32.9% SWD 36.3% HI 42.3%	All -7.3% SED -4.5% SWD -3.4% HI -6%

Goal Analysis [2025-26]

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

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

Overall, the majority of Goal 4 actions were implemented as planned, with staffing, instructional supports, and expanded learning opportunities contributing to improved academic and behavioral supports for students. Some actions required adjustments due to staffing and vendor-related challenges; however, alternative supports were put in place to maintain services for students.

Action 4.1 (OES) was fully implemented. An academic coach was hired and worked 60% of her contracted time in this role to support teachers and improve instructional practices. Additionally, two instructional assistants were hired to provide targeted academic support to students.

Action 4.2 (OES) was partially implemented. While the planned mental health counselor position was not filled, a six-hour instructional assistant was hired to support student behavioral and social-emotional needs, allowing the school to continue providing daily support despite staffing challenges.

Action 4.3 (PVES) was fully implemented as planned by hiring a teacher to serve as a behavior interventionist, thereby strengthening behavioral supports and interventions for students with identified needs. To strengthen this action, an additional instructional assistant was hired and put in place.

Action 4.4 (PVES) was fully implemented, with all grades, Kindergarten through fifth grade, using the supplemental curriculum to improve proficiency in English Language Arts and mathematics.

Action 4.5 (PVES) was partially implemented. Professional development in assessments, reading, and math instruction was completed. However, the planned Professional Learning Community (PLC) professional development was canceled due to difficulties the vendor had obtaining the required insurance.

Action 4.6 (PVES) was fully implemented. Professional development focused on project-based learning was successfully conducted.

Action 4.7 (PVES) was fully implemented. Afterschool programs were offered and included academic tutoring as well as high-interest academic clubs such as coding and robotics, increasing student engagement and access to enrichment opportunities beyond the school day.

Action 4.8 (OES) was fully implemented as planned.
Challenges and Successes:

The primary challenges included staffing shortages for specialized mental health roles and vendor issues that impacted planned professional development. Despite these challenges, the successful hiring of academic and instructional support staff, the implementation of supplemental curriculum, the delivery of professional development, and the expansion of after-school academic enrichment represent significant successes. These efforts strengthened academic instruction, supported student behavior, and increased student engagement, contributing positively to the overall implementation of Goal 4.

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 defines a material difference as expenditures that vary by more than 20% from the budgeted amount. An analysis of the 2025–26 goals and actions was conducted, and explanations for any material differences are provided below.

Oasis Elementary School (OES)
-Action 4.2: A material difference for Action 4.2 (Behavioral Intervention and Support (OES)) occurred due to the mental health counselor position not being filled for the 2025–26 school year, resulting in lower than anticipated expenditures.

Palm Vista Elementary School (PVES)
-Action 4.3: A material difference for Action 4.3 (Behavioral Interventions (PVES)) occurred as additional classified personnel were hired to support this action, along with the addition of a stipend to ensure effectiveness, resulting in higher than anticipated expenditures.
-Action 4.4: A material difference for Action 4.4 (Additional Curriculum and Instruction (PVES)) occurred due to a reduction in curriculum needs following the district's adoption of Magnetic Reading for kindergarten through second grade, resulting in lower expenditures.
-Action 4.5: A material difference for Action 4.5 (Academic Professional Development (PVES)) occurred as a planned vendor contract was not executed due to the vendor being unable to meet required insurance provisions, resulting in significantly lower expenditures.
-Action 4.6: A material difference for Action 4.6 (Student Engagement Professional Development (PVES)) occurred as portions of the planned professional development were funded through alternative funding sources, resulting in lower expenditures from the originally budgeted funds.
-Action 4.7: A material difference for Action 4.7 (Engaging Learning Opportunities (PVES)) occurred due to the addition of digital subscriptions to support academic programs, as well as the purchase of additional supplies and materials to develop project-based learning opportunities, resulting in higher than anticipated expenditures.

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

Goal 4: Oasis Elementary and Palm Vista Elementary will improve academic achievement (ELA and Math CAASPP scores), school climate (suspension rates), and student engagement (chronic absenteeism rates) for all students, with focused attention on Socioeconomically Disadvantaged students, Students with Disabilities, African American students, Hispanic students, and White students by June of 2027.

Type: Equity Multiplier Focus Goal

*****Oasis Elementary School******

Action 4.1: Academic Intervention and Support (OES)
Contributing: No

Aligned Metrics: M4.1, M4.3, M4.5, and M4.7

This action funds an additional academic instructional aide, an intervention teacher, 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 ELA and Math.

Effectiveness: This action has demonstrated mixed effectiveness in making progress toward the goal.

CAASPP ELA — Oasis Elementary (M4.1):

- All Students: +6.6 DFS points from baseline (-69 to -62.4)
- SED: +6.9 DFS points from baseline (-75.2 to -68.3)
- SWD: +32.6 DFS points from baseline (-135.2 to -102.6)
- AA: -4.2 DFS points from baseline (-96.5 to -100.7)

The gains for All Students (+6.6), SED (+6.9), and particularly SWD (+32.6) are encouraging and suggest that academic intervention staffing is contributing to meaningful ELA progress for these student groups. The SWD improvement of +32.6 points represents a significant and notable gain. However, African American students declined by -4.2 points from baseline, indicating that ELA interventions have not yet produced consistent gains for this student group and that targeted strategies for AA students in ELA require further attention.

i-Ready Reading — Oasis Elementary (M4.3):

- All Students: 0% change from baseline (39% to 39%)

The flat performance on i-Ready Reading suggests that while state assessment results reflect some progress, local assessment outcomes have not yet shown measurable growth. This indicates that academic interventions may need to be more consistently aligned with the skills measured by local assessments.

CAASPP Math — Oasis Elementary (M4.5):

- All Students: 0 DFS points from baseline (-84.9 to -84.9)
- AA: +12.8 DFS points from baseline (-127 to -114.2)

All Students showed no change from baseline in Math, suggesting that math interventions have not yet produced measurable growth for the overall student population. However, African American students improved by +12.8 DFS points, indicating that math supports have been more effective for this group than ELA supports.

i-Ready Math — Oasis Elementary (M4.7):

- All Students: 0% change from baseline (31% to 31%)

Similar to i-Ready Reading, the flat performance on i-Ready Math indicates that academic interventions have not yet translated into measurable growth on local math assessments.

Summary of Action 4.1: This action is partially effective. There are encouraging gains for SWD in ELA (+32.6 points, M4.1) and for AA students in Math (+12.8 points, M4.5) on state assessments. However, the decline for AA students in ELA (-4.2 points, M4.1), no overall growth in Math for All Students (0 points, M4.5), and flat i-Ready results in both Reading (0%, M4.3) and Math (0%, M4.7) indicate that additional or adjusted academic intervention strategies may be needed to produce broader and more consistent gains.

Action 4.2: Behavioral Intervention and Support (OES)
Contributing: No

Aligned Metrics: M4.9 and M4.11

This action funds a behavioral instructional aide and a Behavioral Intervention Teacher, a teacher stipend for family/school partnership, and provides additional compensation for attendance outreach efforts to support the needs of Tier III students and improve the attendance and suspension rates.

Effectiveness: This action has demonstrated strong effectiveness in improving school climate (suspension rates) and mixed effectiveness in improving student engagement (chronic absenteeism).

Suspension Rate — Oasis Elementary (M4.9): Significant reductions from baseline across all identified student groups:

- All Students: -8.3 percentage points (12.9% to 4.6%)
- SED: -10.2 percentage points (13.9% to 3.7%)
- SWD: -11.1 percentage points (16.4% to 5.3%)
- AA: -9.7 percentage points (20.5% to 10.8%)
- HI: -5.7 percentage points (8.4% to 2.7%)
- WH: -8.7 percentage points (14% to 5.3%)

These are substantial reductions that reflect the strong positive impact of the behavioral supports at OES. Every identified student group demonstrated meaningful improvement. SWD showed the greatest reduction at -11.1 percentage points, followed by SED at -10.2 percentage points and AA at -9.7 percentage points. The consistency of gains across all student groups indicates that behavioral interventions are being implemented equitably and effectively.

Chronic Absenteeism — Oasis Elementary (M4.11): Mixed results from baseline:

- All Students: -4 percentage points (42.9% to 38.9%)
- SED: -6.3 percentage points (44.7% to 38.4%)
- SWD: -3.1 percentage points (45.5% to 42.4%)
- WH: -7 percentage points (40.3% to 33.3%)
- AA: +6.6 percentage points (44.6% to 51.2%)

Several student groups improved from baseline, with WH showing the strongest reduction (-7 percentage points) and SED improving by -6.3 percentage points. However, African American students experienced a significant increase of +6.6 percentage points in chronic absenteeism from baseline. The chronic absenteeism rate for AA students now exceeds 50%, placing this student group at the lowest performance level for student engagement. This is a critical concern and underscores the urgent need for targeted attendance interventions designed to address the barriers to attendance faced by African American students at OES.

Summary of Action 4.2: This action is highly effective in reducing suspension rates across all identified student groups (M4.9), demonstrating that behavioral interventions and supports have had a meaningful positive impact on school climate at OES. However, the action shows mixed results on chronic absenteeism (M4.11), with improvements for All Students (-4%), SED (-6.3%), SWD (-3.1%), and WH (-7%), but a notable and concerning increase among AA students (+6.6%). Attendance outreach strategies may need to be strengthened or redesigned specifically for the African American student population at OES.

Action 4.8: Academic and SEL Supplemental Curriculum, Materials, and Supplies (OES)
Contributing: No

Aligned Metrics: M4.1, M4.3, M4.5, M4.7, M4.9, and M4.11

Staff at OES implement their Bloom Academy, implement a community engagement program, purchase technology, and utilize supplemental curriculum and supplies to improve academic and behavioral outcomes.

Effectiveness: This action has demonstrated mixed effectiveness across its broad set of aligned metrics.

CAASPP ELA — Oasis Elementary (M4.1):

- All Students: +6.6 DFS points from baseline
- SED: +6.9 DFS points from baseline
- SWD: +32.6 DFS points from baseline
- AA: -4.2 DFS points from baseline

ELA shows improvement for most groups, with SWD demonstrating a notable +32.6 point gain. However, AA students declined by -4.2 points, indicating that ELA supports through Bloom Academy and supplemental curriculum have not yet effectively reached this student group.

i-Ready Reading — Oasis Elementary (M4.3):

- All Students: 0% change from baseline

No measurable growth on local reading assessments.

CAASPP Math — Oasis Elementary (M4.5):

- All Students: 0 DFS points from baseline
- AA: +12.8 DFS points from baseline

All Students showed no change in Math, while AA students improved by +12.8 points, suggesting some positive impact for this group in mathematics.

i-Ready Math — Oasis Elementary (M4.7):

- All Students: 0% change from baseline

No measurable growth on local math assessments.

Suspension Rate — Oasis Elementary (M4.9): Significant reductions from baseline:
- All Students: -8.3 percentage points
- SED: -10.2 percentage points
- SWD: -11.1 percentage points
- AA: -9.7 percentage points
- HI: -5.7 percentage points
- WH: -8.7 percentage points

These substantial reductions reflect the positive impact of the Bloom Academy and SEL-focused supports on school climate at OES. Every identified student group demonstrated meaningful improvement, with SWD showing the greatest reduction (-11.1 percentage points) and SED close behind (-10.2 percentage points).

Chronic Absenteeism — Oasis Elementary (M4.11):
- All Students: -4 percentage points
- SED: -6.3 percentage points
- SWD: -3.1 percentage points
- WH: -7 percentage points
- AA: +6.6 percentage points

Most student groups improved from baseline, with WH showing the strongest reduction (-7 percentage points) and SED improving by -6.3 percentage points. However, AA students experienced a significant increase of +6.6 percentage points, indicating that the Bloom Academy and supplemental supports have not yet effectively addressed attendance barriers for this student group.

Summary of Action 4.8: This action is partially effective. It has contributed to significant improvements in suspension rates across all identified student groups (M4.9) and some gains in ELA for SED (+6.9 points) and SWD (+32.6 points) in M4.1. However, academic progress in Math for All Students shows no growth (0 points, M4.5), AA students declined in ELA (-4.2 points, M4.1), i-Ready results are flat in both Reading (0%, M4.3) and Math (0%, M4.7), and AA students experienced increased chronic absenteeism (+6.6%, M4.11). The Bloom Academy and SEL supports are clearly effective for school climate but have not yet produced consistent academic gains or addressed attendance barriers for African American students.

*****Palm Vista Elementary*****

Action 4.3: Behavioral Interventions (PVES)
Contributing: No

Aligned Metrics: M4.10

This action hires an additional intervention teacher and office tech to provide behavioral support to all students at PVES, as well as the purchase of instructional technology to support and enhance social-emotional learning instruction, designed to improve safety and reduce the suspension rate.

Effectiveness: This action has been highly effective in reducing suspension rates at PVES.

Suspension Rate — Palm Vista Elementary (M4.10): Significant reductions from baseline across all identified student groups:

- All Students: -6.4 percentage points (8% to 1.6%)
- SWD: -7.6 percentage points (9.5% to 1.9%)
- WH: -8.9 percentage points (10.9% to 2%)

White students showed the greatest improvement with a reduction of -8.9 percentage points, and Students with Disabilities also demonstrated substantial gains with a reduction of -7.6 percentage points. The overall suspension rate for All Students dropped from 8% at baseline to 1.6%, indicating that the school climate at PVES has improved markedly since the implementation of this action.

Summary of Action 4.3: This action is highly effective in achieving its intended outcome of reducing suspension rates for all identified student groups (M4.10). The behavioral interventions, including the additional intervention teacher, office technician, and the Wellness Center, have contributed to a significantly improved school climate at PVES. The reduction to 1.6% for All Students represents a near-elimination of exclusionary discipline at this site.

Action 4.4: Additional Curriculum and Instructional Resources (PVES)
Contributing: No

Aligned Metrics: M4.2, M4.4, M4.6, and M4.8

Staff at PVES employ an instructional assistant and purchase curriculum to support the implementation of supplemental curriculum via Magnetic Reading and Magnetic Math to improve academic performance in Reading and Math.

Effectiveness: This action has demonstrated moderate effectiveness in making progress toward the goal.

CAASPP ELA — Palm Vista Elementary (M4.2):

- All Students: +14 DFS points from baseline (-78.7 to -64.7)
- SWD: +45.2 DFS points from baseline (-143.2 to -98)

The gain for All Students (+14 points) reflects positive academic movement. The SWD improvement of +45.2 DFS points is remarkable and represents one of the strongest gains observed across the entire LCAP. Despite this substantial progress, SWD continues to perform at or near the lowest performance level in ELA, indicating that continued academic intervention is needed to sustain and build upon this progress.

i-Ready Reading — Palm Vista Elementary (M4.4):

- All Students: -2% from baseline (28% to 26%)

The slight decline on i-Ready Reading suggests that while state assessment results reflect progress, local assessment outcomes have not yet shown consistent improvement. This may indicate a need for stronger alignment between supplemental curriculum implementation and the skills measured by local assessments.

CAASPP Math — Palm Vista Elementary (M4.6):

- All Students: +4.3 DFS points from baseline (-101.5 to -97.2)

The gain of +4.3 DFS points reflects positive but modest movement toward the goal in mathematics.

i-Ready Math — Palm Vista Elementary (M4.8):

- All Students: -1% from baseline (21% to 20%)

Similar to i-Ready Reading, the slight decline on i-Ready Math indicates that gains on state assessments have not yet translated into consistent improvement on local assessments.

Summary of Action 4.4: This action is moderately effective. The implementation of Magnetic Reading and Magnetic Math has contributed to gains on state assessments, particularly the significant improvement for SWD in ELA (+45.2 points, M4.2) and modest gains for All Students in both ELA (+14 points, M4.2) and Math (+4.3 points, M4.6). However, the slight declines on i-Ready Reading (-2%, M4.4) and i-Ready Math (-1%, M4.8) suggest that supplemental curriculum has not yet produced consistent improvement on local assessments.

Action 4.5: Academic Professional Development (PVES)
Contributing: No

Aligned Metrics: M4.2, M4.4, M4.6, and M4.8

PVES provides ongoing professional development for teachers on reading, literacy, and math to close the achievement gap to support Students with Disabilities. (Note: This action will no longer be funded from the Equity Multiplier Block Grant; PVES will continue to provide professional development through other site and district funds.)

Effectiveness: This action has demonstrated moderate effectiveness in making progress toward the goal.

CAASPP ELA — Palm Vista Elementary (M4.2):

- All Students: +14 DFS points from baseline
- SWD: +45.2 DFS points from baseline

The significant gain for SWD (+45.2 points) suggests that professional development focused on reading and literacy has contributed to meaningful academic growth for Students with Disabilities.

i-Ready Reading — Palm Vista Elementary (M4.4):

- All Students: -2% from baseline

The slight decline suggests that professional development has not yet fully translated into improved local reading assessment outcomes.

CAASPP Math — Palm Vista Elementary (M4.6):

- All Students: +4.3 DFS points from baseline

Modest but positive gains in Math reflect some impact of math-focused professional development.

i-Ready Math — Palm Vista Elementary (M4.8):

- All Students: -1% from baseline

The slight decline indicates that professional development in math has not yet produced measurable improvement on local math assessments.

Summary of Action 4.5: This action is moderately effective. Professional development has likely contributed to the strong gains for SWD in ELA (+45.2 points, M4.2) on state assessments and modest gains in Math (+4.3 points, M4.6). However, the slight declines on i-Ready Reading (-2%, M4.4) and i-Ready Math (-1%, M4.8) indicate that professional development has not yet fully translated into consistent local assessment improvement.

Action 4.6: Student Engagement Professional Development (PVES)
Contributing: No

Aligned Metrics: M4.10 and M4.12

PVES provides additional professional development for teachers to increase student engagement and enhance expanded learning opportunities to decrease the chronic absenteeism rate and suspension rate. (Note: This action will no longer be funded from the Equity Multiplier Block Grant; PVES will continue to provide professional development through other site and district funds.)

Effectiveness: This action has been effective across both aligned metrics in making progress toward the goal.

Suspension Rate — Palm Vista Elementary (M4.10):

- All Students: -6.4 percentage points (8% to 1.6%)
- SWD: -7.6 percentage points (9.5% to 1.9%)
- WH: -8.9 percentage points (10.9% to 2%)

These significant reductions reflect the positive impact of engagement-focused professional development on school climate at PVES. All identified student groups demonstrated substantial improvement.

Chronic Absenteeism — Palm Vista Elementary (M4.12):

- All Students: -7.3 percentage points (41.4% to 34.1%)
- SED: -4.5 percentage points (41.9% to 37.4%)
- SWD: -3.4 percentage points (42.3% to 38.9%)
- HI: -6 percentage points (48.3% to 42.3%)

All identified student groups improved from baseline, indicating that professional development focused on student engagement has helped reduce chronic absenteeism. Hispanic students showed a notable improvement of -6 percentage points, and All Students improved by -7.3 percentage points. However, SED students (-4.5%), SWD (-3.4%), and HI students (-6%) continue to have chronic absenteeism rates at or near low performance levels, reinforcing the need for continued engagement strategies and professional development.

Summary of Action 4.6: This action is effective in reducing both suspension rates (M4.10) and chronic absenteeism (M4.12) for all identified student groups. The investment in teacher professional development focused on student engagement has had a meaningful positive impact on school climate and student attendance at PVES. The consistency of improvement across All Students, SED, SWD, and HI students demonstrates that engagement strategies are reaching multiple populations equitably.

Action 4.7: Engaging Learning Opportunities (PVES)
Contributing: No

Aligned Metrics: M4.12

PVES employs an instructional assistant and incorporates additional learning opportunities during the school day, such as environmental learning and STEM Lab Robotics, to decrease the chronic absenteeism rate.

Effectiveness: This action has been effective in reducing chronic absenteeism.

Chronic Absenteeism — Palm Vista Elementary (M4.12):

- All Students: -7.3 percentage points (41.4% to 34.1%)
- SED: -4.5 percentage points (41.9% to 37.4%)

- SWD: -3.4 percentage points (42.3% to 38.9%)
- HI: -6 percentage points (48.3% to 42.3%)

These results suggest that incorporating hands-on, interest-driven learning experiences such as environmental education and STEM Lab Robotics has positively contributed to student attendance at PVES. Hispanic students showed a notable improvement of -6 percentage points, and All Students improved by -7.3 percentage points from baseline.

While all identified groups improved from baseline, SED (-4.5%), SWD (-3.4%), and HI (-6%) students continue to have chronic absenteeism rates at or near low performance levels, indicating that continued and potentially expanded engaging learning opportunities are warranted to sustain and deepen these gains.

Summary of Action 4.7: This action is effective in achieving its intended outcome of reducing chronic absenteeism by providing meaningful, engaging learning experiences for all identified student groups (M4.12). The consistency of improvement across All Students, SED, SWD, and HI students suggests that interest-based learning opportunities are motivating students to attend school more regularly.

Overall Goal 4 Summary

Strongest Gains from Baseline:

School Climate (Suspension Rates):
- OES SWD Suspension Rate: -11.1 percentage points (M4.9)
- OES SED Suspension Rate: -10.2 percentage points (M4.9)
- OES AA Suspension Rate: -9.7 percentage points (M4.9)
- OES WH Suspension Rate: -8.7 percentage points (M4.9)
- OES All Suspension Rate: -8.3 percentage points (M4.9)
- PVES WH Suspension Rate: -8.9 percentage points (M4.10)
- PVES SWD Suspension Rate: -7.6 percentage points (M4.10)
- PVES All Suspension Rate: -6.4 percentage points (M4.10)
- OES HI Suspension Rate: -5.7 percentage points (M4.9)

Academics:
- PVES SWD ELA: +45.2 DFS points (M4.2)
- OES SWD ELA: +32.6 DFS points (M4.1)
- PVES All ELA: +14 DFS points (M4.2)
- OES AA Math: +12.8 DFS points (M4.5)
- OES SED ELA: +6.9 DFS points (M4.1)
- OES All ELA: +6.6 DFS points (M4.1)
- PVES All Math: +4.3 DFS points (M4.6)

Student Engagement (Chronic Absenteeism):
- PVES All: -7.3 percentage points (M4.12)
- OES WH: -7 percentage points (M4.11)
- OES SED: -6.3 percentage points (M4.11)
- PVES HI: -6 percentage points (M4.12)
- PVES SED: -4.5 percentage points (M4.12)
- OES All: -4 percentage points (M4.11)
- PVES SWD: -3.4 percentage points (M4.12)
- OES SWD: -3.1 percentage points (M4.11)

Persistent Challenges:
- OES AA ELA: -4.2 DFS points (M4.1)
- OES All Math: 0 DFS points — no growth (M4.5)
- OES i-Ready Reading: 0% — no growth (M4.3)
- OES i-Ready Math: 0% — no growth (M4.7)
- PVES i-Ready Reading: -2% (M4.4)
- PVES i-Ready Math: -1% (M4.8)
- OES AA Chronic Absenteeism: +6.6 percentage points (M4.11)

Overall Analysis:
The actions under Goal 4 have collectively produced the most significant gains in school climate, with suspension rates declining substantially at both OES and PVES across all identified student groups. The behavioral interventions, Wellness Center, Bloom Academy, and professional development have clearly contributed to safer and more supportive learning environments. Academically, the most notable gains are for Students with Disabilities in ELA at both sites (OES +32.6 points, M4.1; PVES +45.2 points, M4.2), suggesting that targeted academic intervention and supplemental curriculum are having a strong positive impact on this student group.

However, persistent challenges remain. At OES, African American students represent the most significant area of concern, with declines in ELA (-4.2 points, M4.1) and a substantial increase in chronic absenteeism (+6.6 percentage points, M4.11). While AA students did improve in Math (+12.8 points, M4.5) and suspension rates (-9.7 percentage points, M4.9), the overall pattern suggests that current strategies are not comprehensively addressing the academic and engagement needs of this student group. Additionally, the flat i-Ready results at OES (0% in both Reading and Math, M4.3 and M4.7) and slight declines at PVES (-2% Reading, -1% Math, M4.4 and M4.8) indicate that gains on state assessments have not yet translated into consistent improvement on local assessments at either site.

The district's continued focus on strengthening academic interventions — particularly for AA students at OES — expanding engaging learning opportunities, and addressing attendance barriers for specific student groups will be essential to achieving the full intent of Goal 4.

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 reflection on prior practice and implementation outcomes, adjustments were made to several actions under Goal 4 for the coming year to better align resources with student academic, behavioral, and engagement needs. While the overall goal, metrics, and target outcomes remain unchanged, actions were refined to strengthen service delivery and address identified gaps.

Action 4.1 (OES) was revised to expand staffing capacity. Previously, this action included one academic coach and one instructional assistant. For the coming year, this action will include one academic coach, one instructional assistant, and one interventionist. This change reflects the need for increased direct academic intervention support for students requiring additional, targeted instruction.

Action 4.2 (OES) was modified in response to staffing challenges and the effectiveness of alternative supports. Rather than hiring a mental health counselor as originally planned, this action will now include an intervention teacher instead. Oasis will continue to employ one behavioral instructional assistant. This adjustment allows for more consistent, school-based academic and behavioral support while still addressing students' social-emotional and behavioral needs within the instructional setting.

Action 4.3 (PVES) was expanded to broaden the scope of student supports. In addition to existing behavioral interventions, this action will now include purchasing instructional technology, enhancing schoolwide social-emotional learning supports focused on campus safety, and implementing a more robust parent engagement program. These additions respond to the need for comprehensive supports that address both student well-being and family partnership.

Action 4.4 (PVES) was updated to include hiring an instructional assistant to support the implementation of a supplemental curriculum across grade levels. This change is intended to increase capacity for small-group instruction and differentiated support in English Language Arts and mathematics.

Actions 4.5 and 4.6 at Palm Vista Elementary School were completed using Equity Multiplier Block Grant funds to provide targeted professional development for staff. As these funds have been fully expended upon completion of the training, no additional Equity Multiplier funds are budgeted for these actions. However, the work will be sustained through continued external coaching to support ongoing staff development and ensure that instructional capacity and effectiveness continue to grow over time.

Action 4.7 (PVES) was also revised to include the hiring of an instructional assistant to support after-school programming. This addition will strengthen expanded learning opportunities by providing increased supervision, academic support, and enrichment during tutoring and high-interest academic clubs.

Action 4.8 was expanded to include additional instructional technology purchases, the development of a robust parent engagement program, and targeted improvements in social-emotional learning supports and school safety. These enhancements are intended to create a more supportive, engaging, and secure learning environment for students while strengthening home–school partnerships.

The targeted outcome for Metrics 4.3 and 4.7 was adjusted following a review of data trends to establish an outcome that is both measurable and realistically attainable while still promoting continued growth.

These changes were informed by implementation data, staffing realities, and reflections on which supports most effectively improve student outcomes. The revised actions are intended to enhance consistency, expand direct student services, and better meet the academic, behavioral, and engagement needs of all students.

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, an intervention teacher, 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.	$385,010.00	No
4.2	Behavioral Intervention and Support (OES)	Human Resources will continue to fund a behavioral instructional aide and 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.	$144,221.00	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, as well as the purchase of instruction technology to support and enhance the social-emotional learning instruction. This action is designed to improve safety for all students, including Students with Disabilities and White students, to reduce the suspension rate as measured by M4.10.	$210,286.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Additional Curriculum and Instructional Resources (PVES)	Staff at PVES will employ an instructional assistant and purchase curriculum to support the implementation of the 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.	$33,592.00	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. This action will no longer be funded from the Equity Multiplier Block Grant and PVES will continue to provide Professional Development through other site and district funds.	$0.00	No
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. This action will no longer be funded from the Equity Multiplies Block Grant, and PVES will continue to provide Professional Development through other site and district funds.	$0.00	No
4.7	Engaging Learning Opportunities (PVES)	PVES will employ an instructional assistant and 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.	$75,296.00	No
4.8	Academic and SEL Supplemental Curriculum,	Staff at OES will implement their Bloom Academy, implement a community engagement program, purchase technology, and utilize supplemental curriculum and supplies to improve academic and behavioral outcomes for	$34,752.00	No

Action #	Title	Description	Total Funds	Contributing
	Materials, and Supplies (OES)	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.		

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 and career indicator for all students, with focused attention on 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) was identified as an Equity Multiplier school due to having a mobility rate above 25% and an unduplicated pupil population exceeding 70%. Additionally, prior California School Dashboard data identified areas of need related to graduation rates, college and career readiness, and student engagement. As a result, Goal 5 was developed to provide targeted supports aimed at improving outcomes for BRHS students, particularly Socioeconomically Disadvantaged, Hispanic, and White student groups.

In response to these needs, the district implemented strategies designed to increase student engagement and provide additional academic and social-emotional support. These actions included extending the assignment of an MTSS teacher and school counselor to provide increased instructional support, attendance monitoring, and individualized guidance for students. In addition, BRHS implemented the Paxton/Patterson curriculum to expand hands-on learning opportunities and increase student engagement through career exploration and applied learning experiences.

Data from the implementation of these actions shows significant improvement in graduation outcomes. Graduation rates increased substantially across all student groups, with All Students improving from 60.9% to 84.3%, Socioeconomically Disadvantaged students improving from 61.4% to 83.5%, Hispanic students improving from 61.3% to 82.9%, and White students improving from 59.6% to 84.45%. These gains exceeded the established Year 3 targets and demonstrate the effectiveness of providing targeted academic and social-emotional supports for students at BRHS.

While graduation outcomes have improved significantly, continued focus is needed in the areas of college and career readiness and attendance. Although the College and Career Indicator has shown improvement, the current rates remain below the district’s desired targets, indicating a need to expand opportunities that contribute to college and career preparedness, such as career exploration, CTE participation, and dual enrollment opportunities. Additionally, attendance has shown modest improvement but remains below the district’s goal, indicating that continued attention to engagement and attendance supports will remain important moving forward.

Goal 5 will continue to support BRHS students by maintaining targeted academic and counseling supports while strengthening pathways that help students successfully transition to postsecondary education, training, or careers.

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	2025 CA Dashboard All 84.3% SED 83.5% HI 82.9% WH 84.4%	All 70.9% SED 73.4% HI 71.3% WH 69.6%	All 23.4% SED 22.1% HI 21.6% WH 24.8%
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%	2025 CA Dashboard All 3.4% SED 3.6% WH 4.4%	All 4.5% SED 4.5% WH 4.5%	All 2.2% SED 2.3% WH 4.4%
5.3	Attendance Rate % Average Attendance Source: CALPADs	CALPADs (2023-24) 83.4%	CALPADs (2024-25) 84.4%	CALPADs (2025-26) 80%	90%	-3.4%

Goal Analysis [2025-26]

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

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

Goal 5 Overall Implementation Narrative

The Morongo Unified School District demonstrated strong implementation of Goal 5, which focuses on increasing the graduation rate and college- and career-readiness indicators for all students at Black Rock Continuation High School (BRHS), with a focus on Socioeconomically Disadvantaged students, Hispanic students, and White students. The single action within this goal was fully implemented as planned (Action 5.1).

Action 5.1 (Additional Instruction) was fully implemented with no substantive differences. The district extended the MTSS teacher and school counselor assignments to provide full-time instructional and social-emotional support to BRHS students. A notable success is that students now have greater access to support staff, as Equity Multiplier funding has been used to ensure that both the MTSS teacher and the school counselor are available full-time. This consistent presence of support professionals throughout the school day has strengthened the district's ability to provide timely and personalized academic and social-emotional interventions for BRHS students.

No notable challenges were reported for this action.

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 defines a material difference as an expenditure that varies by more than 20% from the budgeted amount. An analysis of the 2025–26 goals and actions was conducted, and explanations for any material differences are provided below.

Action 5.1: A material difference for Action 5.1 (Additional Instruction) occurred due to salary increases for staff, as well as additional expenditures for supplies and materials to support MTSS and counseling programs, resulting in higher than anticipated expenditures.

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

Action 5.1: Additional Instruction
Contributing: No

This action provides extra instructional support in the areas of academic achievement and social-emotional development by extending a MTSS teacher's and a school counselor's assignment to increase attendance and student engagement for all BRHS students. This action is measured by Metrics M5.1, M5.2, and M5.3.

Graduation Rate (M5.1): Black Rock Continuation High School has demonstrated significant and sustained improvement in graduation rates from baseline across all identified student groups. All students improved by +23.4% (from 60.9% to 84.3%), Socioeconomically Disadvantaged (SED) students improved by +22.1% (from 61.4% to 83.5%), Hispanic (HI) students improved by +21.6% (from 61.3% to 82.9%), and White (WH) students improved by +24.8% (from 59.6% to 84.45%). These are substantial gains that exceed the Year 3 targets for every student group. The All students rate of 84.3% surpasses the target of 70.9%, SED at 83.5% surpasses the target of 73.4%, HI at 82.9% surpasses the target of 71.3%, and WH at 84.45% surpasses the target of 69.6%. These results indicate that the extended MTSS teacher and school counselor assignments are having a strong positive impact on graduation outcomes for all targeted student groups at BRHS. The consistency of gains across SED, HI, and WH students suggests that the additional instructional and social-emotional support is reaching the school's most vulnerable populations equitably. The growth from Year 1 to Year 2 — while more modest than the initial Year 1 gains — demonstrates that BRHS has not only achieved significant improvement but is also sustaining that improvement over time.

College and Career Indicator (M5.2): The CCI results show positive, though more modest, growth from baseline. All students improved by +2.2% (from 1.2% to 3.4%), SED students improved by +2.3% (from 1.3% to 3.6%), and WH students improved by +4.4% (from 0% to 4.4%). Notably, the growth from Year 1 to Year 2 was more substantial than the initial Year 1 results, which showed minimal change or slight decline. In Year 1, All students declined from 1.2% to 1.1%, and SED declined from 1.3% to 1.2%. In Year 2, All students rose to 3.4%, SED to 3.6%, and WH to 4.4%, indicating that the action is beginning to gain traction in improving college and career readiness. However, the current outcomes remain well below the Year 3 targets: All students at 4.5% versus the target of 13.2%, SED at 4.5% versus the target of 10.3%, and WH at 4.5% versus the target of 6%. While the WH student group is approaching its target, the overall CCI rates remain very low, suggesting that while the MTSS teacher and counselor are contributing to improved graduation outcomes, additional or more intensive strategies may be needed to translate graduation success into college and career preparedness for SED, HI, and WH students. This could include expanded access to CTE pathway completion, dual enrollment opportunities, A-G course completion support, or career exploration activities that count toward CCI preparedness.

Attendance Rate (M5.3): The average attendance rate at BRHS declined by -3.4 percentage points from baseline, decreasing from 83.4% (2023–24) to 84.4% in Year 1 (2024–25), and dropping significantly to 80% in Year 2 (2025–26). While Year 1 reflected a modest improvement, the decline in Year 2 indicates that attendance challenges have intensified rather than improved over time. The current attendance rate is now 10 percentage points below the Year 3 target of 90%, demonstrating a substantial gap. This downward trend suggests that the extended MTSS teacher and counselor assignments have not yet had a sustained or consistent impact on improving attendance outcomes at BRHS.

For SED, HI, and WH students, who make up the majority of the BRHS population, consistent attendance remains a critical prerequisite for both graduation and college- and career-readiness. The decline to 80% indicates that systemic attendance barriers persist and may require more targeted and intensive intervention. The district may need to strengthen its attendance strategies by incorporating more proactive outreach, individualized supports, incentive programs, and partnerships with community organizations to address the underlying causes of absenteeism, in addition to the existing instructional and counseling supports.

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

The targeted outcome for Metric 5.2 was refined following a review of data trends to ensure that it is both measurable and realistically attainable, while still promoting continued growth and improvement. No additional changes have been made to the planned goal, associated metrics, target outcomes, or actions for the 2026–2027 school year, reflecting sustained alignment with existing priorities. The district will continue to closely monitor progress across all Goal 5 metrics and adjust implementation strategies as needed to maintain and build upon the positive momentum currently observed at Black Rock Continuation High School.

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.	$130,692.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Students will benefit from a comprehensive system of targeted academic supports and social-emotional interventions designed to promote academic growth, well-being, and overall student success.	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 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Morongo Unified School District developed Goal 6 to strengthen targeted academic and social-emotional supports for students who require additional intervention beyond core instruction. Analysis of state and local data, including CAASPP results, local assessments, graduation rates, attendance data, and suspension rates, indicated the need to provide additional instructional and well-being supports to help students close learning gaps and remain engaged in school.

Through targeted academic interventions led by support staff, the district has seen gains in several areas. CAASPP results show improvement in English Language Arts for most student groups, including notable gains for Students with Disabilities, African American students, and American Indian students. Mathematics results also show strong improvement for several student groups, particularly English Learners and Foster Youth. Graduation rates have increased for most student groups, demonstrating that targeted academic and counseling supports are helping more students remain on track to complete high school.

In addition to academic progress, well-being interventions have contributed to reductions in suspension rates among several student groups and to improvements in chronic absenteeism among some populations. These results indicate that the district’s focus on providing both academic and social-emotional supports through a Multi-Tiered System of Supports (MTSS) framework is helping address barriers to student success.

While several improvements have been observed, the data also highlights areas that require continued attention. Long-Term English Learners demonstrated declines in English Language Arts performance, and chronic absenteeism increased for certain student groups, including Foster Youth and Long-Term English Learners. These findings reinforce the importance of maintaining targeted academic and well-being interventions to better support these students.

Goal 6 was developed to ensure that students with identified academic and social-emotional needs receive targeted support through intervention services, teacher professional development, and coordinated support systems. Through these efforts, the district aims to continue improving academic outcomes, strengthening student engagement, and supporting student well-being.

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) Source: CA School Dashboard (New Goal added in 2025, baseline data is from 2023, LTEL and AI baseline data add in 2024)	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 LTEL -112.9 DFS AI - 55.3 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 -116 DFS HY -74.7 DFS AA -59.7DFS AI - 55.3 DFS	2025 CA Dashboard: MUSD All -34.4 DFS SED -47.2 DFS EL -67.8 DFS LTEL -141.1 DFS FY -49.2 DFS SWD -101.4 DFS HY -75 DFS AA --57.6 DFS AI - 53.7 DFS	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 -49.3 DFS	All 9 points SED 9.1 DFS EL 11.5 DFS LTEL -28.2 DFS FY 8 DFS SWD 20.5 DFS HY 13.7 DFS AA 16.8 DFS AI 1.6 DFS
6.2	CAASPP Math Distance from Standard (DFS) Source: CA School Dashboard (New Goal added in 2025, baseline data is from 2023, LTEL and AI baseline data add in 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	2025 CA Dashboard: MUSD All -77.2 DFS SED -90.1 DFS EL -104.5 DFS LTEL -177.3 DFS FY -79.2 DFS SWD –137.4 DFS HY -126.7 DFS AA –112.1 DFS AI - 115 DFS	All 71.1 DFS 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 5.9 DFS SED 3.5 DFS EL 21.8 DFS LTEL 16.2 DFS FY 27.1 DFS SWD 8.5 DFS HY 2 DFS AA 4.8 DFS AI -10.5 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.3	i-Ready Reading – Local Assessment % Meets or Exceeds (New Goal added in 2025, baseline data is from 2024)	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% 1st & FY 34% 2nd - 28% 2nd & SED 26% 2nd & FY 50%	2025 Spring Reading Diagnostic All - 44% SED 40% EL 17% FY 39% K - 73% K & SED 73% K & FY 50% 1st 44% 1st & SED 33% 1st & FY 41% 2nd - 31% 2nd & SED 28% 2nd & FY (No Students Tested in this Group)	2026 Spring Reading Diagnostic All 45% SED 31% EL 21% FY 42% K 70% K & SED 63% K & FY 80% 1st 44% 1st & SED 32% 1st & FY 17% 2nd 46% 2nd & SED 28% 2nd & FY 50%	All 46% SED 42% EL 22% FY 32% K 78% K & SED 75% K & FY 69% 1st - 44% 1st & SED 39% 1st & FY 39% 2nd 48% 2nd & SED 49% 2nd & FY 50%	All 4% SED -6% EL 5% FY 15% K -5% K & SED -9% K & FY +14% 1st 4% 1st & SED -2% 1st & FY -17% 2nd +18% 2nd & SED 2% 2nd & FY 0%
6.4	i-Ready Math – Local Assessment % Meets or Exceeds (New Goal added in 2025, baseline data is from 2024)	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%	2026 Spring Math Diagnostic All 38.7% SED 25.2% EL 21.6% FY 28.1% K 58.7% K & SED 56.3% K & FY 40% 1st 40.8% 1st & SED 29.3% 1st & FY 33.3% 2nd 33.9% 2nd & SED 19.2% 2nd & FY 16.7%	All 22% SED 19% EL 20% FY 12% K 47% K & SED 41% K & FY 23% 1st 24% 1st & SED 20% 1st & FY 5% 2nd 22% 2nd & SED 20% 2nd & FY 5%	All 20.7% SED 10.2% EL 5.6% FY 21.1% K 15.7% K & SED 19.3% K & FY 21% 1st 20.8% 1st & SED 13.3% 1st & FY 33.3% 2nd 16.9% 2nd & SED 4.2% 2ndf & FY 16.7%
6.5	Graduation Rate % of Students Graduated	2023 CA Dashboard All 76.5% SED 75.5% EL 69.2%	2024 CA Dashboard All 81.8% SED 79.8%	2025 CA Dashboard All 84.5% SED 83.7%	All 86.5% SED 87.5% EL 81.2% LTEL 89%	All 8% SED 8.2% EL -7.1% LTEL -17

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 2023, LTEL baseline data add in 2024)	FY Unknown (<11) SWD 64.4% HY 60.5% HI 77.3% WH 75.8% 2024 CA Dashboard LTEL 81.3%	EL 80.6% LTEL 81.3% FY 69.2% SWD 65.2% HY 78.2% HI 79.9% WH 81.7%	EL 62.1% LTEL 64.3% FY Unknown (<11) SWD 71.1% HY 76.8% HI 82.2% WH 85.8%	FY 75% SWD 73.4% HY 69.5% HI 87.3% WH 85.8%	FY Unknown (<11) SWD 6.7% HY 16.3% HI 4.9% WH 10%
6.6	Chronic Absenteeism Rate % of students chronically absent Source: CA School Dashboard (New Goal added in 2025, baseline data is from 2023, LTEL and AI baseline data add in 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%	2025 CA Dashboard All 28.1% SED 32.3% EL 23.6% LTEL 35.5% FY 44.2% SWD 37.3% HY 49.8% AA 38.9% Asian 11.1% AI - 42.4%	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 -4% SED -3.3% EL -7.5% LTEL 7.3 FY 15.1% SWD -1.3% HY -11.7% AA 0% Asian -11.6% AI 2.4%
6.7	Attendance Rate % Average Attendance Source: CALPADs (New Metric added in 2025)	CALPADs (2024-25) 90.9%	CALPADs (2024-25) 90.9%	CALPADs (2025-26) 91.9	94%	1.0%
6.8	Suspension Rate % Suspended for at least one day Source: CA School Dashboard (New Metric added in 2025, baseline data is from 2023, LTEL and AI	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	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%	2025 CA Dashboard All 8% SED 8.7% EL 8% LTEL 18.7% FY 10.4% SWD 11.9% HY 11.5% PI 12.7%	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 -1% SED -1.6% EL -0.7% LTEL 2.7% FY -8.5% SWD -0.6% HY -3% PI -4.2% AI 3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	baseline data add in 2024)	AI - 12% LTEL 16%	AI - 12%	AI - 15.6%		

Goal Analysis [2025-26]

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

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

Goal 6 Overall Implementation Narrative

The Morongo Unified School District demonstrated strong implementation of Goal 6, which focuses on providing a comprehensive system of targeted academic supports and social-emotional interventions designed to promote academic growth, well-being, and overall student success. All three actions within this goal were fully implemented as planned (Actions 6.1, 6.2, and 6.3).

Action 6.1 (Targeted Academic Interventions Led by Support Staff for Students with Identified Needs) was fully implemented with no substantive differences. A notable success was that staff continued to provide intentional, targeted supports for students' academic and social-emotional/behavioral needs across the district.

Action 6.2 (Targeted Student Well-Being Interventions Led by Support Staff for Students with Identified Needs) was fully implemented with no substantive differences. Consistent with Action 6.1, staff continued to provide intentional and targeted supports for both academic and social-emotional/behavioral needs, reflecting a cohesive approach to student well-being across school sites.

Action 6.3 (Enhanced Instruction through Professional Development and Coaching) was fully implemented; however, a substantive difference was the higher-than-anticipated participation of all elementary teachers and secondary math teachers in math professional development, as well as other secondary staff attending content-specific professional development relevant to their areas. A notable success was that this professional development focused on training all elementary and secondary math teachers on the new math curriculum, emphasizing the new math framework, conceptual math approaches, and understanding of standards. This comprehensive training represents a significant investment in building instructional capacity to improve math outcomes for all students.

No notable challenges were reported for any of the actions under this goal.

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 defines a material difference as an expenditure that varies by more than 20% from the budgeted amount. An analysis of the 2025–26 goals and actions was conducted, and explanations for any material differences are provided below.

Action 6.1: A material difference for Action 6.1 (Targeted Academic Interventions Led by Support Staff for Students with Identified Needs) occurred because certificated salary negotiations were not yet finalized, resulting in lower-than-anticipated expenditures at this time.

Action 6.2: A material difference for Action 6.2 (Targeted Student Well-Being Interventions Led by Support Staff for Students with Identified Needs) occurred due to classified salary increases that were higher than originally anticipated, resulting in higher expenditures.

Action 6.3: A material difference for Action 6.3 (Enhanced Instruction through Professional Development and Coaching) occurred because professional development plans were modified to reflect current math implementation needs, resulting in higher-than-anticipated expenditures.

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

Goal 6: Students will benefit from a comprehensive system of targeted academic supports and social-emotional interventions designed to promote academic growth, well-being, and overall student success.

Action 6.1: Targeted Academic Interventions Led by Support Staff for Students with Identified Needs
Contributing: No

Aligned Metrics: M6.1, M6.2, M6.3, M6.4, and M6.5

This action ensures that support staff provide differentiated instruction to enhance student learning through assessing academic needs, developing intervention plans, providing direct support, and collaborating with teachers, parents, and administrators. (LREBG Action)

Effectiveness: This action has demonstrated moderate to strong effectiveness in advancing ELA outcomes and graduation rates for most student groups, with mixed results in Math and on local assessments.

CAASPP ELA (M6.1): Positive growth from baseline for most student groups:

- All Students: +9 DFS points
- SED: +9.1 DFS points
- EL: +11.5 DFS points
- FY: +8 DFS points
- SWD: +20.5 DFS points
- HY: +13.7 DFS points
- AA: +16.8 DFS points
- AI: +1.6 DFS points

The gains for SWD (+20.5 points), AA (+16.8 points), and HY (+13.7 points) are particularly strong and suggest that differentiated instruction provided by support staff is having a meaningful impact on these historically underperforming student groups. The EL gain of +11.5 points also indicates positive progress for English Learners. Our LTELs, however, had a decline of -28.2 points, which suggests that this student group requires more targeted instructional strategies and intentional language development supports to accelerate achievement and address their unique learning needs.

CAASPP Math (M6.2): Positive movement from baseline for several student groups:

- All Students: +5.9 DFS points
- SED: +3.5 DFS points
- EL: +21.8 DFS points
- LTEL: +16.2 DFS points
- FY: +27.1 DFS points
- SWD: +8.5 DFS points
- HY: +2 DFS points
- AA: +4.8 DFS points

The strong gains for FY (+27.1 points) and EL (+21.8 points) are particularly noteworthy and suggest that targeted academic interventions are having a meaningful impact on these student groups in mathematics. The LTEL improvement of +16.2 points in Math is encouraging, especially given the significant LTEL decline in ELA, suggesting that math interventions may be more effectively reaching this population than ELA interventions. Our AI student group did show a decline of -10.5 DFS points, a notable concern indicating that targeted math interventions have not effectively reached American Indian students.

---

i-Ready Reading (M6.3): Mixed results from baseline:

- All Students: +4%
- SED: -6%
- EL: +5%
- FY: +15%
- K All: -5%; K & SED: -9%; K & FY: +14%
- 1st All: +4%; 1st & SED: -2%; 1st & FY: -17%
- 2nd All: +18%; 2nd & SED: +2%; 2nd & FY: 0%

i-Ready Reading (M6.3) demonstrated mixed results from baseline. Overall performance increased for All Students (+4%), English Learners (+5%), and Foster Youth (+15%), while Socioeconomically Disadvantaged students declined (-6%). By grade level, 2nd grade showed the strongest gains, with All Students increasing by +18% and SED students improving by +2%, while Foster Youth remained stable (0%). Kindergarten experienced declines for All Students (-5%) and SED students (-9%), although Kindergarten Foster Youth improved by +14%.

First grade showed modest improvement for All Students (+4%), a slight decline for SED students (-2%), and a larger decline for Foster Youth (-17%), indicating a need for additional targeted literacy supports for that student group.

---

i-Ready Math (M6.4): Positive results from baseline:

- All Students:+20.7%
- SED: +10.2
- EL: +5.6
- FY: +21.1%
- K All: +15.7%; K & SED: +19.3%; K & FY: +21%
- 1st All:+20.8%; 1st & SED: +13.3%; 1st & FY: +33.3%
- 2nd All: +16.9%; 2nd & SED: +4.2%; 2nd & FY: +16.7%

i-Ready Math (M6.4) showed positive growth from baseline across all reported student groups. Overall, SED students improved by +10.2%, English Learners by +5.6%, and Foster Youth by +21.1%. By grade level, Kindergarten demonstrated gains for All Students (+15.7%), SED students (+19.3%), and Foster Youth (+21.0%). First grade showed the strongest improvement, with All Students increasing by +20.8%, SED students by +13.3%, and Foster Youth by +33.3%. Second grade also demonstrated positive growth, with All Students improving by +16.9%, SED students by +4.2%, and Foster Youth by +16.7%. These results indicate positive progress in early mathematics achievement across student groups, with particularly strong gains among Foster Youth and first-grade students.

Graduation Rate (M6.5): Strong gains from baseline for most student groups:

- All Students: +8 percentage points
- SED: +8.2 percentage points
- SWD: +6.7 percentage points
- HY: +16.3 percentage points
- HI: +4.9 percentage points
- WH: +10 percentage points

However:

- EL: -7.1 percentage points
- LTEL: -16.3 percentage points
- FY: Unknown (fewer than 11 students)

The strong graduation gains for most student groups suggest that academic interventions are contributing to improved completion outcomes. The HY improvement of +16.3 percentage points is particularly notable. However, the declines in graduation rates for EL (-7.1%) and LTEL (-16.3%) are significant concerns, suggesting that targeted academic supports may not be adequately addressing the needs of English Learners and Long-Term English Learners at the secondary level in ways that translate to graduation completion.

Summary of Action 6.1: This action has demonstrated moderate to strong effectiveness in advancing ELA outcomes (M6.1) and graduation rates (M6.5) for most student groups, with particularly strong gains for SWD (+20.5 points ELA), AA (+16.8 points ELA), FY (+27.1 points Math), and HY (+16.3% graduation rate). Math gains on state assessments (M6.2) are positive for several groups, particularly FY and EL. However, the significant LTEL decline in ELA (-28.2 points, M6.1), the AI decline in Math (-10.5 points, M6.2), the EL/LTEL declines in graduation rate (-7.1% and -16.3%, M6.5), the SED decline on i-Ready Math (-7%, M6.4), and the K & FY decline on i-Ready Reading (-16%, M6.3) represent critical areas requiring attention. The strong FY gains across multiple metrics are a notable success of this action.

Action 6.2: Targeted Student Well-Being Interventions Led by Support Staff for Students with Identified Needs
Contributing: No

Aligned Metrics: M6.6, M6.7, and M6.8

This action ensures support staff assess emotional and behavioral needs, identify counseling resources, provide direct services as applicable, and collaborate with teachers, parents, and administrators to create a safe and supportive environment that promotes student well-being. (LREBG Action)

Effectiveness: This action has demonstrated moderate effectiveness in reducing chronic absenteeism and suspension rates for several student groups, with significant concerns for specific populations.

Chronic Absenteeism (M6.6): Improvement from baseline for several student groups:

- All Students: -4 percentage points (32.1% to 28.1%)
- SED: -3.3 percentage points (35.6% to 32.3%)
- EL: -7.5 percentage points (31.1% to 23.6%)
- SWD: -1.3 percentage points (38.6% to 37.3%)
- HY: -11.7 percentage points (61.5% to 49.8%)
- AA: 0% (no change, remaining at 38.9%)
- Asian: -11.6 percentage points (22.7% to 11.1%)

However, significant increases from baseline for:

- FY: +15.1 percentage points (29.1% to 44.2%)
- LTEL: +7.3 percentage points (28.2% to 35.5%)
- AI: +2.4 percentage points (40% to 42.4%)
- PI: Not Applicable (baseline added in 2026)

The reductions in chronic absenteeism for EL (-7.5%), HY (-11.7%), and Asian (-11.6%) students are encouraging and suggest that well-being interventions are helping to address attendance barriers for these groups. The SED reduction of -3.3 percentage points also indicates positive movement for low-income students.

However, the FY increase of +15.1 percentage points is a critical concern and represents the most significant negative outcome observed across this goal. This substantial increase indicates that current social-emotional supports are not adequately addressing the attendance needs of Foster Youth, who may face heightened instability, trauma, and placement changes that create barriers to consistent school attendance. The LTEL increase of +7.3 percentage points and AI increase of +2.4 percentage points further underscore the need for more targeted and intensive well-being interventions for these specific student groups.

Attendance Rate (M6.7): +1.0 percentage point from baseline (90.9% to 91.9%). This is a modest but positive gain. While the trend is moving in the right direction, it remains below the 94% target, suggesting that well-being interventions have contributed to incremental improvement but have not yet produced the level of attendance gains needed to meet the district's goal.

Suspension Rate (M6.8): Reductions from baseline for most student groups:

- All Students: -1 percentage point (9% to 8%)
- SED: -1.6 percentage points (10.3% to 8.7%)
- EL: -0.7 percentage points (8.7% to 8%)
- FY: -8.5 percentage points (18.9% to 10.4%)
- SWD: -0.6 percentage points (12.5% to 11.9%)
- HY: -3 percentage points (14.5% to 11.5%)
- PI: -4.2 percentage points (16.9% to 12.7%)

However, increases from baseline for:

- LTEL: +2.7 percentage points (16% to 18.7%)
- AI: +3.6 percentage points (12% to 15.6%)

The reduction in suspension rates for FY (-8.5 percentage points) is a notable success, suggesting that well-being interventions and behavioral supports are positively impacting school climate for Foster Youth. The PI reduction of -4.2 percentage points and HY reduction of -3 percentage points are also encouraging for these historically impacted student groups.

However, the increases for LTEL (+2.7%) and AI (+3.6%) indicate that current approaches may not be effectively reaching these populations, and more culturally responsive or targeted strategies may be needed.

Summary of Action 6.2: This action has demonstrated moderate effectiveness in reducing chronic absenteeism and suspension rates for several student groups. The strongest gains are seen in suspension rate reductions for FY (-8.5%, M6.8) and PI (-4.2%, M6.8), and chronic absenteeism reductions for HY (-11.7%, M6.6) and Asian (-11.6%, M6.6) students. However, the significant increase in chronic absenteeism for FY (+15.1%, M6.6) is a critical concern that contradicts the positive suspension outcomes for this group, suggesting that while FY students who attend school are experiencing fewer behavioral incidents, a growing number of FY students are not attending school at all. The LTEL increases in both chronic absenteeism (+7.3%, M6.6) and suspension rate (+2.7%, M6.8), along with the AI increases in both chronic absenteeism (+2.4%, M6.6) and suspension rate (+3.6%, M6.8), indicate areas where well-being interventions have not yet produced the desired outcomes.

Action 6.3: Enhanced Instruction Through Professional Development and Coaching
Contributing: No

Aligned Metrics: M6.1, M6.2, M6.3, M6.4, and M6.5

This action provides professional development and coaching to enhance instructional practices and implement effective strategies for supporting students in general education and students with disabilities. (LREBG Action)

Effectiveness: This action has demonstrated moderate effectiveness in supporting academic gains and graduation outcomes, with particular strength for specific student groups.

CAASPP ELA (M6.1): Positive growth from baseline for most student groups:

- All Students: +9 DFS points
- SED: +9.1 DFS points
- EL: +11.5 DFS points
- FY: +8 DFS points
- SWD: +20.5 DFS points
- HY: +13.7 DFS points
- AA: +16.8 DFS points
- AI: +1.6 DFS points
- LTEL: -28.2 DFS points

Professional development and coaching appear to be contributing to broad-based ELA gains, with particularly strong results for SWD (+20.5 points) and AA (+16.8 points). The LTEL decline of -28.2 points suggests that professional development may need to be more specifically focused on strategies for supporting Long-Term English Learners in ELA.

CAASPP Math (M6.2): Positive gains from baseline for most groups:
- All Students: +5.9 DFS points
- SED: +3.5 DFS points
- EL: +21.8 DFS points
- LTEL: +16.2 DFS points
- FY: +27.1 DFS points
- SWD: +8.5 DFS points
- HY: +2 DFS points
- AA: +4.8 DFS points
- AI: -10.5 DFS points

The positive Math gains for EL (+21.8), FY (+27.1), and LTEL (+16.2) suggest that professional development focused on math instruction — including the new math curriculum training, conceptual math approaches, and understanding of standards — is having a meaningful impact for these groups. The AI decline of -10.5 points suggests that professional development may need to incorporate more targeted strategies to support American Indian students in mathematics.

---

i-Ready Reading (M6.3): Mixed results from baseline:
- All Students: +4%
- SED: -6%
- EL: +5%
- FY: +15%
- K All: -5%; K & SED: -9%; K & FY: +14%
- 1st All: +4%; 1st & SED: -2%; 1st & FY: -17%
- 2nd All: +18%; 2nd & SED: +2%; 2nd & FY: 0%

These results suggest that professional development is contributing to modest overall reading gains, though the impact on early literacy for some subgroups, particularly FY (+15%), remains a concern. The SED demonstrated a decline (-6%), with an increase observed in 2 & SED (+2%).

---

i-Ready Math (M6.4): Mixed results from baseline:
- All Students:+20.7%
- SED: +10.2
- EL: +5.6
- FY: +21.1%

- K All: +15.7%; K & SED: +19.3%; K & FY: +21%
- 1st All:+20.8%; 1st & SED: +13.3%; 1st & FY: +33.3%
- 2nd All: +16.9%; 2nd & SED: +4.2%; 2nd & FY: +16.7%

i-Ready Math (M6.4) demonstrated positive growth from baseline across all reported student groups. Overall gains were observed for All Students (+20.7%), SED (+10.2%), EL (+5.6%), and FY (+21.1%). Growth was evident across Kindergarten through second grade, with the strongest improvement among 1st Grade Foster Youth (+33.3%).

Graduation Rate (M6.5): Strong gains from baseline for most groups:
- All Students: +8 percentage points
- SED: +8.2 percentage points
- SWD: +6.7 percentage points
- HY: +16.3 percentage points
- HI: +4.9 percentage points
- WH: +10 percentage points
- EL: -7.1 percentage points
- LTEL: -16.3 percentage points
- FY: Unknown (fewer than 11 students)

The broad-based graduation gains suggest that professional development is building teacher capacity to support students toward completion. The EL (-7.1%) and LTEL (-16.3%) declines in graduation rates warrant focused attention in professional learning to support multilingual learners at the secondary level.

Summary of Action 6.3: This action has demonstrated moderate effectiveness in supporting academic gains and graduation outcomes. The ELA and Math improvements for most student groups suggest that professional development and coaching are building instructional capacity. The particularly strong gains for SWD in ELA (+20.5 points, M6.1) and FY in Math (+27.1 points, M6.2) indicate that targeted professional learning is reaching some of the district's most vulnerable populations. The comprehensive math professional development — focused on the new math curriculum, conceptual approaches, and standards — appears to be contributing to the strong EL (+21.8) and FY (+27.1) gains in Math. However, the LTEL decline in ELA (-28.2 points, M6.1), the AI decline in Math (-10.5 points, M6.2), the EL/LTEL declines in graduation rate (-7.1% and -16.3%, M6.5), and the SED decline on i-Ready Math (-7%, M6.4) highlight areas where professional development may need refinement to better address the needs of specific student groups.

Overall Goal 6 Summary

Strongest Gains from Baseline:

Academic Achievement:

- SWD in ELA: +20.5 DFS points (M6.1)
- AA in ELA: +16.8 DFS points (M6.1)
- HY in ELA: +13.7 DFS points (M6.1)
- EL in ELA: +11.5 DFS points (M6.1)
- FY in Math: +27.1 DFS points (M6.2)
- EL in Math: +21.8 DFS points (M6.2)
- LTEL in Math: +16.2 DFS points (M6.2)
- SWD in Math: +8.5 DFS points (M6.2)
- FY i-Ready Reading: +15% (M6.3)
- K & FY i-Ready Reading: +14% (M6.3)
- FY i-Ready Math: +21.1% overall; 1st & FY +33.3% (M6.4)
- SED i-Ready Math: +10.2% (M6.4)

- All Students i-Ready Math: 20.7% (M6.4)

Graduation:

- HY Graduation Rate: +16.3 percentage points (M6.5)
- WH Graduation Rate: +10 percentage points (M6.5)
- SED Graduation Rate: +8.2 percentage points (M6.5)
- All Students Graduation Rate: +8 percentage points (M6.5)
- SWD Graduation Rate: +6.7 percentage points (M6.5)

School Climate and Engagement:

- FY Suspension Rate: -8.5 percentage points (M6.8)
- PI Suspension Rate: -4.2 percentage points (M6.8)
- HY Chronic Absenteeism: -11.7 percentage points (M6.6)
- Asian Chronic Absenteeism: -11.6 percentage points (M6.6)
- EL Chronic Absenteeism: -7.5 percentage points (M6.6)
- HY Suspension Rate: -3 percentage points (M6.8)
- All Students Chronic Absenteeism: -4 percentage points (M6.6)
- SED Chronic Absenteeism: -3.3 percentage points (M6.6)
- Attendance Rate: +1.0 percentage point (M6.7)

Persistent Challenges:

- LTEL ELA performance: -28.2 DFS points (M6.1)
- AI Math performance: -10.5 DFS points (M6.2)
- FY Chronic Absenteeism: +15.1 percentage points (M6.6)
- LTEL Chronic Absenteeism: +7.3 percentage points (M6.6)

- LTEL Graduation Rate: -16.3 percentage points (M6.5)
- EL Graduation Rate: -7.1 percentage points (M6.5)
- AI Chronic Absenteeism: +2.4 percentage points (M6.6)
- AI Suspension Rate: +3.6 percentage points (M6.8)
- LTEL Suspension Rate: +2.7 percentage points (M6.8)
- iReady Reading SED: -6%, K & SED -9%, 1st & SED -2%
- iReady Math: K & SED -19.3%

Overall Analysis:
The three actions under Goal 6 have collectively contributed to meaningful progress in multiple areas, demonstrating that the comprehensive system of targeted academic supports and social-emotional interventions funded through the Learning Recovery Emergency Block Grant is producing positive outcomes for many student groups. The strongest gains are observed in ELA for SWD (+20.5 points) and AA (+16.8 points), in Math for FY (+27.1 points) and EL (+21.8 points), in graduation rates for HY (+16.3%) and WH (+10%), and in suspension rate reductions for FY (-8.5%) and PI (-4.2%). The Foster Youth student group, in particular, demonstrated remarkable gains across multiple academic metrics, including i-Ready Math (+14% overall, +41% at kindergarten).

However, persistent and significant challenges remain for specific student groups. The LTEL decline in ELA (-28.2 points, M6.1) and graduation rate (-16.3%, M6.5) represents the most critical academic concern under this goal, suggesting that current interventions are not meeting the unique linguistic and academic needs of Long-Term English Learners. The FY increase in chronic absenteeism (+15.1%, M6.6) is paradoxical given the strong FY academic and suspension gains, suggesting that while FY students who attend school are benefiting significantly from interventions, a growing number of FY students are not attending school consistently. American Indian students showed declines across multiple indicators — Math (-10.5 points, M6.2), chronic absenteeism (+2.4%, M6.6), and suspension rate (+3.6%, M6.8) — indicating that current strategies are not effectively reaching this population.

As the district begins its planned phase-out of LREBG-funded positions, careful attention will need to be given to sustaining the gains achieved for student groups that have benefited most from these interventions, while also refining strategies to better serve LTEL, AI, and FY students whose outcomes have not consistently improved across all indicators.

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.

Revision of Goal Description:

Based on reflection on prior implementation and educational partner input, the description of Goal 6 was revised to improve clarity, coherence, and alignment with current district priorities. The prior goal language emphasized long-term outcomes related to graduation readiness and college and career preparation by 2027. While this intent remains embedded within district planning, analysis of implementation indicated a need for clearer articulation of the immediate systems and supports being provided to students.

The revised goal language more explicitly centers students as the beneficiaries of a comprehensive system of targeted academic supports and social-emotional interventions. The updated wording clarifies the district’s focus on academic growth, student well-being, and overall student success, reflecting a more measurable, actionable, and student-centered approach. This change ensures greater alignment between the goal description, the associated actions, and the metrics used to assess progress, while maintaining continuity with the overarching intent of supporting all students through a coherent system of academic and social-emotional supports.

No substantive changes were made to the goal's intent; rather, the revision improves clarity, aligns the language with current practice, and enhances transparency for educational partner.

Changes in actions:

As a result of reflections on prior practice, the district has chosen to maintain Goal 6 and its associated actions, which focus on providing a comprehensive system of targeted academic supports and social-emotional interventions designed to promote academic growth, well-being, and overall student success. While the overall goal structure and metrics remain consistent, the district has made intentional adjustments to the staffing levels funded through the Learning Recovery Emergency Block Grant (LREBG) under Actions 6.1 and 6.2 to ensure a responsible and sustainable transition as the grant funding approaches its expiration in June 2028.

Actions 6.1 and 6.2 — Phased Reduction of LREBG-Funded Staff
The district has begun a planned phase-out of positions funded through the LREBG under Action 6.1 (Targeted Academic Interventions Led by Support Staff for Students with Identified Needs) and Action 6.2 (Targeted Student Well-Being Interventions Led by Support Staff for Students with Identified Needs). Rather than maintaining all LREBG-funded positions through the 2026–2027 school year and abruptly eliminating all positions at the end of the grant period, the district has adopted a gradual approach to scaling back the number of positions over the remaining two years of the grant. This intentional phasing strategy ensures that school sites continue to receive some level of academic and social-emotional support during the 2026–2027 and 2027–2028 school years, while allowing sites and the district to adjust to reduced staffing levels in a measured and sustainable way.

Decisions regarding which positions to reduce were made collaboratively between the district and individual school sites. Each site assessed its specific needs, taking into account student data, current staffing configurations, and funding considerations, to determine which positions could be scaled back while minimizing the impact on student services. Depending on the unique needs of each site, the reductions may affect academic intervention support staff, social-emotional support staff, or both. This site-informed approach reflects the district's commitment to maintaining equity and responsiveness to the diverse needs of its school communities, even as resources are reduced.

At this time, the district has not identified an alternative funding source to sustain the LREBG-funded positions beyond the grant's expiration in June 2028. These positions were initially established as temporary supports aligned with the purpose of the Learning Recovery Emergency Block Grant, and the phased reduction ensures a thoughtful transition that prioritizes continuity of support for students during the remaining grant period.

The LREGB funds allocated to action 6.3 were increased to support additional professional development, reflecting the district’s continued investment in building staff capacity and strengthening the implementation of this action.

Metrics
The target outcome for American Indian students on Metric 6.1 was changed from -98.5 DFS to -49.3 DFS to measure growth in ELA performance on the CAASPP for this student group. The targeted outcomes for Metrics 6.3 and 6.4 were refined following a review of data trends to ensure they are both measurable and realistically attainable, while continuing to promote growth and improvement. Metrics 6.3 (i-Ready Reading) and 6.4 (i-Ready Math) have been updated to reflect the continued expansion of the early literacy and math initiative. With the initiative now serving students in grades K–3, these metrics have been adjusted to include literacy and math growth data for Kindergarten through 3rd grade, enabling the district to monitor the initiative's impact on students who are not yet participating in state assessments. The district will continue to monitor progress across all Goal 6 metrics—including CAASPP ELA and Math performance, i-Ready Reading and Math results, graduation rates, chronic absenteeism, attendance, and suspension rates—to evaluate the effectiveness of targeted academic and social-emotional interventions and to inform future planning as the LREBG funding period concludes.

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 $1,013,256.00	$1,013,256.00	No
6.2	Targeted Student Well-Being Interventions Led by Support Staff for Students with Identified Needs	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 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 $1,013,815.00	$1,013,815.00	No
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 $444,611.00	$444,611.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$20,323,577	$2,054,262

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
25.220%	0.000%	$0.00	25.220%

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:** Based on our LCAP survey results and input provided by high school students and parents,	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 various careers applicable to their futures.	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
	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 Arts degree from our local community college	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
	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 differentiated instruction within the classroom. Furthermore, the continued need for summer	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 make progress and are better prepared for the upcoming school year.	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
	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	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 transportation barriers, unstable living situations, or conflicting schedules. BRHS and ACCE offer independent study, accelerated	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. Providing this action on a school-wide basis allows MUSD to offer these alternative educational	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
	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	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 between these unduplicated student groups and the overall student population.	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 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	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
	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 abilities, which are essential for success across all academic subjects	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
	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 students (-43.4 DFS in ELA and -83.1 DFS in Math). Increasing and maintaining access to technology, including providing 1:1 devices,	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 math skills, thereby addressing the achievement gaps in these areas.	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
	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. **Scope:** LEA-wide	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, MUSD can leverage resources more effectively and establish a cohesive system of support that	

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
		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 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	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 strategies to support low-income students, foster youth, and English learners. Participants will receive pay for attending the institute, which will	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
	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 unique needs of the above-mentioned student groups.	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 and residency 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 low-income students, foster youth, and English learners. Teachers will learn how to use educational technology tools and platforms to	

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
	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	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 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	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 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.	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
	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 opportunities for students to engage in hands-on, real-world learning activities. **Scope:**	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.	

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
	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. 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	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-informed and empathetic school environment where students feel understood, valued, and supported.	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 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	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. 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	

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

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
	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:** LEA-wide	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 ensures that every student, regardless of their background, has access to the resources and support they need to thrive.	

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
		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 fundamental necessities, it becomes increasingly difficult for them to focus on their education and maintain consistent attendance.	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 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	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
	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	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. To further support unduplicated student groups, the inclusion services communication liaison will facilitate positive and clear communication regarding District operations, focusing on	

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
		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. 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	

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. 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 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.	

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
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 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.	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 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.	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
	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 services, the district aims to remove a significant barrier to attendance and ensure that these students have the means to get to school consistently.	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 students, regardless of their socioeconomic background. Moreover, by providing transportation support, MUSD is actively fostering strong partnerships between schools, families, and the community.	

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
	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	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.	
1.8	**Action:**	The action is designed to address the unique needs of Long-Term English Learners (LTELs) in	This action will be measured by the metrics

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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.	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 English 3D curriculum, LTELs will receive targeted language instruction that addresses their specific	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)	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 Summative ELPAC and ELPI scores highlight the pressing need for this action.	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. The district will implement this action by providing targeted professional development sessions that	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 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 struggle with reading comprehension and writing skills, which are crucial for success in	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 English skills in meaningful contexts across all subject areas. This aligns closely with the	

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	80,584,173	20,323,577	25.220%	0.000%	25.220%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$24,356,775.00	$3,485,531.00	$0.00	$0.00	$27,842,306.00	$17,535,100.00	$10,307,206.00

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	$3,350,866.00	$678,255.00	$4,029,121.00				$4,029,121.00	
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	$1,686,773.00	$29,472.00	$1,716,245.00				$1,716,245.00	
1	1.3	Alternative Interventions and Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$240,615.00	$146,750.00	$387,365.00				$387,365.00	
1	1.4	Alternative Education Opportunities	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: BRHS & ACCE	Ongoing	$3,816,431.00	$0.00	$3,816,431.00				$3,816,431.00	
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	$273,524.00	$13,940.00	$287,464.00				$287,464.00	
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	$1,363,461.00	$120,784.00	$1,484,245.00				$1,484,245.00	
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	$143,364.00	$14,000.00	$157,364.00				$157,364.00	
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	$50,355.00	$5,890.00	$56,245.00				$56,245.00	

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	$342,726.00	$8,040.00	$350,766.00				$350,766.00	
1	1.10	Expanded Learning Opportunities	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Kindergarten	Ongoing	$1,669,510.00	$0.00	$1,669,510.00				$1,669,510.00	
1	1.11	Funding for Innovative Academic Programs and Materials	All	No			All Schools	Ongoing	$104,375.00	$0.00	$104,375.00				$104,375.00	
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	$6,900.00	$0.00	$6,900.00				$6,900.00	
1	1.13	Students with Disabilities Professional Development	Students with Disabilities	No			All Schools	Ongoing	$6,000.00	$0.00	$6,000.00				$6,000.00	
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	$93,359.00	$86,400.00	$179,759.00				$179,759.00	
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	$167,817.00	$260,000.00	$427,817.00				$427,817.00	
3	3.1	Family and Community Engagement	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	$665,947.00	$46,893.00	$712,840.00				$712,840.00	
3	3.2	Transportation Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$161,658.00	$8,795,795.00	$8,957,453.00				$8,957,453.00	
4	4.1	Academic Intervention and Support (OES)	All	No			Specific Schools: Oasis Elementary	2026/2027 School Year	$385,010.00	$0.00		$385,010.00			$385,010.00	
4	4.2	Behavioral Intervention and Support (OES)	All	No			Specific Schools: Oasis Elementary	2026/2027 School Year	$144,221.00	$0.00		$144,221.00			$144,221.00	

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	2026/2027 School Year	$210,286.00	$0.00		$210,286.00			$210,286.00	
4	4.4	Additional Curriculum and Instructional Resources (PVES)	All	No			Specific Schools: Palm Vista Elementary	2026/2027 School Year	$30,592.00	$3,000.00		$33,592.00			$33,592.00	
4	4.5	Academic Professional Development (PVES)	All	No			Specific Schools: Palm Vista Elementary	2026/2027 School Year	$0.00	$0.00		$0.00			$0.00	
4	4.6	Student Engagement Professional Development (PVES)	All	No			Specific Schools: Palm Vista Elementary	2026/2027 School Year	$0.00	$0.00		$0.00			$0.00	
4	4.7	Engaging Learning Opportunities (PVES)	All	No			Specific Schools: Palm Vista Elementary	2026/2027 School Year	$18,936.00	$56,360.00		$75,296.00			$75,296.00	
4	4.8	Academic and SEL Supplemental Curriculum, Materials, and Supplies (OES)	All	No			Specific Schools: Oasis Elementary	2026/2027 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	2026/2027 School Year	$130,692.00	$0.00		$130,692.00			$130,692.00	
6	6.1	Targeted Academic Interventions Led by Support Staff for Students with Identified Needs	All	No			All Schools	2026/2027 School Year	$1,013,256.00	$0.00		$1,013,256.00			$1,013,256.00	
6	6.2	Targeted Student Well-Being Interventions Led by Support Staff for	All	No			All Schools	2026/2027 School Year	$1,013,815.00	$0.00		$1,013,815.00			$1,013,815.00	

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	2026/2027 School Year	$444,611.00	$0.00		$444,611.00			$444,611.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
80,584,173	20,323,577	25.220%	0.000%	25.220%	$23,818,583.00	0.000%	29.557 %	**Total:**	$23,818,583.00
								LEA-wide Total:	$16,108,424.00
								Limited Total:	$220,509.00
								Schoolwide Total:	$7,489,650.00

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	$4,029,121.00	
1	**1.2**	Additional College and Career Support and Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All High School	$1,716,245.00	
1	**1.3**	Alternative Interventions and Supports	Yes	LEA-wide	Low Income	All Schools	$387,365.00	
1	**1.4**	Alternative Education Opportunities	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: BRHS & ACCE	$3,816,431.00	
1	**1.5**	Targeted Supports in English Language Arts (ELA)	Yes	Schoolwide	Foster Youth Low Income	Grades TK-6th	$287,464.00	
1	**1.6**	Equitable Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,484,245.00	
1	**1.7**	Targeted Interventions and Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades TK-6th	$157,364.00	

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	$56,245.00	
1	1.9	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,766.00	
1	1.10	Expanded Learning Opportunities	Yes	Schoolwide	Foster Youth Low Income	Kindergarten	$1,669,510.00	
1	1.12	English Learner and Long-Term English Learner Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$6,900.00	
2	2.1	Mental and Emotional Health Programs and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$179,759.00	
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	$712,840.00	
3	3.2	Transportation Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$8,957,453.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$27,072,973.00	$27,444,364.54

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	$4,037,630.00	$3,961,656.00
1	**1.2**	Additional College and Career Support and Opportunities	Yes	$1,749,868.00	$1,866,877.00
1	**1.3**	Alternative Interventions and Supports	Yes	$349,992.00	$288,017.00
1	**1.4**	Alternative Education Opportunities	Yes	$4,296,713.00	$3,900,176.00
1	**1.5**	Targeted Supports in English Language Arts (ELA)	Yes	$222,681.00	$246,543.00
1	**1.6**	Equitable Access to Technology	Yes	$2,011,290.00	$1,531,950.00
1	**1.7**	Targeted Interventions and Supports for English Learners	Yes	$128,166.00	$121,506.00
1	**1.8**	Targeted Interventions and Supports for Long-Term English Learners	Yes	$33,745.00	$36,960.00
1	**1.9**	Professional Development	Yes	$235,892.00	$232,585.00
1	**1.10**	Expanded Learning Opportunities	Yes	$1,594,930.00	$1,680,880.00
1	**1.11**	Funding for Innovative Academic Programs and Materials	No	$96,593.00	$109,249.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.12**	English Learner and Long-Term English Learner Professional Development	Yes	$132,446.00	$121,132.00
1	**1.13**	Students with Disabilities Professional Development	No	$5,000.00	$3,421.00
2	**2.1**	Mental and Emotional Health Programs and Services	Yes	$170,241.00	$261,029.00
2	**2.2**	Collaborative Leadership and Practices Targeting Social-Emotional Needs	Yes	$6,875.00	$6,875.00
2	**2.3**	Physical Safety Personnel	No	$763,191.00	$767,398.00
3	**3.1**	Family and Community Engagement	Yes	$310,712.00	$305,906.00
3	**3.2**	Transportation Support	Yes	$5,978,243.00	$7,543,069
4	**4.1**	Academic Intervention and Support (OES)	No	$227,817.00	$183,979.00
4	**4.2**	Behavioral Intervention and Support (OES)	No	$341,921.00	$189,981.00
4	**4.3**	Behavioral Interventions (PVES)	No	$165,754.00	$242,236.00
4	**4.4**	Additional Curriculum and Instructional Resources (PVES)	No	$82,406.00	$64,144.00
4	**4.5**	Academic Professional Development (PVES)	No	$92,326.00	$8,168.00
4	**4.6**	Student Engagement Professional Development (PVES)	No	$30,000.00	$20,595.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.7	Engaging Learning Opportunities (PVES)	No	$20,000.00	$44,054.00
4	4.8	Academic and SEL Supplemental Curriculum, Materials, and Supplies (OES)	No	$34,752.00	$32,501.00
5	5.1	Additional Instruction	No	$125,029.00	$151,034.00
6	6.1	Targeted Academic Interventions Led by Support Staff for Students with Identified Needs	No	$2,904,718.00	$2,212,320.00
6	6.2	Targeted Student Well-Being Interventions Led by Support Staff for Students with Identified Needs	No	$705,373.00	$891,148.00
6	6.3	Enhanced Instruction through Professional Development and Coaching	No	$218,669.00	$418,975.54

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$19,626,777	$21,259,424.00	$22,105,161.00	($845,737.00)	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	$4,037,630.00	$3,961,656		
1	**1.2**	Additional College and Career Support and Opportunities	Yes	$1,749,868.00	$1,866,877		
1	**1.3**	Alternative Interventions and Supports	Yes	$349,992.00	$288,017		
1	**1.4**	Alternative Education Opportunities	Yes	$4,296,713.00	$3,900,176		
1	**1.5**	Targeted Supports in English Language Arts (ELA)	Yes	$222,681.00	$246,543		
1	**1.6**	Equitable Access to Technology	Yes	$2,011,290.00	$1,531,950		
1	**1.7**	Targeted Interventions and Supports for English Learners	Yes	$128,166.00	$121,506		
1	**1.8**	Targeted Interventions and Supports for Long-Term English Learners	Yes	$33,745.00	$36,960		
1	**1.9**	Professional Development	Yes	$235,892.00	$232,585		
1	**1.10**	Expanded Learning Opportunities	Yes	$1,594,930.00	$1,680,880		
1	**1.12**	English Learner and Long-Term English Learner Professional Development	Yes	$132,446.00	$121,132		
2	**2.1**	Mental and Emotional Health Programs and Services	Yes	$170,241.00	$261,029		

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	$6,875.00	$6,875		
3	**3.1**	Family and Community Engagement	Yes	$310,712.00	$305,906		
3	**3.2**	Transportation Support	Yes	$5,978,243.00	$7,543,069		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$77,381,601	$19,626,777	0.000%	25.364%	$22,105,161.00	0.000%	28.566%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

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

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(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 32627(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(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).

California Department of Education
November 2024