LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Moorpark Unified School District
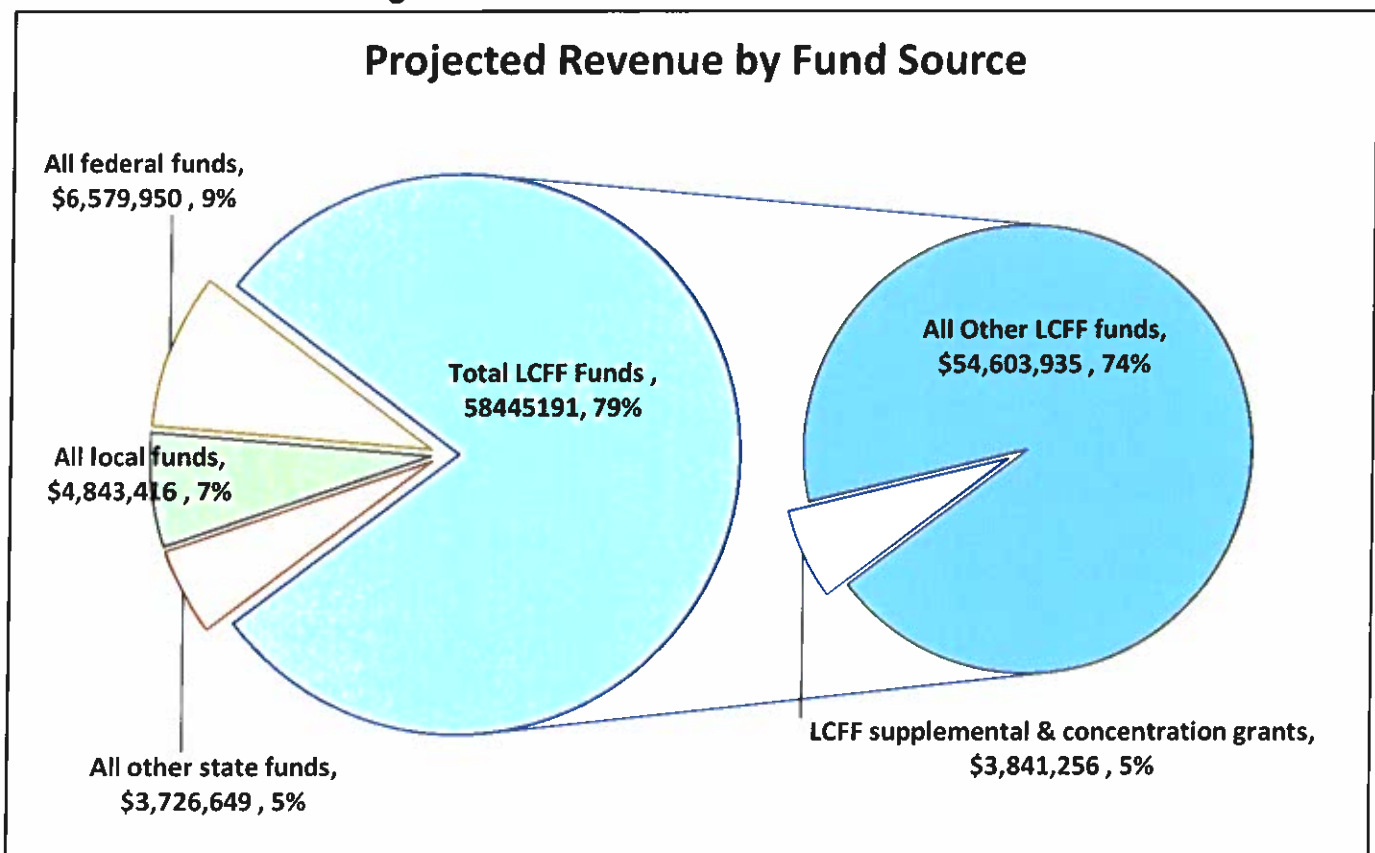
CDS Code: 56-73940-0000000

School Year: 2021 – 22

LEA contact information: Dr. Kelli Hays (805) 378-6300 khays@mrpk.org

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 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $6,579,950 , 9%

All local funds, $4,843,416 , 7%

Total LCFF Funds , 58445191, 79%

All Other LCFF funds, $54,603,935 , 74%

All other state funds, $3,726,649 , 5%

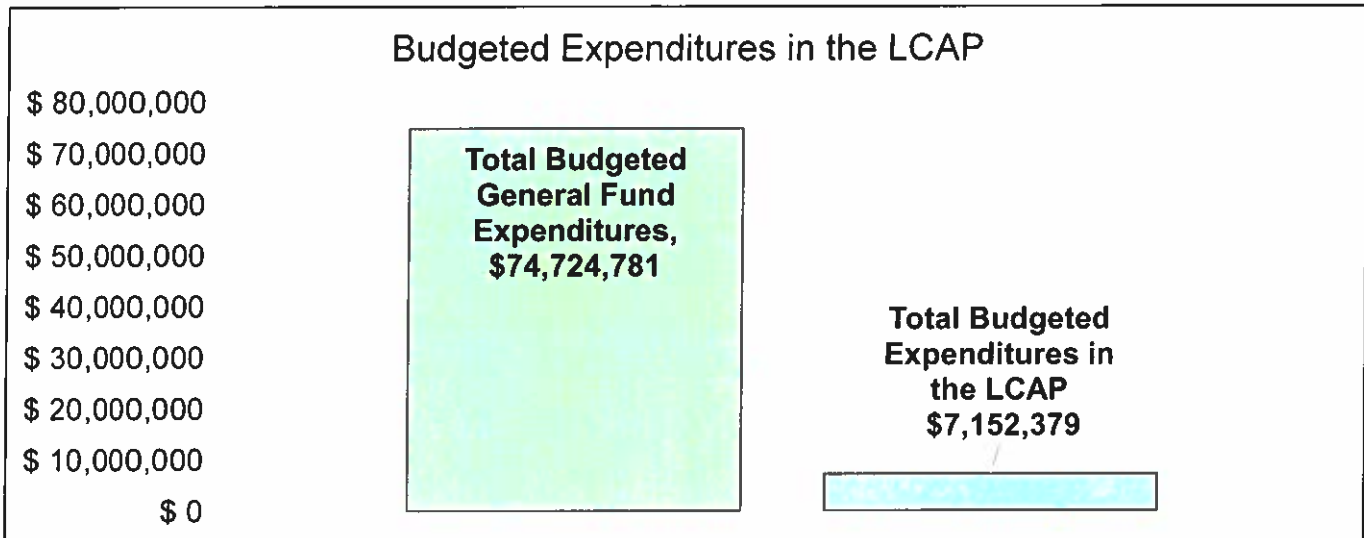LCFF supplemental & concentration grants, $3,841,256 , 5%

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

The total revenue projected for Moorpark Unified School District is $73,595,206.00, of which $58,445,191.00 is Local Control Funding Formula (LCFF), $3,726,649.00 is other state funds, $4,843,416.00 is local funds, and $6,579,950.00 is federal funds. Of the $58,445,191.00 in LCFF Funds, $3,841,256.00 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.

Budgeted Expenditures in the LCAP

$ 80,000,000	
$ 70,000,000	**Total Budgeted General Fund Expenditures, $74,724,781**
$ 60,000,000	
$ 50,000,000	
$ 40,000,000	**Total Budgeted Expenditures in the LCAP $7,152,379**
$ 30,000,000	
$ 20,000,000	
$ 10,000,000	
$ 0	

This chart provides a quick summary of how much Moorpark Unified School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Moorpark Unified School District plans to spend $74,724,781.00 for the 2021 – 22 school year. Of that amount, $7,152,379.00 is tied to actions/services in the LCAP and $67,572,402.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
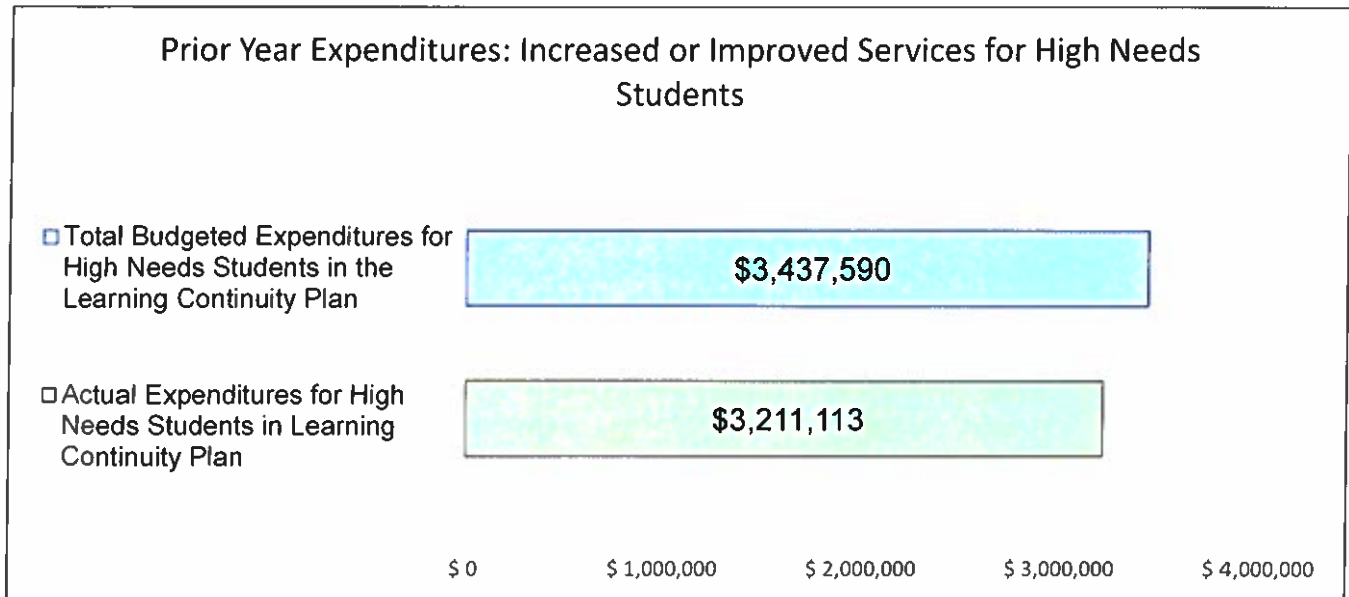
Expenditures that would normally occur for the district's base instructional program, safety, and operations such as employee salary and benefits for most positions, materials and supplies, services for regular and special education and categorical program activities, school safety, facility maintenance, transportation, support staff, and operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Moorpark Unified School District is projecting it will receive $3,841,256.00 based on the enrollment of foster youth, English learner, and low-income students. Moorpark Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Moorpark Unified School District plans to spend $5,146,404.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$3,437,590
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$3,211,113

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000

This chart compares what Moorpark Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Moorpark 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.

In 2020 – 21, Moorpark Unified School District's Learning Continuity Plan budgeted $3,437,590.00 for planned actions to increase or improve services for high needs students. Moorpark Unified School District actually spent $3,211,113.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $226,477.00 had the following impact on Moorpark Unified School District's ability to increase or improve services for high needs students:

The difference had a minimal impact on the provision of increased and improved services for high needs students in 2019-20. Professional development was provided to teachers during scheduled work hours instead of adding days or hours to the work year, the salary of teachers hired for extra RTI was lower than projected, and families requested fewer hot spots and fewer childcare scholarships than expected.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Moorpark Unified School District	Dr. Kelli Hays, Superintendent	khays@mrpk.org (805) 378-6300

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Increase academic achievement for all students so they are career/college ready upon graduation.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Expected

Increase the percentage of students who meet or exceed standards on CAASPP summative assessments:

ELA	67% to 69%
Math	53% to 55%

Actual

CAASPP Comparative Data 2018 to 2019

CAASPP ELA	% Meeting or Exceeding Standard		Change
	18-19	19-20	+/-
All	62.1%	60.6%	-1.5%

CAASPP Math	% Meeting or Exceeding Standard		Change
	18-19	19-20	+/-
All	48.7%	48.1%	-0.4%

Econ Dis	40.8%	38.8%	-2.0%
EL	27.6%	28.5%	0.8%
R-FEP	45.7%	45.2%	-0.5%
SpEd	22.0%	20.1%	-1.7%
African Amer	64.7%	48.5%	-16.2%
Asian	88.4%	84.8%	-3.6%
Hispanic	46.9%	45.5%	-1.4%
Two Or More	75.8%	78.0%	2.2%
White	75.6%	75.7%	0.1%

Econ Dis	28.1%	27.3%	-0.7%
EL	27.2%	27.7%	0.3%
R-FEP	29.0%	28.9%	0.0%
SpEd	17.5%	17.1%	-0.4%
African Amer	50.0%	43.8%	-6.2%
Asian	82.3%	82.8%	0.5%
Hispanic	33.3%	33.0%	-0.2%
Two Or More	64.0%	64.8%	0.8%
White	61.6%	62.0%	0.7%

Elementary Reading Proficiency	T2 18-19	T2 19-20	+/-
All	64.8%	65.9%	1.1%
White	79.0%	79.7%	0.7%
Hispanic	51.1%	52.3%	1.2%
EL	36.9%	33.8%	-3.1%
R-FEP	75.5%	79.0%	3.5%
Econ Dis	45.1%	43.9%	-1.2%
SpEd	25.8%	24.8%	-1.0%

Elementary Math Proficiency	T2 18-19	T2 19-20	+/-
All	69.8%	70.7%	0.9%
White	81.8%	81.9%	0.1%
Hispanic	57.9%	59.1%	1.2%
EL	47.8%	44.7%	-3.1%
R-FEP	69.9%	74.8%	4.9%
Econ Dis	51.7%	51.2%	-0.5%
SpEd	36.3%	31.7%	-4.6%

The above two tables show the percentage of elementary students meeting the goals in reading and math for 2018-19, Trimester 2 and 2019-20, Trimester 2. The final column of each table shows the gain/loss from the previous year to the current year.

MS ELA Proficiency	T2 18-19	T2 19-20	+/-
All	85.8%	89.0%	3.2%
White	94.7%	94.0%	-0.7%
Hispanic	77.8%	84.1%	6.3%
EL	59.2%	64.6%	5.4%
R-FEP	79.5%	86.5%	7.0%
Econ Dis	75.9%	82.1%	6.2%
SpEd	91.7%	91.1%	-0.6%

MS Math Proficiency	T2 18-19	T2 19-20	+/-
All	84.6%	80.9%	-3.7%
White	91.9%	89.5%	-2.4%
Hispanic	77.4%	72.5%	-4.9%
EL	61.8%	46.9%	-14.9%
R-FEP	77.8%	75.3%	-2.5%
Econ Dis	75.3%	69.0%	-6.3%
SpEd	84.4%	84.0%	-0.4%

HS ELA Proficiency	S1 18-19	S1 19-20	+/-
All	79.2%	82.9%	3.7%
Econ Dis	63.1%	69.1%	6.0%
EL	32.8%	24.2%	-8.6%
R-FEP	63.7%	73.3%	9.6%
SpEd	73.1%	75.4%	2.3%
African Amer	82.9%	92.3%	9.4%
Asian	96.1%	94.4%	-1.7%
Hispanic	66.8%	74.4%	7.3%
White	88.6%	91.1%	2.5%

HS Math Proficiency	S1 18-19	S1 19-20	+/-
All	75.7%	79.1%	3.4%
Econ Dis	64.5%	63.7%	-0.8%
EL	41.5%	30.8%	-10.7%
R-FEP	63.2%	67.4%	4.2%
SpEd	65.9%	68.1%	2.2%
African Amer	83.3%	69.4%	-13.9%
Asian	90.0%	94.3%	4.3%
Hispanic	65.5%	68.7%	3.2%
White	83.7%	87.6%	3.9%

The above four tables show the percentage of Cs or better in ELA and Math for the middle schools and high schools for 2018-19 and 2019-20. The final column of each table shows the gain/loss from the previous year to the current year. "All" indicates the percentage of all students in that subject area who received C or better. The percentage for each subpopulation indicates the percentage of that subpopulation with C or better.

Increase the percentage of students demonstrating proficiency via report card marks in ELA and Math:

	ELA	Math
Elementary School	Trimester 2 – 3 (PRO) or higher Overall Reading – 66.5% to 67.5%	Trimester 2 – 3 (PRO) or higher Overall Math – 73.4% to 74.4%
Middle School	Trimester 2 - C or higher Language Arts –91.8% to 92.8%	Trimester 2 - C or higher Math – 84.6% to 85.6%
High School	Semester 1 - C or higher English – 86.4% to 87.4%	Semester 1 - C or higher Math – 86.9% to 87.9%

Increase the English Learner Reclassification Rate from 19.2% to 19.6%.

English Learner Reclassification Rate	2017-18	2018-19	+/-
% of English Learners Reclassified	15.7%	10.9%	-4.8%

The table above shows the percentage of English Learners reclassified from English Learner to Reclassified Fluent English Proficient. The timeframe for this calculation is from Fall Census Day (first Wednesday in October) to Fall Census Day the following year. The final column shows the gain/loss from the previous year to the current year.

Increase percentage of students passing AP Exam with score of 3 or higher from 78.9% to 79.9%.

AP Exam Pass Rate	2017-18	2018-19	+/-
% of AP students with score of 3 or higher on one or more AP exams	80.3%	83.0%	2.7%

	Expected		Actual	

The table above shows the percentage of students who took AP exams and scored 3 or higher on one or more AP exams, which is passing.

Increase percentage of students who demonstrate college preparedness in ELA from 42.0% to 44% and in math from 19% to 21% as measured by the Early Assessment Program.

College Preparedness

% of students determined college ready by EAP	2017-18	2018-19	+/-
ELA	25.28%	27.2%	1.92%
Math	13.80%	14.6%	0.8%

An Achievement Level of 4 ("Exceeds Standard") on the CAASPP = EAP college ready.

	2017-18	2018-19	+/-
Seal of Biliteracy	32	25	-7

Increase the number of students who receive the Seal of Biliteracy from 48 to 50.

The table above shows the number of students who met the criteria to receive a Seal of Biliteracy on their high school diploma. Criteria includes completing all English-language arts requirements for graduation with an overall GPA of 2.0 or higher in those classes as well as one of the following: passing an AP foreign language exam with a score of 3 or higher, completing a four-year high school course of study in a foreign language with an overall GPA of 3.0 or higher in that course of study, or passing the SAT II foreign language exam with a score of 600 or higher.

Increase percentage of students who complete A-G requirements from 59.5% to 61.5%.

	2017-18	2018-19	+/-
A-G Completion Rate	54.4%	49.4%	-5.0%

The A-G requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). The table above shows the percentage of graduates who completed all of the A-G requirements.

Increase high school graduation rate from 94.4% to 95.4%.

	2017-18	2018-19	+/-
High School Graduation Rate	93.2%	91.3%	-1.9%

The table above shows the cohort graduation rate for all MUSD. A cohort is determined by the entering year for 9th grade. Students who entered 9th grade in 2015-16 are reported in the 2018-19 grad cohort.

Increase the percentage of English Learners attaining proficiency in English as measured by the Summative ELPAC from 29.38% (2017-18 baseline) to 30.38%

English Learner Proficiency	2017-18 Baseline	2018-19	+/-
% of English Learners attaining proficiency in English as measured by the Summative ELPAC	29.38%	64.0%	34.62%

API

NA

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Testing Support 1.1a Provide CAASPP training, training materials, postage, and personnel to	**1.1 Testing Support** 1.1a Provided targeted CAASPP training to	1.1a $8,311; Unrestricted State Funds, Testing Apportionment	1.1a $20; Unrestricted State Funds, Testing

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
support CAASPP administration at sites 1.1b Encourage 11th grade CAASPP participation 1.1c Provide ELPAC training, training materials, and personnel to support ELPAC administration at sites	site CAASPP Coordinators, In-Room Test Administrators (certificated teachers), Online Test Administrators (elementary computer techs and secondary designees), Proctors (paraeducators and teacher candidates), and CA Alternate Assessment Test Examiners (designated certificated or licensed SpEd staff). 3/4/20, 3/9/20 1.1b Counselors and teachers encouraged students to do well on the CAASPP, and reminded them that it now includes the EAP 1.1c Provided ELPAC training to site ELPAC Coordinators, classroom teachers, and paraeducators responsible for ELPAC administration. 8/9/20, 8/29/20, 1/8/20, 1/28/20	1.1b N/A 1.1c $13,000; Unrestricted State Funds, Testing Apportionment	Apportionment 1.1b N/A 1.1c $11,245; Unrestricted State Funds, Testing Apportionment
1.2 Support for EL, Low Income and Foster Youth 1.2a Provide designated and integrated ELD instruction during school day 1.2b Provide before, during, and/or after school interventions as recommended by classroom teachers 1.2c Implement Rosetta Stone program for newcomers (2-12) 1.2d Offer summer school opportunities • Credit recovery (9-12) • Special Education (TK-12) 1.2e Designate a Teacher on Special Assignment to provide coaching and support to teachers with State standards and instructional strategies to assist unduplicated student groups (TK-5) 1.2f Provide EL Academic Liaison for middle school students 1.2g Maintain additional academic counselor for EL/RFEP and Foster Youth middle school and high school students 1.2h Continue to offer Zero Period AVID (MHS) 1.2i Maintain Individual Determination Equals	**1.2 Support for EL, Low Income and Foster Youth** 1.2a Designated and English Language Development (ELD) was provided during the school day, at all grade levels, TK-12 1.2b Before, during, and/or after school interventions were provided to students in grades 1-12, as recommended by classroom teachers 1.2c English Learner newcomers utilized the Rosetta Stone, English language acquisition program, in grades 1-12 (46 students) 1.2d During the summer of 2019, the following summer school opportunities were offered: • Edgenuity credit recovery and "go-ahead" courses (Grades 9-12) were offered to students who were credit deficient or in performing arts and CTE pathways (123 students) • Special education (K-12) (87	1.2 $88,303; Supplemental Indirect 1.2a N/A 1.2b $135,962; LCFF Supplemental 1.2c $7,100; LCFF Supplemental 1.2d $18,906 (9th-12th) $82,307 (SpEd); Restricted State Funds (SpEd), LCFF Supplemental (Credit Recovery) 1.2e $18,924 Title II .20 FTE $75,696 Title I .80 FTE 1.2f $42,000; Title III 1.2g $256,050; LCFF Supplemental 1.2h $122,150 – 6 periods;	1.2 $0 Supplemental Indirect 1.2a N/A 1.2b $100,438; LCFF Supplemental 1.2c $6,750; LCFF Supplemental 1.2d $24,447 (9th-12th); LCFF Supplemental $67,217 (SPED); Restricted State Funds (SpEd) 1.2e $18,924 Title II .20 FTE $76,342 Title I .80 FTE 1.2f $46,364; Title III 1.2g $262,268; LCFF Supplemental 1.2h $103,477 – 5 periods; LCFF

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Academic Success (IDEAS) program at Mesa Verde Middle School and Chaparral Middle School	students)	LCFF Supplemental	Supplemental
1.2j Provide one period IDEAS teacher at each comprehensive middle school	1.2e A Teacher on Special Assignment (TOSA) provided ELD coaching and support to teachers. TOSA created ELD lessons and placed them on the M Drive for all teachers to access	1.2i $5,000; LCFF Supplemental	1.2i $758; LCFF Supplemental
1.2k Monitor student progress through teacher collaboration (PLC) meeting		1.2j $47,823; LCFF Supplemental	1.2j $49,681; LCFF Supplemental
1.2l Maintain extra support for bilingual counselor for parent outreach	1.2f English Learner Academic Liaisons provided support to English Learner students at the comprehensive middle schools	1.2k N/A	1.2k N/A
1.2m Continue to provide bilingual instructional assistants to support English Learners at Chaparral MS and Moorpark HS		1.2l N/A	1.2l N/A
		1.2m $37,000; Title III/Title I	1.2m $12,305; Title III/Title I
1.2n 0.10 FTE Curriculum Director for ELD	1.2g An additional 0.5 FTE middle school counselor was maintained at each comprehensive middle school and one high school to provide additional academic counseling for EL/RFEP, Homeless, and Foster Youth	1.2n $16,542; LCFF Supplemental	1.2n $17,079; LCFF Supplemental
1.2o Accountability and Categorical Programs Specialist to assist site leadership with programs to support unduplicated student groups.		1.2o $28,197 0.18 FTE Ttile I, $128,453 0.82 FTE LCFF Supplemental	1.2o $28,529 0.18 FTE Ttile I, $129,964 0.82 FTE LCFF Supplemental
1.2p 0.70 FTE Data Specialist to collect data and monitor at-risk student progress	1.2h Zero Period AVID was provided at Moorpark High School (132 students - 5 sections)	1.2p $107,364 (0.7 FTE); LCFF Supplemental	1.2p $75,977 (0.7 FTE); LCFF Supplemental
1.2q Offer *Spanish for Spanish Speakers* and AP Spanish 4 at Moorpark High School to encourage English Learner students to continue to develop their native language and to challenge them with AP level curriculum 0.5 FTE	1.2i Individual Determination Equals Academic Success (IDEAS) program was maintained at Mesa Verde Middle School and Chaparral Middle School (MVMS 32 students, CMS 22 students)	1.2q $57,638 (0.5 FTE); LCFF Supplemental	1.2q $60,097 (0.5 FTE); LCFF Supplemental
		1.2r $66,576; LCFF Supplemental	1.2r $69,367; LCFF Supplemental
1.2r Provide EL, low SES, and Foster Youth students with career and college counseling services through Career Center	1.2j A one period IDEAS teacher was provided at each comprehensive middle school	1.2s N/A	1.2s N/A
		1.2t $27,085 LCFF Supplemental $27,085 LPSBG	1.2t $31,806 LCFF Supplemental $23,241 LPSBG
1.2s Provide one full day of inservice training, that will specifically focus on instructional strategies to meet the needs of unduplicated student groups	1.2k Teachers met weekly (elementary) and bi-monthly (secondary) to discuss and monitor student progress during Professional Learning Communities (PLCs). Middle school PLCs were held on Friday mornings, 8:30 AM - 9:30 AM. High school PLCs were held on Wednesday mornings, 8:00 AM - 8:50 AM.	1.2u $42,500; Title I	1.2u $25,787; Title I
1.2t Provide Mindset Math summer camp program for unduplicated students and students with disabilities who are not meeting grade level standards in math and provide Mindset Math professional development for teachers teaching the program.	1.2l Additional 0.2 FTE bilingual counselor was maintained for parent outreach		
1.2u Provide additional math professional development focusing on mathematical	1.2m Bilingual instructional assistants were provided to support English Learners at Chaparral MS and Moorpark HS (MHS		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
mindsets.	bilingual IA only worked for a short time and a replacement was not found) 1.2n A 0.10 FTE Curriculum Director was provided to support ELD in preschool-12th grade 1.2o Accountability and Categorical Programs Specialist was provided to assist site leadership with programs to support unduplicated student groups. 1.2p A 0.70 FTE Data Specialist was provided to collect data and monitor at-risk student groups 1.2q One section each of AP Spanish 4 and Spanish for Spanish Speakers were offered at Moorpark High School 1.2r EL, low SES, and Foster Youth students were provided with career and college counseling services through the Career Center (09-12-2019, 09-17-2019, 09-19-2019, 09-25, 2019 and during all registration days). 1.2s A full day inservice which specifically focused on addressing the needs of unduplicated students groups was provided, but was not charged to LCFF Supplemental (11/1/2019) 1.2t Mindset Math summer camp program was provided for unduplicated students and students with disabilities who are not meeting grade level standards in math. 1.2u On-going math professional development was provided which focused on mathematical mindsets.		
1.3 Services for High Achieving Students 1.3a Offer Pre-AP and AP Parent Nights to review A-G requirements and benefits of AP course work and college admission 1.3b Maintain additional accelerated math courses in 7th and 8th grade (Math 7	**1.3 Services for High Achieving Students** 1.3a Pre-AP and AP Parent Nights were provided virtually through pre-recorded presentations to review A-G requirements and benefits of AP course work and college admission.	1.3a N/A 1.3b N/A 1.3c N/A 1.3d N/A 1.3e N/A	1.3a N/A 1.3b N/A 1.3c N/A 1.3d N/A 1.3e N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Enriched, Math 1CP, and Math 1H) 1.3c Explore additional high school honors and AP courses 1.3d Continue to cluster high achieving students in elementary classrooms 1.3e Offer high school Spanish 1 to high achieving 8th grade students 1.3f Continue to provide research data base for College Prep and Advanced Placement courses (see Goal 1.6c)	1.3b Accelerated math courses in 7th and 8th grade, including Math 7 Enriched, Math 7 Accelerated, Math 1 College Prep, and Math 1 Honors, were offered this school-year 1.3c Honors and AP courses were maintained and the addition of AP Computer Science was added for the 2019-20 school year. 1.3d High achieving students were clustered in elementary classrooms 1.3e High school Spanish 1 was offered to high achieving 8th grade students 1.3f A research database was purchased for Moorpark High School student use. There were over 69,725 database sessions utilized.	1.3f $5,000; Unrestricted State Funds	1.3f. $5,136; Unrestricted State Funds
1.4 Support for Student Proficiency in ELA and Math 1.4a Provide supplemental support for implementation of CA State Standards to ensure unduplicated student groups meet CA School Dashboard academic indicators 1.4b Provide RtI^2 for unduplicated student groups not meeting grade level standards and ensure smaller class size during targeted intervention time 1.4c Provide Moby Max for individualized practice and remediation principally for unduplicated student groups to assist in closing the achievement gap 1.4d Provide before, during, and/or after school interventions principally for unduplicated student groups, as recommended by classroom teachers, to increase grade level mastery of standards (Also see 1.2b) 1.4e Provide professional development and time for unit planning in all subject areas to prepare staff to meet the needs of unduplicated student groups 1.4f Support Schools of Distinction themes to ensure unduplicated student groups have opportunities to engage in additional	**1.4 Support for Student Proficiency in ELA and Math** 1.4a Implemented CA State Standards with professional development designed to ensure unduplicated student groups meet CA School Dashboard academic indicators (11/1/19, 1/27/20, 3/16/20) 1.4b Provided RtI2 for unduplicated student groups not meeting grade level standards and ensure smaller class size during targeted intervention time 1.4c Provided Moby Max for individualized practice and remediation principally for unduplicated student groups to assist in closing the achievement gap 1.4d Provided before, during, and/or after school interventions principally for unduplicated student groups, as recommended by classroom teachers, to increase grade level mastery of standards (Also see 1.2b) 1.4e Professional development and unit planning in ELA, Math, ELD, NGSS, and UDL was provided to prepare staff to meet the needs of unduplicated student	1.4 $41,086; Supplemental Indirect 1.4a N/A 1.4b $301,947; LCFF Supplemental 1.4c $6,427; LCFF Supplemental 1.4d See Goal 1.2b; LCFF Supplemental 1.4e $40,000; Title II 1.4f $35,000 LCFF Supplemental $10,000 Title II 1.4g N/A 1.4h $5,000; Unrestricted State Funds 1.4i $12,012; LCFF Supplemental 1.4j $91,838 (0.10 FTE); LCFF Supplemental 1.4k $25,532; LCFF Supplemental	1.4 $0; Supplemental Indirect 1.4a N/A 1.4b $266,196; LCFF Supplemental 1.4c $7,391; LCFF Supplemental 1.4d See Goal 1.2b; LCFF Supplemental 1.4e $7,270; Title II 1.4f $19,499 LCFF Supplemental $26,769 Title II 1.4g N/A 1.4h $0; Unrestricted State Funds 1.4i $7652; LCFF Supplemental 1.4j $89,549 (0.10 FTE); LCFF Supplemental 1.4k $2,640; LCFF Supplemental

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
enriching experiences 1.4g Monitor unduplicated student progress through teacher collaboration (PLC) meetings 1.4h Provide services of a part time Certificated Librarian that will work with library media technicians at each school site to ensure high interest , curriculum aligned books and technology for unduplicated student groups 1.4i Provide additional support for Student Study Team (PRIDE), to enable teachers to meet on a monthly basis to discuss unduplicated student progress 1.4j Utilize elementary principals to monitor and oversee the development of school-wide academic programs to target students identified as English Learners, Socioeconomically Disadvantaged and Foster 1.4k Provide elementary combo relief teachers to reduce class size in ELA and math to support unduplicated student groups.	groups (District full day inservices (11/1/19, 1/27/20, 3/16/20) 1.4f District contributions were made to support Schools of Distinction themes to ensure unduplicated student groups have opportunities to engage in additional enriching experiences 1.4g Teachers met weekly to discuss and monitor unduplicated student progress during Professional Learning Communities (PLCs). 1.4h District provided a part time Certificated Librarian that worked with library media technicians at each school site to ensure high interest , curriculum aligned books and technology for unduplicated student groups 1.4i Additional support for Student Study Team (PRIDE) was provided, to enable teachers to meet on a monthly basis to discuss unduplicated student progress 1.4j Elementary principals monitored and coordinated the development of school-wide academic programs to target students identified as English Learners, Economically Disadvantaged and Foster Youth (.10 FTE) 1.4k Elementary combo relief teachers were not hired as there were not combo classes this year.		
1.5 Support for Student Proficiency in all academic areas 1.5a Provide supplemental support for implementation of CA State Standards to ensure unduplicated student groups meet CA School Dashboard academic indicators 1.5b Monitor unduplicated student progress through bi-monthly teacher collaboration (PLC) meetings	**1.5 Support for Student Proficiency in ELA and Math** 1.5a Implemented CA State Standards with professional development designed to ensure unduplicated student groups meet CA School Dashboard academic indicators (11/1/19, 1/27/20, 3/16/20) 1.5b Monitored unduplicated student progress through bi-monthly teacher collaboration	1.5 $30,667; Supplemental Indirect 1.5a N/A 1.5b N/A 1.5c See Goal 1.2b; LCFF Supplemental 1.5d See Goal 1.4e; Title II 1.5e $22,590; LCFF Supplemental	1.5 $0; Supplemental Indirect 1.5a N/A 1.5b N/A 1.5c See Goal 1.2b; LCFF Supplemental 1.5d See Goal 1.4e; Title II 1.5e $17,844; LCFF

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5c Provide before, during, or after school interventions principally for unduplicated student groups, as recommended by classroom teachers, to increase grade level mastery of standards (Also see 1.2b) 1.5d Provide professional development and time for unit planning in all subject areas to prepare staff to meet the needs of unduplicated student groups 1.5e Provide Teacher on Special Assignment in math to assist teachers with unit design, instructional strategies, and implementation of the CA State Standards, to principally support unduplicated student groups 1.5f Provide hourly math teacher to support High School at Moorpark College students in the area of mathematics 1.5g Utilize secondary principals and assistant principals to monitor and oversee the development of school-wide academic programs to target students identified as English Learners, Socioeconomically Disadvantaged and Foster Youth 1.5h Provide credit recovery opportunities beginning the second semester of 9th grade, before, during, and after school 1.6 FTE	(PLC) meetings 1.5c Before, during, after school and Saturday interventions primarily directed for unduplicated students were provided by classroom teachers to increase grade level master of standards 1.5d Provided professional development and time for unit planning in all subject areas to prepare staff to meet the needs of unduplicated student groups (District full inservice days (11/1/19, 1/27/20, 3/16/20) 1.5e Provided Teacher on Special Assignment in math to assist teachers with unit design, instructional strategies and implementation of the CA State Standards, to support unduplicated student groups (.2FTE) 1.5f Provided hourly math teacher to support High School at Moorpark College students in the area of mathematics 1.5g Secondary principals and assistant principals monitored the development of school-wide academic programs to target students identified as English Learners, Socioeconomically Disadvantaged and Foster Youth 1.5h Credit recovery opportunities were provided beginning second semester of students' 9th grade year before, during and after school through the SAS program (2.4 FTE Teachers with 212 students)	1.5f $3,200; Unrestricted State Funds 1.5g $123,225 (0.10 FTE); LCFF Supplemental 1.5h $200,315; LCFF Supplemental	Supplemental 1.5f $425; Unrestricted State Funds 1.5g $109,701 (0.10 FTE); LCFF Supplemental 1.5h $237,522; LCFF Supplemental
1.6 A-G Requirements 1.6a Provide 1:1 registration time with guidance counselors, principally directed to unduplicated student groups 1.6b Schedule grade level visits by guidance counselors to ensure unduplicated student groups at each grade level are aware of A-G requirements	**1.6 A-G Requirements** 1.6a In February and March 2020, all unduplicated high school students were provided 1:1 registration time with guidance counselors. 1.6b In February 2020, high school guidance counselors scheduled grade level visits for all grade levels to ensure awareness	1.6 $602; Supplemental Indirect 1.6a N/A 1.6b N/A 1.6c See Goal 1.3f; Unrestricted State Funds	1.6 $0; Supplemental Indirect 1.6a N/A 1.6b N/A 1.6c See Goal 1.3f; Unrestricted State Funds

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6c Purchase research database for Moorpark and Community High School principally for unduplicated student groups to utilize (see Goal 1.3f) 1.6d Assign AVID advisors to monitor unduplicated AVID student progress towards meeting A-G requirements 1.6e Provide AVID membership and AVID Weekly subscription for Moorpark HS 1.6f Provide professional development for AVID teachers 1.6g Counselors to encourage unduplicated student participation in Seal of Biliteracy program to increase the number of students that are biliterate	of A-G requirements with a special focus on unduplicated students 1.6c A research database was purchased for Moorpark High School student use 1.6d One AVID advisor was provided to monitor unduplicated AVID student progress towards meeting A-G requirements 1.6e AVID membership and AVID Weekly subscriptions were purchased for Moorpark High School 1.6f Professional development was offered to attend the annual AVID conference but no one was able to attend 1.6g Counselors continue to encourage student participation in Seal of Biliteracy program, but the number of students receiving the Seal of Biliteracy declined this past year (25 students received the Seal of Biliteracy in 2019)	1.6d $2,240; LCFF Supplemental 1.6e $4,559; LCFF Supplemental 1.6f $5,000; Title II 1.6g N/A	1.6d $2,772; LCFF Supplemental 1.6e $4,559; LCFF Supplemental 1.6f $2,200; Title II 1.6g N/A
1.7 Graduation Rate To continue to maintain a *High* or *Very High* graduation rate status on the CA School Dashboard, the actions/services below will be provided to our unduplicated student groups and students with disabilities 1.7a Provide students with college and career counseling each year of high school 1.7b Provide after school staffing for Credit Recovery opportunities 1.7c Provide *Edgenuity* software program for credit recovery	**1.7 Graduation Rate** 1.7a Unduplicated student groups and students with disabilities were provided with college and career counseling through visits to the College and Career Center 1.7b Edgenuity Credit Recovery opportunities were provided to all credit deficient students and staffed accordingly 1.7c Edgenuity software program was provided for credit recovery at MHS and was primarily utilized to support unduplicated students	1.7 $1,772; Supplemental Indirect 1.7a N/A 1.7b $20,000; LCFF Supplemental 1.7c $41,250; Lottery	1.7 $0; Supplemental Indirect 1.7a N/A 1.7b $1,831; LCFF Supplemental 1.7c $41,250; Lottery
1.8 Support for English Learner Students with Disabilities 1.8a .5 FTE Special Education English Learner Program Specialist to ensure that EL Students with Disabilities individualized needs are being met	**1.8 Support for Special Education Students** 1.8a .5 FTE Special Education English Learner Program Specialist was provided to ensure that EL Students with Disabilities individualized needs were met 1.8b Additional mainstream opportunities and	1.8 $6,974; Supplemental Indirect 1.8a $78,722; LCFF Supplemental 1.8b $5,000; Title II 1.8c See Goal 1.2d	1.8 $0; Supplemental Indirect 1.8a $74,356; LCFF Supplemental 1.8b $0; Title II 1.8c See Goal 1.2d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8b Explore additional mainstream opportunities and provide professional development for secondary Students with Disabilities (co-teaching/push-in model), particularly at Mesa Verde Middle School. 1.8c Provide Extended School Year (ESY) summer program for Students with Disabilities in need of additional ELA and Math support during the summer (See goal 1.2d) 1.8d Purchase supplemental reading intervention program (Sonday) to support struggling readers and students with Dyslexia 1.8e Provide professional Development for teachers using new reading intervention (Sonday)	professional development for secondary Students with Disabilities (co-teaching/push-in model), was explored including professional development through VCOE and site visits to observe co-teaching. 1.8c Extended School Year (ESY) summer program for Students with Disabilities in need of additional ELA and Math support was provided during the summer of 2019 (See goal 1.2d) 1.8d Supplemental reading intervention program (Sonday) was purchased to support struggling readers and students with Dyslexia 1.8e Professional Development for teachers using the new reading intervention (Sonday) was provided	1.8d $29,583; Special Education 1.8e $2,750; Special Education	1.8d $29,583; Special Education 1.8e $2,750; Special Education
1.9 College and Career Pathways 1.9a Maintain existing high school and middle school pathways with a focus on STEA M related pathways (e.g., manufacturing, gaming, performing arts) 1.9b Increase student awareness of career pathways, ROP classes, and academy partnerships 1.9c Utilize *Naviance* program and maintain student participation rate of 90+% 1.9d Implement *Get Focused, Stay Focused* curriculum for 9th grade students in dual enrollment course with Moorpark College (CA History/Geography and Career Explorations) 1.9e Continue to participate in VC Innovates consortium 1.9f Provide students with career and college counseling services 1.9g Partner with Ventura County Office of	**1.9 College and Career Pathways** 1.9a Existing pathways were maintained and expanded to include Capstone classes for the following pathways Manufacturing and Product Design. Two pathway courses were articulated with Moorpark College (Computer Graphic Arts, and Get Focused, Stay Focused) 1.9b Student awareness of career pathways, ROP classes, and academy partnerships was increased through a Career Pathways Fair/Future Freshman Night (2/24/20), counselor presentations in February, and Academy presentations to 8th grade students during spring 2020 1.9c *Naviance* student participation rate for 2019-20 school year: Grade 9, 16.98%; Grade 10, 75.06%; Grade 11, 95.51%; Grade 12, 94.10% 1.9d *Get Focused, Stay Focused* curriculum	1.9a $183,000; Perkins/CTEIG/Unrestricted State Funds 1.9b N/A 1.9c $9,180; Unrestricted State Funds 1.9d $8,010; Lottery 1.9e N/A 1.9f N/A 1.9g N/A	1.9a $123,000; Perkins/CTEIG/Unrestricted State Funds 1.9b N/A 1.9c $9,180; Unrestricted State Funds 1.9d $7,757; Lottery 1.9e N/A 1.9f N/A 1.9g N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Education (VCOE) to provide an East County ROP facility	for 9th grade students was implemented through the social studies department and articulated for Moorpark College credit 1.9e MUSD continues to participate in the VC Innovates consortium 1.9f Students were provided with career and college counseling services through College and Career Center visits, small group college application support, and individual meetings with counselors 1.9g MUSD partnered with Ventura County Office of Education (VCOE) to provide an East County ROP facility		
1.10 Foster Youth 1.10a Counselors monitor progress and meet with students monthly 1.10b Monitor and provide support to foster youths academic, social and emotional progress through regular guidance counselor visits 1.10c Provide 0.1 FTE Foster Youth Liaison to support foster youth and families 1.10d Provide additional school supplies for foster youth	**1.10 Foster Youth** 1.10a Counselors continue to monitor Foster Youth progress and meet with students monthly 1.10b Foster Youth were monitored and provided support through regular guidance counselor visits 1.10c Foster Youth Liaison was provided to support foster youth and families and provided districtwide foster youth awareness training at March 2020 inservice 1.10d Backpacks with supplies were provided to foster youth as needed	1.10a N/A 1.10b See Goal 3.7a; N/A 1.10c See Goal 3.7b; LCFF Supplemental 1.10d See Goal 3.7c; LCFF Supplemental	1.10a N/A 1.10b See Goal 3.7a; N/A 1.10c See Goal 3.7b; LCFF Supplemental 1.10d See Goal 3.7c; LCFF Supplemental

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A significant portion of Goal 1 actions and services were implemented during the 2019-20 school year, despite the move to distance learning in March due to the COVID-19 pandemic. Increasing academic achievement for all students, so that they are college and career ready upon graduation, continues to be the primary focus for Moorpark Unified School District (MUSD). Providing support for all students, TK-12th grade, including English Learners, High Achievers, Economically Disadvantaged, Students with Disabilities, and Foster Youth was a high priority this year with before, during, and after school interventions, as well as summer school opportunities for special education, high school credit recovery, and a Mathematics Mindset summer camp during the summer of 2019 being offered. Certain actions, such as RtI and before/after school interventions, were limited, beginning in March, due to Distance Learning, ended up costing less the originally budgeted. Funds budgeted for actions and services that were not fully implemented were carried over to the 2020-21 school-year and used to help reduce class size for English Learner, Economically Disadvantaged, and Foster Youth student learning loss mitigation by hiring additional staff.

LCFF Supplemental Indirect costs were not charged to LCFF Supplemental for the 2019-20 school-year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

After reviewing available data for the 2019-20 school year, it was clear that though the actions and services put in place for the 2019-20 school year were effective, there was still a discrepancy between All Students and unduplicated student groups (English Learner, Economically Disadvantaged, Foster Youth) in the areas of suspension/expulsions, college and career readiness and graduation rate.

2019-20 data showed that actions and services have been effective in promoting student achievement, however there is still a significant discrepancy between the academic achievement for "All Students" and the academic achievement of unduplicated student groups (English Learner, Economically Disadvantaged, Foster Youth).

As the LCAP annual update is always written in the spring of 2020, MUSD was able to include and compare 2018 CAASPP data with 2019 CAASPP data and the following was noted:
- 2019 CAASPP data indicated that the percentage of MUSD students who met or exceeded standards in ELA and Math was higher than county and state percentages.
- CAASPP data indicated that the percentage of English Learners meeting or exceeding standards in ELA increased by .8% and .3% in math. This was the second year in a row that EL students increased in both ELA and Math.
- Economically Disadvantaged students showed a decrease in the percent of students meeting or exceeding standards on the CAASPP with a decrease of 2% in ELA and .7% in math.

The following report card data from second trimester (TK-8th grade) and first semester (9th-12th grade) was analyzed and compared to the same time frame during the 2018-19 school year. 2019-20 third trimester/second semester grades were not included as TK-8th grade schools moved to a pass/no pass grading system due to COVID and the switch to Distance Learning created challenges for all students during the final trimester/semester.
- Elementary ELA report card proficiency data increased by 1.1%.
- Elementary math report card proficiency data increased by 0.9%.
- Elementary report card data showed that students scored higher in math than in ELA.
- The number of 6th - 8th grade students earning C or higher in math decreased by 3.7%
- The number of 6th - 8th grade students earning C or higher in ELA increased by 3.2%.
- The number of 9th - 12th grade students earning C or higher in math increased by 3.4%
- The number of 9th - 12th grade students earning C or higher in ELA increased by 3.7%.
- Reclassification rate of English Learners decreased by 4.8%

Successes

There was an increase of 34.62% of English Learners attaining proficiency in English as measured by the Summative ELPAC. English Learners also showed modest growth on the CAASPP ELA .8% and Math .3%. MUSD will continue to provide a strong system of support for English Learners and monitor English Learner proficiency data to ensure English Learners continue to make progress.

Moorpark was one of the first districts in the county to resume instruction with Distance Learning. Administrative and support staff worked over spring break to create Distance Learning schedules and procedures with teacher training and planning beginning the week we returned from spring break. Grade-level appropriate enrichment assignments were posted for students, so that they could continue working during the planning and teacher training phase. Staff training in Universal Design for Learning (UDL) throughout the school year, proved to be especially helpful for online instruction. The multiple ways to share and present material and providing multiple opportunities and ways for students to show what they know, became the norm during Distance Learning. Online programs such as Moby Max, Rosetta Stone, and Math XL became even more valuable with the switch to Distance Learning, allowing students the opportunity to work on specific skills that they might need more practice with while allowing others to move ahead with additional challenges. Support staff, such as English Learner Academic Liaisons, the bilingual TOSA and counselors, made personal outreach to English Learner students and families to ensure that students had everything they needed to be successful in the Distance Learning environment.

Challenges

As evidenced by our 2020 graduation rates and college and career readiness indicators, one of our greatest challenges continues to be closing the achievement gap between student subgroups and "All Students" and improving math scores for "All Students" and all subgroups.

The switch to Distance Learning in March, has made this gap even more pronounced. Unduplicated students (English Learner, Economically Disadvantaged, Foster Youth) were more likely to need district provided devices, hotspots and technical support. The switch to Distance Learning in March, was especially difficult for these student groups as many of these students did not have the devices and connectivity needed for a seamless transition. Although MUSD did get devices out to all students, there were challenges with the process and difficulty getting devices to students and families with limited transportation. Hotspots were difficult to purchase, as the supply became limited due to high demand. The mobile bus hotspots helped mitigate this issue, but were not as convenient as good home-based internet connection. As a result, Economically Disadvantaged students, English Learner students, Foster and Homeless students were at a disadvantage during the initial switch to Distance Learning. This, coupled with multiple students from one family needing to share devices, the inability of some non-English speaking parents to assist their children with Distance Learning, and a myriad of other challenges for these student groups, brought to light the inherent equity and access issues faced by these student groups on a daily basis.

Goal 2

Engage parents, families, and key stakeholders to support student success in school.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Increase EL parent involvement and input at district and site level ELAC/DELAC meetings from an average of 43 per meeting to 46 (2019-20) per meeting as measured by attendance.	EL parent involvement and input at district and site levels was measured by English Language Advisory Committees (ELAC) and the District Language Advisory Committee (DELAC) attendance. Bilingual Parent Coffee Chats were offered to increase EL parent involvement at district and site levels. The attendance at ELAC and DELAC meetings stayed about the same, with an average of 38 parents attending each meeting. Six DELAC meetings were offered this year.
Increase attendance of LCAP PAC groups to an average of 30 per meeting.	The attendance of the LCAP PAC averaged 27 per meeting. The participation in the LCAP PAC from our EL parents has increased.
Increase Title I parent involvement and input at site levels at 20 parents per meeting (2019-20) as measured by attendance.	There was an average of 8 parents per meeting for the 2019-20 school-year.
Increase/maintain involvement from foster families at LCAP PAC to 2 per meeting (2019-20) as measured by attendance.	One foster parent attended LCAP PAC meetings.
Establish baseline data on the involvement of parents of students with exceptional needs and increase the parent involvement to 5 (2019-20) per meeting as measured by attendance at ASK meetings.	The attendance of the ASK meetings averaged 5 parents per meeting.
Increase LCAP survey participation of parents at 650 (2019-20) and maintain LCAP survey participation of staff at 360 (2019-20).	See table below

LCAP Survey Participation	2018-19	2019-20	+/-
All Parents	502	620	+118
All Students in Grades 8-11	1506	1572	+66
All Staff	286	311	+25

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 All Stakeholders 2.1a Invite representatives to LCAP Parent Advisory Committee (PAC) 2.1b Schedule four LCAP PAC meetings which include input on draft LCAP 2.1c Utilize on-line LCAP stakeholder input survey for all stakeholders groups 2.1d Encourage attendance at School Site Council (SSC) meetings 2.1e Increase participation in PTA and Booster groups 2.1f Superintendent or designee attends Moorpark Education Foundation, Rotary Club, Kiwanis, Moorpark Foundation for the Arts, Moorpark Chamber of Commerce, PTA Council and Boys and Girls Club to share information and seek input 2.1g Seek feedback from bargaining unit members regarding professional development needs 2.1h Solicit input from teachers regarding curriculum adoptions 2.1i Maintain an updated district calendar with school activities posted on the MUSD website 2.1j Participate in the Family Engagement workshops at VCOE 2.1k Increase the number of parents taking LCAP survey 2.1l Invite representatives to LCFF Stakeholder Advisory Committee 2.1m Schedule a minimum of four LCFF Stakeholder Advisory Committee meetings which include input on draft budget	**2.1 All Stakeholders** 2.1a Personal outreach was made by site principals and district EL TOSA to invite parents to attend the LCAP Parent Advisory committee meetings 2.1b Input was gathered during the four LCAP Parent Advisory Committee meetings. Parents of Title I, English Learner, Foster Youth and Special Education students were members of this committee. (11/12/19, 12/12/19, 2/19/20, 6/3/20) 2.1c A new on-line LCAP stakeholder input survey was created and utilized to gather stakeholder input for the 2020-21 school-year. Principals made automated phone calls to the parents with direct links to the survey as well as reminders in school newsletters. 2.1d To increase participation in School Site Council (SSC), principals advertised upcoming meetings on marquees, websites, newsletters, parent outreach phone calls, social media, and school apps 2.1e To increase participation in Parent and Teacher Associations (PTA), and Booster group meetings, principals advertised upcoming meetings on marquees, websites, newsletters, parent outreach phone calls, social media, and school apps 2.1f To share information and seek community input the Superintendent attended Moorpark Education Foundation, Rotary	2.1a N/A 2.1b N/A 2.1c N/A 2.1d N/A 2.1e N/A 2.1f N/A 2.1g N/A 2.1h N/A 2.1i N/A 2.1j $200; Title I 2.1k N/A 2.1l N/A 2.1m N/A	2.1a N/A 2.1b N/A 2.1c N/A 2.1d N/A 2.1e N/A 2.1f N/A 2.1g N/A 2.1h N/A 2.1i N/A 2.1j $0; Title I 2.1k N/A 2.1l N/A 2.1m N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Club, Moorpark Foundation of the Arts, Moorpark Chamber of Commerce, PTA Council, Moorpark City Council, and Boys and Girl Club. The Assistant Superintendent of Instruction is a member of the Kiwanis and participates in their activities		
	2.1g Surveys through Survey Monkey were sent to teachers to collect data after professional development		
	2.1h There were no new curriculum adoptions		
	2.1i A district calendar is posted on the MUSD website		
	2.1j No parents were able to attended the Ventura County CABE and Migrant Education Conference this year		
	2.1k The number of parents taking the LCAP survey increased from 502 to 620		
	2.1l A bilingual TOSA invited representatives to the LCFF Stakeholder Advisory Committee meetings (11/12/19, 12/12/19, 2/19/20, 6/3/20)		
	2.1m Four LCFF Stakeholder Advisory Committee meetings were held (11/12/19, 12/12/19, 2/19/20, 6/3/20)		
2.2 Parents of English Learners 2.2a Increase participation in ELAC/DELAC meetings 2.2b Schedule three ELAC/DELAC meetings which include input on draft LCAP 2.2c Provide parent training for TK-12th grade student success 2.2d Maintain the number of Bilingual Parent Coffee Chats offered 2.2e Increase participation at school site level by providing childcare (BTSN, SSC,ELAC/DELAC) 2.2f Increase meeting attendance listed above through personal outreach	**2.2 Parents of English Learners** 2.2a Participation in English Language Advisory Committees (ELAC) and the District English Language Advisory Committee (DELAC) meetings has not increased, it has remained the same 2.2b LCAP goals where shared at each of the six ELAC/DELAC meetings and input was gathered for the 2020-21 LCAP goals. (9/9/19, 10/24/19, 12/5/19, 2/27/20, 4/2/20, 5/29/20) 2.2c Latino Family Literacy Project was offered at the District level, as well as CC, FL, and AW	2.2 $415; Supplemental Indirect 2.2a N/A 2.2b $300; LCFF Supplemental 2.2c $40,000; AEBG 2.2d $250; Title III 2.2e $4,390; LCFF Supplemental 2.2f N/A	2.2 $0; Supplemental Indirect 2.2a N/A 2.2b $95; LCFF Supplemental 2.2c $0; AEBG 2.2d $88; Title III 2.2e $985; LCFF Supplemental 2.2f N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	2.2d MUSD continued to offer four Bilingual Parent Chats this school-year. Fifty-seven parents attended. (9/25/19, 11/20/19, 1/15/20, 3/11/20) 2.2e To increase parental participation at school site level, translators and childcare were provided 2.2f Personal parental outreach phone calls were made to increase attendance at ELAC/DELAC, Bilingual Parent Coffee Chats, Latino Family Literacy Project, and other parent meetings		
2.3 Parents of Title I Students 2.3a Increase participation in LCAP PAC group 2.3b Schedule four LCAP PAC meetings which include input on draft LCAP 2.3c Encourage participation at Title I Parent meetings by providing childcare 2.3d Increase participation at school site level (BTSN, PTA, SSC, classroom volunteers, field trips)	**2.3 Parents of Title I Students** 2.3a To increase participation in Title I and LCAP PAC personal outreach was made by principals and bilingual TOSA 2.3b Input was gathered during the four LCAP Parent Advisory Committee meetings. (11/12/19, 12/12/19, 2/19/20, 6/3/20) 2.3c Parent participation at Title I Parent meetings was encouraged through personal letters sent home, reminder automated phone calls/e-mails, linking to another school wide activity (Literacy Night, Loteria), and attendance incentives. Childcare was provided 2.3d To increase participation in Site Council (SSC), Parent and Teacher Associations (PTA), and Back to School Night (BTSN), classroom volunteers, field trips, principals advertised on marquees, websites, newsletters, social media, and parent outreach phone calls	2.3a N/A 2.3b N/A 2.3c $500; Title I 2.3d N/A	2.3a N/A 2.3b N/A 2.3c $0; Title I 2.3d N/A
2.4 Foster Parents 2.4a Increase participation in LCAP PAC group 2.4b Schedule four LCAP PAC meetings which include input on draft LCAP 2.4c Encourage participation at Title I Parent meetings	**2.4 Foster Parents** 2.4a To increase participation in LCAP PAC personal outreach was made by principals and bilingual TOSA 2.4b A Foster parent was a member of the LCAP Parent Advisory Committee	2.4a N/A 2.4b N/A 2.4c N/A 2.4d N/A	2.4a N/A 2.4b N/A 2.4c N/A 2.4d N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4d Increase participation at school site level (BTSN, PTA, SSC, classroom volunteers, field trips)	(11/12/19, 12/12/19, 2/19/20, 6/3/20) 2.4c Parent participation at Title I Parent meetings was encouraged through personal letters sent home, reminder automated phone calls/e-mails, linking to another school wide activity (Literacy Night), and attendance incentives 2.4d To increase participation in Site Council (SSC), Parent and Teacher Associations (PTA), and Back to School Night (BTSN), classroom volunteers, field trips, principals advertised on marquees, websites, newsletters, social media, and parent outreach phone calls		
2.5 Parents of Special Education Students 2.5a Encourage participation in monthly All Special Kids (ASK) meetings 2.5b Increase participation in LCAP PAC group 2.5c Schedule four LCAP PAC meetings which include input on draft LCAP 2.5d Increase participation at school site level (BTSN, PTA, SSC)	**2.5 Parents of Special Education Students** 2.5a Participation was encouraged for monthly ASK meetings (8/26/19, 9/27/17, 10/25/19, 11/21/19, 12/16/19, 1/31/20, 2/27/20, 3/20/20, 4/30/20, 5/28/20) through website, flyers and personal invitations at IEPs 2.5b Special education parent participation in LCAP PAC group remained approximately same 2.5c Input was gathered during the four LCAP Parent Advisory Committee meetings. (11/12/19, 12/12/19, 2/19/20, 6/3/20) 2.5d To increase participation in Site Council (SSC), Parent and Teacher Associations (PTA), and Back to School Night (BTSN), classroom volunteers and field trips, principals advertised on marquees, websites, newsletters, social media, and parent outreach phone calls	2.5a N/A 2.5b N/A 2.5c N/A 2.5d N/A	2.5e N/A 2.5f N/A 2.5g N/A 2.5d N/A
2.6 Communication with Families 2.6a Maintain current quarterly district communication and monthly site level communication 2.6b Utilize School Messenger for parent	**2.6 Communication with Families** 2.6a Current site and district level communications including websites, parent outreach phone calls, Facebook, Twitter, Instagram, school apps,	2.6a N/A 2.6b $10,400 2.6c $1,650 2.6d N/A 2.6e N/A 2.6f N/A	2.6a N/A 2.6b $10,044 2.6c $326 2.6d N/A 2.6e N/A 2.6f N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
outreach and communication 2.6c Maintain site level Principal Chats 3 times per year 2.6d Update district and school websites monthly to provide accurate and current information 2.6e Utilize MHS app for parent/student/community communication 2.6f Explore apps for K-8 schools and HS @ MC 2.6g Increase marketing efforts for MUSD schools and programs 2.6h Utilize Q Parent Connect to provide information to parents/students (i.e. grades, attendance, cafeteria balances)	marquees, newsletters, digital newsletters, and emails were maintained and expanded 2.6b School Messenger was utilized for parent outreach and communication 2.6c Each school site held three principal chats during the 2018-19 school-year. DATES: Arroyo West 8/21/19, 10/21/19, 11/29/19, 5/21/20; Campus Canyon: 8/21/19,11/4/19,4/6/2; Mountain Meadow:11/14/19, 3/6/20, 4/22/20; Flory Academy: 9/25/19, 12/18/19, 2/12/20; Peach Hill Academy: 9/26/19, 1/29/20, 5/21/20; Walnut Canyon: 8/21/19, 1/31/20, 5/29/20; Chaparral Middle School: 8/14/19, 3/17/20, 5/12/20; Mesa Verde Middle School: 11/6/19, 2/6/20, 4/29/20; Moorpark High School: 9/23/19, 10/7/19, 5/3/20; The High School @ Moorpark College: 1/23/20, 1/24/20, 2/6/20 2.6d The district and all school websites were updated regularly to provide accurate and current information 2.6e The MHS app is updated regularly and is available for download at the Apple Store 2.6f Flory, MHS, and Campus Canyon have school apps 2.6g MUSD increased advertising efforts through newspaper advertisements, district website, School Messenger phone calls, Facebook, Twitter, Instagram, parent information nights, promotional videos, and professionally designed flyers 2.6h Utilize Q Parent Connect to provide information to parents/students (i.e. grades, attendance, cafeteria balances)	2.6g $12,000 2.6h N/A	2.6g $2,882 2.6h N/A
2.7 Communication with Staff 2.7a Maintain Moorpark Education Association (MEA) Roundtable and monthly Classified	**2.7 Communication with Staff** 2.7a Weekly Moorpark Education Association and monthly Classified Schools	2.7a N/A 2.7b N/A 2.7c N/A	2.7a N/A 2.7b N/A 2.7c N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schools Employees Association (CSEA) Roundtable 2.7b Maintain Superintendent Chats with staff and secondary students 2.7c Schedule Bi-monthly District Leadership Forum 2.7d Share Bi-monthly School Board reports with school sites	Employees Association meetings have been maintained 2.7b Superintendent Chats were scheduled for the spring of 2020, but were not held due to the pandemic and the need to switch to distance learning 2.7c District Leadership Forum met on the first and third Thursday of each month 2.7d Following each School Board meeting, School Board reports were sent to each site	2.7d N/A	2.7d N/A
2.8 Adult Education 2.8a Offer English as a Second Language (ESL) classes through adult education 2.8b Assign 0.70 FTE adult education administrator to oversee adult education program 2.8c Assign a bilingual adult education trainer to teach/support K-12 student success programs 2.8d Continue to offer Adult Education Preschool Program 2.8e Based on parental input, Adult ESL classes will be moved to a central location to increase accessibility and allow parents to be able to walk	**2.8 Adult Education** 2.8a English as a Second Language (ESL) classes were offered to adult students, with the addition of a citizenship examination preparation, high school examination preparation (Spanish and English) and a computer literacy course 2.8b 0.70 FTE principal was assigned to oversee adult education programs 2.8c A bilingual adult education trainer was hired to teach/support K-12 student success programs but was not funded through AEBG 2.8d MUSD continued to offer an Adult Education Preschool Program 2.8e Based on parental input, Adult ESL classes were moved to a central location to increase accessibility and allow parents to be able to walk	2.8a $65,000- Salaries $31,866 – Materials/supplies; AEBG 2.8b $111,227; AEBG 2.8c $5,000; AEBG 2.8d N/A 2.8e N/A	2.8a $65,000- Salaries $31,866 – Materials/supplies; AEBG 2.8b $111,878; AEBG 2.8c $0; AEBG 2.8d N/A 2.8e N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services in Goal 2 were implemented during the 2019-20 school year, except the parent participation at CABE. There were many actions that cost less than projected due to school closures in March. Materials and supplies for ELAC/DELAC, Principal Chats, LCAP PAC, Bilingual Coffee Chats and Title I parent meetings were not needed when the meetings were moved to a virtual setting. Childcare for ELAC/DELAC and Title I parent meetings was not offered after

the school closures either. The Latino Family Literacy Project was not funded through the Adult Education Block Grant this year, as it was funded through Title I instead. Advertising was less than projected due to the increased use of lower cost social media advertisement instead of higher cost newspaper advertising as has been past practice.

Funds previously budgeted for these actions/services were utilized to provide hotspots so that students and families without internet could participate in virtual meetings. The bilingual TOSA provided trainings by phone on how to use Zoom and Google Meet for Spanish speaking parents, so that they were able to participate in various school and district meetings.

LCFF Supplemental Indirect costs were not charged to LCFF Supplemental for the 2019-20 school-year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

After reviewing the data for the 2019-20 school-year, it was clear that actions and services were effective overall in promoting parent involvement and input and had a positive impact on stakeholder engagement. In evaluating the overall effectiveness towards the goals set for the three-year LCAP cycle it was clear that progress was made. However, there is still room for improvement. Attendance at LCAP PAC and DELAC meetings has increased since last year, but MUSD still did not reach the attendance goals originally set for these groups in the three-year plan. This may in part be due to district-wide declining enrollment and a decrease in the percentage of English Learners and students applying for free-reduced lunch. MUSD did meet the 5 parents per meeting goal for the ASK parent advisory group and there was a marked increase in stakeholder participation in the LCAP survey this year as compared to last year. MUSD still did not meet the three-year goal for LCAP survey participation.

Parent involvement, input, and participation at district and site level meetings increased slightly in many areas including DELAC, ASK, Bilingual Coffee Chats as compared to the 2018-19 school year. Participation in the LCAP Parent Advisory Committee (PAC) meetings remained about the same, with the addition of a Foster Parent this year. There were fewer parents in attendance at school site Title I meetings during the 2019-20 school year. There was a decrease in the number of parent/community stakeholders who completed the LCAP parent survey during the 2018-19 school year, so the LCAP PAC created an updated survey for the 2019-20 school year. As a result, there was increased parent, student and staff participation in the 2019-20 LCAP stakeholder survey. MUSD increased advertising efforts through newspaper advertisements, district website, School Messenger phone calls, Facebook, Twitter, Instagram, parent information nights, promotional videos, and professionally designed flyers. An adult English as a Second Language (ESL) program continued to be offered to adult English Learners as well as the Latino Family Literacy Project for the parents of EL and RFEP students at Arroyo West and Campus Canyon. After the school closure in March, parent engagement meetings were held virtually through Google Meet and Zoom. The MUSD Reopening Task Force was formed to gather additional stakeholder input into plans and procedures for reopening schools. This group met multiple times in the spring and summer to discuss plans for reopening and had sub committees for elementary and secondary.

In addition to the information above:
Parent outreach for our English Learner families was enhanced due to the services of a Bilingual Parent Outreach TOSA.
80 parents participated in the Latino Family Literacy Project.
57 parents attended the Bilingual Coffee Chats.
Participation in ELAC/DELAC meetings increased slightly.
Title I and SSC parent meetings were linked to other school site evening events in an effort to increase attendance.
Additional communication and PR avenues were utilized (Facebook, Twitter, school apps, electronic newsletters, radio ads, newspaper, electronic marques, etc.)

We will continue to focus on increasing attendance next year by offering high interest topics.

Goal 3

Provide safe and nurturing learning environments where all students are connected to their school communities.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Decrease number of suspensions/expulsions by 0.2% from 1.7% to 1.5%

Expulsion Rate: Maintain

Suspension Rates	2018-19	2019-20	+/-
All	1.55%	1.3%	-0.25
Elementary	0.11%	0.1%	-0.1
Secondary	2.72%	1.36%	-1.36
Expulsion Rate	0	0	0

In order to compare Suspension rates, the data reflects the rates as of March 31of each year.

Beginning in 2017-18, a student will not be counted multiple times in the Suspension Rate. The rate will be calculated based on the unduplicated count of students with one or more suspensions.

Increase attendance rates at each school by 0.5% (2019-20)

Attendance Rates	2018-19	2019-20	+/-
AWALA	95.31%	95.23%	-0.08%
C3PA Elem	95.70%	96.02%	+0.32%
FAST	95.27%	95.95%	+0.68%
MM	96.02%	95.79%	-0.23%
PHA	95.39%	95.95%	+0.56%
WC	95.94%	95.92%	-0.02%
C3PA MS	96.73%	96.84%	+0.11%
CMS	96.08%	96.01%	-0.07%

Expected	Actual

Expected | **Actual**

MVMS	95.77%	96.61%	+0.84%
CHS	N/A	N/A	N/A
MHS	96.22%	95.90%	-0.32%
THS@MC	94.72%	95.52%	+0.8%

Days of possible attendance = #students x #days
Attendance Rate = #actual present/days of possible attendance
In order to compare Attendance rates, the data reflects the rates as of March 31 of each year*.
* Due to the COVID-19 pandemic, the 19-20 attendance rates were pulled from February 28, 2020.

Decrease chronic absenteeism by 0.2% from 4.0% to 3.8%

Chronic Absenteeism Rates	2018-19	2019-20*	+/-
All	9.4%	6.8%	-2.6%
Elementary	9.2%	7.3%	-1.9%
Secondary	9.7%	6.4%	-3.3%

Prior to last year, the Chronic Absenteeism data pulled by the district was based on the following criteria:
Chronic Absenteeism = 9 or more unexcused/unverified absences, a truancy, and/or an unexcused tardy greater than 30 minutes. For secondary students, a day of absence was 3 or more periods.

However, beginning in the 2017-18 school year, the CDE established the following criteria to define Chronic Absenteeism: A student is considered "chronically absent" if he or she is absent 10 percent or more of the instructional days they are enrolled to attend, **regardless of the absence reason** (students enrolled in a district for at least 31 instructional days.)

MUSD's 2018-19 attendance rates were calculated using the new criteria while last year's rates were based on the old criteria. The 2018-2019 rates, therefore, are elevated compared to the previous year's rates because ALL absence days (illness, suspension, etc.) are now counted as part of the new calculation.

Truancy data used by MUSD to generate chronic absenteeism reflects the rates as of March 31 of each year.
* Due to the COVID-19 pandemic, Chronic Absenteeism was not reported to the CA Dashboard for the 2019-2020 school year. Chronic Absenteeism rates were, therefore, calculated locally and are based on student attendance through 02/28/2020.

Maintain middle school dropout rate of 0.0%

	2016-17	2017-18	+/-
Middle School Dropout Rate*	0.0%		

*This data is no longer available on CDE's DataQuest.

Decrease high school dropout rate by 0.2% from 2.5% to 2.3% (2019-20)

	2016-17	2017-18	+/-
High School Cohort Dropout Rate	4.6%	4.6%	0%

Cohort Dropout = A cohort is determined by the entering year for 9th grade. Students who entered 9th grade in 2013-14 are reported in the 2016-17 dropout cohort.

Maintain or decrease high school adjusted dropout rate of 0.6% (2019-20)

	2016-17	2017-18	+/-
High School Adjusted Dropout Rate*	0.7%		

*This data is no longer available on CDE's DataQuest.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 CHAMPS 3.1a Monitor CHAMPS implementation at all sites 3.1b Provide CHAMPS training to new teachers	**3.1 CHAMPS** 3.1a CHAMPS implementation was monitored by site and district office administrators at all school sites. 3.1b CHAMPS training for new teachers was offered 10/23/19	3.1a N/A 3.1b $3,000; Title II	3.1a N/A $796; Title II
3.2 Suspensions/Expulsions To continue to maintain a *Green* suspension rate indicator on the CA School Dashboard, the actions/services below will be provided to our unduplicated student groups and students with disabilities 3.2a Monitor unduplicated and special education student suspension data to ensure compliance with district discipline plan 3.2b Maintain elementary counselors to meet social and emotional needs principally directed towards unduplicated student groups 3.2c Provide a School Resource Officer (SRO) to promote positive school climate and to conduct classroom visits and home visits to educate principally for unduplicated student groups and families, in order to increase connectivity to school and reduce suspensions 3.2d Teach rules and expectations through discipline assemblies and classroom visits by APs and counselors 3.2e Employ assistant principal at TK-8 elementary school to provide behavioral interventions and support, principally directed towards unduplicated student groups. (0.5 FTE)	**3.2 Suspensions/Expulsions** 3.2a Desegregated student suspension data was reviewed at district leadership team meetings to ensure compliance with the district discipline plan.(12/19/19, 4/2/20) 3.2b Elementary counselors were maintained at all elementary sites to meet the social and emotional needs principally directed towards unduplicated student groups 3.2c A School Resource Officer (SRO), conducted home visits to educate principally unduplicated student groups and families in order to increase connectivity to school and reduce suspensions 3.2d Rules and expectations were taught through classroom visits and school-wide assemblies. (AW: 8/21-23/19, 8/26/19, 8/27/19) (CC: 8/22/19) (Flory: 8/26/19, 8/28/19, 9/4/19, 9/6/19, 9/9/19) (MM: 8/23/19, 3/18/20) (PH: 8/21/19) (WC:8/30/19, 1/13/20) (CMS: 8/29/19, 8/30/19) (MVMS: 8/30/19, 1/6/20) (MHS: 9/3/19 through 9/13/19) (HSMC: 8/13/19) 3.2e An assistant principal at TK-8 elementary school provided behavioral interventions and support, principally directed towards unduplicated student groups	3.2 $51,170; Supplemental Indirect 3.2a N/A 3.2b $377,698; LCFF Supplemental 3.2c $131,700; LCFF Supplemental 3.2d N/A 3.2e $68,148 0.5FTE; LCFF Supplemental	3.2 $0; Supplemental Indirect 3.2a N/A 3.2b $386,055; LCFF Supplemental 3.2c $134,831; LCFF Supplemental 3.2d N/A 3.2e $68,681 0.5FTE; LCFF Supplemental
3.3 Attendance Rates MUSD was Yellow for chronic absenteeism on the CA School Dashboard. MUSD's	**3.3 Attendance Rates**	3.3 $63,941; Supplemental Indirect 3.3a See Goal 2.6b;	3.3 $0; Supplemental Indirect 3.3a See Goal 2.6b;

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
unduplicated student groups have a higher chronic absenteeism rate than *All Students*. As such, the following will be implemented to increase unduplicated student group attendance rates: 3.3a Utilize School Messenger and personal phone calls to notify parents 3.3b Schedule bi-monthly School Attendance Review Board (SARB) meetings to meet with families of unduplicated student groups to address chronic absenteeism 3.3c Utilize the Attendance Outreach Technician to make individual contacts with unduplicated truant students and their families to reduce chronic absenteeism 3.3d Provide written notification of truancy generated by site administrators 3.3e Offer good attendance incentives at the site level 3.3f Continue to provide an additional 0.5 FTE District Nurse principally to oversee district health and wellness programs to increase attendance for unduplicated student groups 3.3g Provide 2.75 hrs over base program hours for site Health Techs to principally monitor student health and wellness for EL, SES, and Foster Youth 3.3h Provide transportation for principally EL, SES, and Foster Youth to ensure students arrive safely on a daily basis 3.3i Provide monthly attendance data to principals to assist with monitoring unduplicated and homeless student chronic absenteeism at the school site level.	3.3a School Messenger was used to notify parents when their children were absent. 3.3b Due to the increased amount of SARB referrals this year, bi-monthly SARB meetings were implemented beginning in February. School Attendance Review Board (SARB) meetings were held at the district office. (10/10/19, 11/14/19, 12/12/19, 1/9/20, 1/13/20, 2/10/20, 2/13/20, 3/12/20, 3/13/20, 4/9/20, 4/20/20, 5/11/20, 5/14/20, 6/4/20) 3.3c The Attendance Outreach Technician made individual contact with truant students and their families including phone calls and home visits to unduplicated students' homes. The SRO provided support to Attendance Outreach Technician when needed 3.3d Site administrators provided written notices to families of truant students. School Attendance Review Committee meetings were held at school sites as needed. 3.3e Good attendance incentives and awards (pencils, certificates, and recognition at assemblies, trophy) were provided at school sites 3.3f An additional .5 FTE District Nurse was provided to oversee district health and wellness programs to increase attendance for unduplicated student groups 3.3g Site Health Techs were provided with 2.75 additional hours over base program to monitor student health and wellness for EL, SES, and Foster Youth 3.3h Transportation was provided for EL, SES, and Foster Youth to ensure students arrived safely on a daily basis 3.3i Monthly attendance data was provided to principals, as well as training on the	Unrestricted State Funds 3.3b See Goal 3.4b; LCFF Supplemental 3.3c $66,218; LCFF Supplemental 3.3d N/A 3.3e N/A 3.3f $49,534; LCFF Supplemental 3.3g $176,349; LCFF Supplemental 3.3h $429,591; LCFF Supplemental 3.3i N/A	Unrestricted State Funds 3.2a See Goal 3.4b; LCFF Supplemental 3.2b $67,061; LCFF Supplemental 3.2c N/A 3.2d N/A 3.2e $51,584; LCFF Supplemental 3.2f $182,805; LCFF Supplemental 3.3h $413,864; LCFF Supplemental 3.3i N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	attendance module of District Pulse to assist with monitoring unduplicated and homeless student chronic absenteeism at the school site level.		
3.4 Truancy MUSD's unduplicated student groups have a higher chronic absenteeism rate than the district average. As such, the following will be implemented to increase unduplicated student attendance rates and decrease truancy: 3.4a Conduct home visits by Attendance Outreach Technician for unduplicated student groups 3.4b Schedule monthly School Attendance Review Board (SARB) meetings to meet with families of unduplicated student groups to address chronic absenteeism and truancy 3.4c Conduct site SART meetings as needed to ensure site level intervention for unduplicated student groups who are frequently truant 3.4d Provide School Resource Officer (SRO) to promote positive school climate and to conduct classroom visits and home visits to educate unduplicated student groups and families, in order to increase connectivity to school and reduce truancy	**3.4 Truancy** 3.4a The Attendance Outreach Technician made individual contact with unduplicated truant students and their families including phone calls and home visits. 3.4b Bi-monthly School Attendance Review Board (SARB) meetings were held at the district office. (1/9/20, 1/13/20, 2/10/20, 2/13/20, 3/12/20, 3/13/20, 4/9/20, 4/20/20, 5/11/20, 5/14/20) 3.4c Site SART meetings were conducted as needed to address chronic absenteeism and truancy 3.4d A 1.0 SRO was provided to promote positive school climate and to conduct classroom visits and home visits to educate unduplicated student groups and families, in order to increase connectivity to school and reduce truancy	3.4a See Goal 3.3c; LCFF Supplemental 3.4b N/A 3.4c N/A 3.4d See Goal 3.2c; LCFF Supplemental	3.3a See Goal 3.3c; LCFF Supplemental 3.3b N/A 3.3c N/A 3.4d See Goal 3.2c; LCFF Supplemental
3.5 Student Support Services MUSD recognizes unduplicated student groups need additional support services. As such, the following support services will be offered: 3.5a Implement TUPE grant (0.25 FTE Coordinator) to provide tobacco use education for unduplicated student groups 3.5b Provide anti-bullying presentations and education principally directed towards unduplicated student groups 3.5c Administer CA Healthy Kids Survey to	**3.5 Student Support Services** 3.5a Tobacco Use Prevention Education (TUPE) was implemented in grades 7th-12th 3.5b Anti-bullying presentations were provided by counselors and administrators • AW: 8/2/19-8/23/19, 8/26-8/27/19 • Flory: 8/26/19, 8/28/19, 9/4/19, 9/6/19 9/9/19 • MM: 8/22/19	3.5 $6,038; Supplemental Indirect 3.5a $25,553; TUPE 3.5b N/A 3.5c $6,000; TUPE, Unrestricted State Funds 3.5d $15,000 elementary; Unrestricted State Funds $18,000 secondary; Unrestricted State Funds	3.5 $0; Supplemental Indirect 3.5a $31,737; TUPE 3.5b N/A 3.5c $0; TUPE, Unrestricted State Funds 3.5d $15,000 elementary; Unrestricted State Funds $18,000 secondary; Unrestricted State Funds

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
grades 5, 7, 9, and 11. CHS grades 11 &12 and share results with teachers in order to inform efforts to improve school connectedness principally for unduplicated student groups 3.5d Provide site discretionary funds for student and staff support 3.5e Continue to employ additional MUSD assistant principal at TK-8 elementary school to oversee student support services for EL, low SES and Foster Youth 0.5 FTE 3.5f Provide additional credit recovery opportunities principally directed to unduplicated student groups, beginning the second semester of 9th grade, before, during, and after school to support unduplicated students with credit recovery	• PH: 8/27-8/39/19 • WC: 8/30/19, 1/13/20 • CC: 8/22/19 • MVMS: 8/30/19, 1/6/20 • CMS: 8/29/19, 8/30/19 • MHS: 9/3-9/13/19 • THS@MC: 8/13/19 3.5c CA Healthy Kids Survey was administered at grades 5, 7, 9, and 11. Results will be shared once they are received 3.5d Site discretionary funds were provided to all school sites for student and staff support 3.5e An elementary assistant principal was provided at the TK-8th grade elementary site to oversee student support services for EL, Economically Disadvantaged and Foster Youth students 3.5f Additional credit recovery opportunities principally directed to unduplicated student groups were offered beginning second semester to help unduplicated students recover credits more quickly (212 students)	3.5e $68,149 0.5 FTE; LCFF Supplemental 3.5f See Goal 1.5h; LCFF Supplemental	3.5e $68,682 0.5 FTE; LCFF Supplemental 3.5f See Goal 1.5h; LCFF Supplemental
3.6 Student Support Services for English Learners 3.6a Provide an additional 0.5 FTE Bilingual District Nurse to oversee district health and wellness programs and to provide parents of EL students with information and assistance via e-mail, letters, and personal phone calls 3.6b Monitor and provide support to students' academic, social and emotional progress through regular guidance counselor visits	**3.6 Student Support Services for English Learners** 3.6a A 0.5 FTE Bilingual District Nurse was provided to oversee district health and wellness programs and provided parents of EL students with information and assistance via e-mail, letters, and personal phone calls 3.6b Guidance counselors and academic support liaisons provided EL students with academic, social, and emotional support through regular visits. Counselor visits were documented in Q student	3.6 $4,388; Supplemental Indirect 3.6a $49,534; LCFF Supplemental 3.6b N/A	3.6 $0; Supplemental Indirect 3.6a $51,584; LCFF Supplemental 3.6b N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	information system.		
3.7 Student Support Services for Foster Youth 3.7a Monitor and provide support to foster youths academic, social and emotional progress through regular guidance counselor visits 3.7b Provide 0.1 FTE Foster Youth Liaison to support foster youth and families 3.7c Provide additional school supplies for foster youth	**3.7 Student Support Services for Foster Youth** 3.7a Support was provided for students' academic, social and emotional progress by guidance counselors 3.7b A 0.1FTE Foster Youth Liaison was provided to support foster youth and families 3.7c Backpacks with school supplies were offered and available to Foster Youth	3.7 $1,418; Supplemental Indirect 3.7a N/A 3.7b $15,405; LCFF Supplemental 3.7c $600; LCFF Supplemental	3.7 $0; Supplemental Indirect 3.7a N/A 3.7b $15,388; LCFF Supplemental 3.7c $0; LCFF Supplemental
3.8 Activities to Increase Student Engagement MUSD recognizes that unduplicated student groups have less access to enriching life experiences due to financial constraints. As such, MUSD will be offering additional enrichment/extra-curricular activities to unduplicated student groups 3.8a Encourage unduplicated student groups to participate in lunch time clubs and intramurals 3.8b Encourage unduplicated student groups to participate in extra-curricular activities such as Band, individual and team sports, AcaDeca, speech and debate, etc. • Advertise activities to students and parents through newsletters, flyers, school postings, website postings, automated phone calls, etc. 3.8c Maintain unduplicated student group participation in Achieving Character Together (ACT) program at Mesa Verde and Chaparral, and add Campus Canyon Middle School	**3.8 Activities to Increase Student Engagement** 3.8a Unduplicated secondary students were encouraged to participate in lunch time clubs and intra-murals. At the middle school level, new and continuing clubs were offered including ACT, Mountain Biking, Field Hockey, Spelling Bee, Fishing, Art, Soccer, Odyssey of the Mind, Volleyball, Debate, Role Playing Game, and DramaACT, Field Hockey, Spelling Bee, Art, Soccer, Football, Basketball, Book Club, Rainbow Club. Line Dancing Club, Builders Club/ASB 3.8b At the secondary level, activities such as band, sports, clubs, AcaDeca and FBLA, were advertised through newsletters, flyers, school postings, parent outreach phone calls, school apps, and websites. Future Freshman Day/Night was enhanced to include a Career Technical Education (CTE) Pathways Fair, and to showcase a variety of available extra–curricular activities. Parents were encouraged to attend the Future Freshman Night (2/24/20), which provided valuable information about academic and extra-curricular programs.	3.8 $1,612; Supplemental Indirect 3.8a $12,106; LCFF Supplemental 3.8b N/A 3.8c $6,090; LCFF Supplemental	3.8 $0; Supplemental Indirect 3.8a $3,267; LCFF Supplemental 3.8b N/A 3.8c $3,884; LCFF Supplemental

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	3.8c Unduplicated student participation in the Achieving Character Together (ACT) program was encouraged by comprehensive middle school teachers and counselors. Three ACT retreats were held at each comprehensive middle school. At Chaparral Middle School, 186 students participated. At Mesa Verde Middle School 159 students participated.		
3.9 Visual and Performing Arts MUSD's unduplicated student groups have limited access to music and fine arts instruction. As such, MUSD will provide additional music and art specialists 3.9a Maintain hours for elementary visual arts teacher, 5.5 hours per day for School of Distinction 3.9b Maintain hours for elementary performing arts teachers, 5.5 hours per week for School of Distinction 3.9c Maintain new performing arts pathways at MHS	**3.9 Visual and Performing Arts** 3.9a Hours for elementary visual arts teacher were maintained at 5.5 hours per day for School of Distinction theme to ensure unduplicated students had access to additional visual art opportunities 3.9b Hours for elementary performing arts teacher were maintained at 5.5 hours per day for School of Distinction to ensure that unduplicated students at Title I performing arts school had additional performing arts opportunities 3.9c Performing arts pathways at MHS were maintained	3.9 $5,526; Supplemental Indirect 3.9a $19,250; LCFF Supplemental 3.9b $43,130; LCFF Supplemental 3.9c N/A	3.9 $0; Supplemental Indirect 3.9a $16,901; LCFF Supplemental 3.9b $34,263; LCFF Supplemental 3.9c N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Providing a safe and nurturing environment where all students are connected to their school communities was extremely important during the 2019-20 school year, as the switch to Distance Learning in March made school connectedness very challenging. All actions and services in goal 3 were implemented during the 2019-20 school year. Certain action/services such as lunch time clubs and intra-murals were not able to be offered after the switch to Distance Learning so expenses were less than originally budgeted. Funds budgeted for actions and services that were not fully implemented were carried over to the 2020-21 school-year and used to help reduce class size for English Learner, Economically Disadvantaged, and Foster Youth student learning loss mitigation by hiring additional staff.

LCFF Supplemental Indirect costs were not charged to LCFF Supplemental for the 2019-20 school-year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

After reviewing available data for the 2019-20 school year, it was clear that although the actions and services were effective, there was still a discrepancy between All Students and unduplicated student groups (English Learner, Economically Disadvantaged, Foster Youth) in the areas of suspension/expulsions, college and career readiness and graduation rate.
Although chronic absenteeism and suspension data was not reported on the Dashboard for the 2019-20, Dataquest did report suspension data. There was a decrease in suspensions at all district school sites, but that may have in part been due to the switch to Distance Learning in March. The college and career indicator as well as graduation rates were also posted on the Dataquest website, but were not included on the CA Dashboard for the 2019-20 school year. New TK-8th grade teachers and administrators were trained in CHAMPS to ensure positive classroom environments and to increase student engagement.

Successes
All student support services were able to be continued through the end of the school year, even with the switch to Distance Learning in March. Counselors continued to see students and host individualized virtual appointments. The School Resource Officer made numerous attendance/wellness checks/visits to support at-risk students. The bilingual district nurse provided support and resources, in Spanish, regarding the COVID 19 pandemic. The Homeless Liaison provided meals, instructional materials, technology, as well as personnel items such as clothing, to support homeless students and their families. Student recognition continued in a virtual format with virtual award ceremonies for students in preschool-12th grade. MUSD staff collaborated with the City of Moorpark to work out traffic flow and plans for drive through graduation and promotion ceremonies. Many of the schools organized drive by parades to connect with students in the community.

Challenges
Many of the end-of- year events had to move to a virtual format. Promotions and graduations proved to be one of the greatest challenges. Drive-through ceremonies were planned and implemented, which adhered to physical distancing requirements. This was all new and required a team approach and creative problem solving. The switch to Distance Learning was especially difficult for students promoting or graduating to the next level. Graduation and promotion yard signs were provided to all 5th, 8th, and 12th grade students, as well as some special individual recognition signs. The Moorpark Public Access TV Channel featured senior highlights during the months of May and June, in an effort to try to make seniors feel more connected to school and to each other.

Goal 4

Maintain a high quality 21st Century learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Conduct monthly safety training drills at all school sites.	Monthly safety training drills were conducted at each school site. Bi-annual districtwide disaster drills were conducted on 10/17/19 and 4/2/20. Yearly lockdown drills were conducted at each school site and feedback was collected to evaluate effectiveness of drills.
Update District and site safety plans yearly.	District and site safety plans were updated and submitted to School Board 12/16/19
Ensure students have adequate access to standards aligned instructional materials as measured by Williams Act.	Each student was provided with appropriate standards based instruction and necessary instructional materials per the Williams Act.
Increase student access to 21st Century instructional technology tools by ensuring all classrooms have 21st century technology.	Each student was provided with appropriate standards based instruction and necessary instructional materials per the Williams Act.
Ensure all teachers are Highly Qualified, appropriately assigned, and fully credentialed in the subject areas in which they teach.	CALPADS certification-Fall 2-100% of our teachers are fully credentialed in their subject area.
Increase the percentage of students in the healthy fitness zone on the state Physical Fitness Test from : 73.7% to 74.7% in 5th grade, 80.7% to 81.7% in 7th grade 79.7% to 80.7% in 9th grade	The percentage of students in the healthy fitness zone (meeting 5/6 physical fitness areas) on the 2018-19 state Physical Fitness Test are as follows: 5th Grade 70.1.% to 72.8% 7th Grade 72.7% to 68.3% 9th Grade 76.4% to 73.2% Beginning with the 2019-20 PFT administration, districts are now only required to administer the PFT every other year so we will not be able to calculate the percentage of students in the Healthy Fitness Zone for 2019-20. We will only be able to determine how many of the subtests students have passed (i.e., 76% of 5th grade students passed 5/6 tests.) This may be a consideration when creating the goal for 20-21). As a result of school closures due to the pandemic PFT testing did not take place.
Ensure that all school facilities are maintained and in good repair as measured by FIT.	Annual audit using FIT showed all schools receiving good grades.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 Safety Training/Drills 4.1a Conduct monthly fire drills 4.1b Conduct biannual district wide disaster drills 4.1c Conduct yearly lockdown drills 4.1d Collect feedback in order to evaluate effectiveness of drills 4.1e Replenish emergency safety supplies as needed using safety credits (i.e. generators, port-a-potty, batteries, medical supplies) 4.1f Yearly training to include: • Blood borne pathogens • Mandated reporting • Bullying and Sexual Harassment Training for Administrators • Safe Equipment Operations Training • Transportation related safety trainings • Hands Only CPR • Suicide Prevention Training • Active Shooter Training (new employees)	**4.1 Safety Training/Drills** 4.1a Monthly fire drills were conducted at each school site. 4.1b Biannual district wide disaster drills were conducted (10/17/19, 4/2/20) 4.1c Yearly lockdown drills were conducted at each school site 4.1d Feedback was collected in order to evaluate effectiveness of drills 4.1e Emergency safety supplies are replenished as needed using safety credits (i.e. generators, port-a-potty, batteries, medical supplies) 4.1f Yearly training included: • Blood borne pathogens • Mandated reporting • Bullying and Sexual Harassment Training for Administrators • Safe Equipment Operations Training • Transportation related safety trainings • Suicide Prevention Training • Active Shooter Training (new employees)	**4.1 Safety Training/Drills** 4.1a N/A 4.1b N/A 4.1c N/A 4.1d N/A 4.1e $1,000; Safety Credits 4.1f N/A	**4.1 Safety Training/Drills** 4.1a N/A 4.1b N/A 4.1c N/A 4.1d N/A 4.1e $1,000; Safety Credits 4.1f N/A
4.2 Safety Plans 4.2a Annually review and update district and site safety plans 4.2b Continue to assess all school sites to determine safety needs including secure ingress/egress.	**4.2 Safety Plans** 4.2a District and site safety plans are reviewed and updated (plans were due 12/16/19) 4.2b All school sites were assessed to determine safety needs, including secure ingress/egress and a list of safety/facility upgrades were submitted by each principal in the fall of 2019	4.2a N/A 4.2b N/A	4.2a N/A 4.2b N/A
4.3 Instructional Materials 4.3a Supply each student with appropriate instructional materials	**4.3 Instructional Materials** 4.3a Each student is supplied with appropriate instructional materials per the Williams Act	4.3a $260,395; Lottery	4.3a $283,339; Lottery
4.4 Instructional Materials	**4.4 Instructional Materials**	4.4a N/A	4.4a N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.4a This action/service has been discontinued as new ELA/ELD curriculum was purchased, so supplemental materials were not needed. Each EL student was supplied with appropriate instructional materials per the Williams Act. See the Annual Update for more information.	4.4a This action/service has been discontinued as new ELA/ELD curriculum was purchased, so supplemental materials were not needed. Each EL student was supplied with appropriate instructional materials per the Williams Act.		
4.5 Staffing 4.5a Audit personnel files to ensure appropriate credential and assignment of certificated teachers and classified instructional personnel	**4.5 Staffing** 4.5a Based on school site ADA changes, appropriately credentialed teachers were hired to fill vacancies TK-12. Confirmation of correct credentialing and placement was done prior to hire by the Personnel Department. Confirmation of class assignment and appropriate credentials were confirmed through CALPADS audit of staffing.	4.5a N/A	4.5a N/A
4.6 School Facilities 4.6a Maintain a good rating on the FIT 4.6b Conduct monthly facility meeting with Maintenance and Operations staff to discuss facility needs and prioritize budget expenditures	**4.6 School Facilities** 4.6a A good rating on the FIT has been maintained 4.6b Ongoing inspections conducted on a monthly basis for each site and needs identified.	4.6a N/A 4.6b N/A	4.6a N/A 4.6b N/A
4.7 Instructional Technology Experience has shown that low income students do not have reliable access to technology software/hardware; and to fully prepare students for college and career it is necessary to include consistent use of technology in our classrooms. 4.7a Continue to provide technology training and support to classrooms teachers 0.4 FTE 4.7b Maintain each classroom as a 21st Century learning environment 4.7c Maintain current software licensing: • Accelerated Math/Reader • SRI/Reading Counts • Typing Agent • Brain Pop/Brain Pop Jr. • Brain Pop ESL	**4.7 Instructional Technology** 4.7a A 0.4 FTE technology trainer was provided to support classroom teachers with classroom instructional strategies in the area of technology 4.7b Each classroom has been maintained as a 21st Century learning environment 4.7c Current software licensing maintained: • Accelerated Math/Reader • SRI/Reading Counts • Typing Agent • Make Music • Brain Pop/Brain Pop Jr. • Brain Pop ESL • Movie licensing	4.7 $23,545; Supplemental Indirect 4.7a $47,891; Measure S 4.7b N/A 4.7c Current software licensing • Accelerated Math/Reader $19,192- LCFF Supplemental • SRI/Reading Counts $11,492- LCFF Supplemental • Typing Agent $3,795- Lottery • Brain Pop/Brain Pop Jr./Brain Pop ESL-	4.7 $0; Supplemental Indirect 4.7a $48,664 Measure S 4.7b N/A 4.7c Current software licensing • Accelerated Math/Reader $19,192- LCFF Supplemental • SRI/Reading Counts $11,492- LCFF Supplemental • Typing Agent $3,795- Lottery • Brain Pop/Brain Pop Jr./Brain Pop ESL-

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Movie licensing • IO Education (formerly EADMS) • Mystery Science 4.7d Provide computer technicians at all 6 elementary sites to principally instruct unduplicated student groups on the use of 21st Century technology 4.7e Provide additional technology devices for teacher and student use 4.7f Provide additional technology support to ensure intervention hardware/software/internet, primarily directed to support unduplicated student groups, is running effectively. (1.0 FTE classified technician support)	• IO Education (formerly EADMS) • Mystery Science 4.7d Computer technicians were provided at all 6 elementary sites to principally instruct unduplicated student groups on the use of 21st Century technology 4.7e Additional Chromebook carts were provided for all high school English Language Arts (ELA) classes to support implementation of new, online Springboard ELA curriculum 4.7f A 1.0 FTE classified technology support technician was provided to ensure intervention hardware/software/internet programs primarily directed to support unduplicated students was running effectively	$18,324- Lottery • Movie licensing $4,545- Unrestricted State Funds • IO Education $24,000- LCFF Supplemental • Mystery Science $6,000- LCFF Supplemental 4.7d $156,959- LCFF Supplemental 4.7e N/A 4.7f $65,594- LCFF Supplemental	$18,324- Lottery • Movie licensing $4,545- Unrestricted State Funds • IO Education $24,000- LCFF Supplemental • Mystery Science $6,000- LCFF Supplemental 4.7d $143,490 LCFF Supplemental 4.7e N/A 4.7f $47,462- LCFF Supplemental
4.8 Healthy Food Choices/Physical Fitness 4.8a Continue to provide healthier food choices to students 4.8b Ensure that all coaches and PE teachers have copies of the PE standards and teach all six of the physical fitness areas 4.8c Provide training for staff administering the PFT	**4.8 Healthy Food Choices/Physical Fitness** 4.8a MUSD has made significant improvements in offering healthier food choices which include fresh fruits and vegetables at each meal 4.8b All PE teachers and coaches have copies of PE standards. 4.8c The PFT was not administered during the 2019-20 school year	4.8a N/A 4.8b N/A 4.8c $200- Title II	4.8a N/A 4.8b N/A 4.8c $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Maintaining a high quality 21st Century learning environment continues to be a top priority for the Moorpark Unified School District (MUSD). The actions and services for Goal 4, with the exception of the administration of the PFT, were implemented during the 2019-20 school year. The classified technology support technician cost less than projected.

MUSD was not 1:1 with devices during the 2019-20 school year, but was able to get devices out to those students needing them when MUSD switched to Distance Learning in March. Hotspots were also purchased and buses with mobile hotspots were placed in school parking lots, and in other areas around Moorpark, to ensure all students had access to the internet. The technology department collaborated with the food services department to provide in-person technology

helpdesk, centrally located downtown, for families when they came to pick up their Grab and Go meals. This eliminated the need for our families to make multiple trips to different locations and was within walking distance for most of our economically disadvantaged students and families.

LCFF Supplemental Indirect costs were not charged to LCFF Supplemental for the 2019-20 school-year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions and services in Goal 4 were implemented despite the switch to Distance Learning in March due to the pandemic. The software listed in Goal 4 was purchased at the beginning of the year and proved to be even more valuable after the transition to Distance Learning. 100% of MUSD teachers met HQT qualifications. MUSD continued to support new teachers through the New Teacher Induction program. Significant improvements in offering healthier food choices were made by the MUSD Child Nutrition Department in conjunction with the United States Department of Agriculture (USDA) Department of Defense Fresh Fruit and Vegetable Program. Grab and Go meals were offered to all children 18 and younger and anyone with disabilities beginning March 17, 2020.

Successes
Although MUSD was not 1:1 with technology devices during the 2019-20 school year, all students needing devices were provided with one when MUSD switched to Distance Learning in March due to the pandemic. Principals and teachers arranged special pick-up days for students to stop by the school to get textbooks, Chromebooks if needed, and other school supplies when MUSD transitioned to Distance Learning. Pick-up times were set-up in a drive-through format and times were staggered to limit the number of families on campus at one time. The District Technology Trainer helped create an interactive website for students and families with academic and social emotional resources when we switched to Distance Learning in March. In addition, the District Technology Trainer provided much needed professional development and support with the switch to on-line instruction.

Challenges
There were logistical challenges in ensuring student and staff safety when on campus during the school site closures. MUSD had to figure out ways to get instructional materials to students, while keeping students and staff safe. Grab and Go meal distribution safety procedures had to be established and implemented. This was all new and required a team approach and creative problem solving. Many end of the year events had to move to a virtual format. Promotions and graduations proved to be one of the greatest challenges. Drive-through ceremonies were planned and implemented, which adhered to physical distancing requirements. MUSD teachers were not able to administer the PFT, as students were moved to distance learning due to the pandemic.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

PPE (Washable facemasks, disposable facemasks, disposable gowns, and disposable gloves) will be provided to all school sites and the DO, to ensure students and staff are able to return to school safely.	$3,211	$3,211	N
Additional PPE (Washable facemasks, disposable facemasks, disposable gowns, and disposable gloves) will be provided to all school sites and the DO, to ensure students and staff are able to return to school safely.	$30,000	$46,485	N
No-touch thermometers and thermometer batteries were purchased so staff and students can be actively screened for fever (a common COVID-19 symptom) as they enter campus each day.	$45,000	$44,628	N
MUSD will promote behaviors that reduce exposure and spread of COVID-19. Health and safety signage was purchased, which included signs with information about recognizing symptoms of COVID-19, ground stickers to delineate distances of six feet in lines and in other areas where people assemble, and signs with directions for handwashing procedures and other pertinent COVID-19 information. Required training for all employees will be provided which includes, but may not be limited to: Identifying the spread and prevention of COVID-19, recognizing symptoms of COVID-19, determining what to do if you become sick with COVID-19, enhanced sanitation practices, physical distancing, and how to wear PPE/face coverings – Currently all employees and students are required to wear face coverings	$35,933	$39,816	N
Child care/homework help for Blended Learning students at greatest risk for learning loss will be provided when they return for in-person instruction.	$200,000	$162,468	Y
Barrier posts for playgrounds were purchased to ensure that access to shared playground equipment is not possible until public health guidelines begin to allow access again.	$800	$763	N
Disinfectant products and equipment was purchased for use at all school sites, the district office and for use on school buses and district vehicles.	$31,350	$117,186	N
Additional custodial staff will be hired to support sanitizing and disinfecting throughout MUSD.	$150,000	$0	N
Temporary structures to expand outdoor learning spaces will be purchased to ensure social distancing and access to outdoor classroom options.	$20,000	$37,458 (shields and door stops)	N

Hand washing stations and hand sanitizer will be purchased for all school sites and the district office, to help facilitate enhanced personal sanitization practices.	$38,000	$95,446	N
Hydration stations will be purchased so that students can safely fill water bottles.	$20,000	$18,400	N
Isolation room curtains were purchased so that partitions can be placed between students when ill, reducing potential virus spread.	$825	$1,522	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The majority of the in-person actions were implemented during the 2020-21 school year, although some of the budgeted expenditures varied from the original projections.

Childcare/homework help was offered, but without the ability to mix cohorts, it was difficult to provide in person. As a result, most was homework help and intervention was done virtually and the cost was less than projected. Students at elementary sites had the option to attend the Boys and Girls Club and/or the YMCA childcare programs. Staff daycare was also provided. These programs were located on each school site campus to limit the need for transportation, provide a more stable environment for students, and to make it more convenient for working parents. At-risk youth technicians were hired at many school sites to provide outreach to students with attendance issues, monitor student academic progress, and provide small group social-emotional support.

Additional custodial staff did not need to be hired. School schedules were staggered to help maximize cleaning time for custodial staff. In addition, other classified and certificated staff were trained in cleaning procedures and assisted as necessary. Bus drivers that were not needed to provide transportation for the first half of the year were used to disinfect high touch surfaces at sites throughout the district. As such, no funds were spent on hiring additional custodial staff.

Temporary shade structures were not purchased because there were safety concerns. Teachers left doors and windows open whenever possible and the HVAC systems were updated to meet current COVID-19 guidelines. The money allocated for the temporary structures was used to purchase door stops and teacher desk shields for each classroom.

Hand washing stations, hand sanitizing stations and hand sanitizer were purchased for all school sites and the district office. The expense for these was much more than originally budgeted, but it was necessary to provide these at all school sites when students returned for in-person instruction.

The isolation room curtains were more expensive than originally projected.

In addition to the items listed above, funding was also spent on the following:

Bell schedule changes were required at sites throughout the district ($1,625).

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The implementation of in-person instruction had both successes and challenges. The Moorpark Unified School District COVID-19 Return to Work/School Safety Plan and the MUSD COVID-19 Reopening Plan were created to address safety requirements associated with the return to school and have been the guiding documents for the return to in-person instruction.

Students with disabilities in self-contained preschool through 5th grade special day classes, which were identified as those at greatest risk for learning loss, were the first students to return for in-person instruction. In-person instruction for these students began September 2, 2020 before the waiver for general education TK-5th grades students was submitted. MUSD filed a waiver with Ventura County Public Health to return for in-person instruction for TK-5th grade in early October, but was able to return in-person for preschool through 12th grade, since Ventura County had entered the red tier around the same time. TK-5th grade students were identified as the next group most at-risk for learning loss, so they resumed in-person instruction on October 19, 2020, while middle and high school students resumed in-person instruction on October 21, 2020.

A COVID-19 Dashboard, which provides information on the number of current and past COVID-19 student and staff cases at each site was created and added to the MUSD website. This provides parents and the community the ability to track cases at each school site. MUSD was successfully able to bring staff and students back safely, following the guidelines in our safety plans, resulting in a 0.02% COVID-19 positivity rate.

The details for reopening had been in the planning phase since the spring of the 2020 school year, with input solicited from all stakeholder groups. School sites were equipped with a variety of new safety signage, hand washing/sanitizing stations, thermometers, PPE, and staff and families received the safety training necessary to ensure safe in-person instruction. Teachers were assisted with strategies for teaching synchronously and provided with the necessary technology. Schedules were created to minimize the mixing of cohorts, start and end times were staggered, and schools were able to welcome back students wishing to return in person. Students wishing to return for in-person learning were divided into two cohorts (am and pm). The two-cohort model enabled more students to be able to attend in person, but it created challenges for parents with students being on campus for only two and a half hours each day. The secondary schedule was revised when students began in-person instruction. The original Distance Learning schedule was a three period per day model. This was changed to two periods per day when students went back in person. After MUSD students returned from winter break, the secondary schedule was modified again to include just one cohort in the morning, with students attending two classes in person and everyone attending the third class of the day virtually. This change was made because students, parents, and teachers voiced their concerns about the two longer periods each day and the difficulty it created for students being able to focus for such a long period of time on the same subject and teachers being able to cover all of the required course content.

Another challenge for in-person instruction was bussing. Many of MUSD's students most at-risk for learning loss needed transportation to and from school. When MUSD originally opened for in-person instruction, MUSD was only able to offer transportation to students with transportation included in their IEP's and homeless students. School and district staff recognized the importance of finding ways to get the most at-risk students to school for in-person instruction. As such, the elementary principals and transportation department worked together to identify the students most in need of transportation who were also most at-risk for learning loss, and were able to begin offering them transportation in January. The physical distancing requirements, made it impossible to offer transportation for everyone, but being able to provide transportation for the most at-risk students was crucial so that these students could attend school in person.

Flexibility was especially important this year, as things were changing daily due to the pandemic. One example is the high rate of COVID-19 transmission during the winter holidays. As a result, MUSD Board of Education voted to keep everyone on Distance Learning for two weeks after the winter break before having them return again for in-person learning on January 19, 2021.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1:1 student devices were purchased to allow students to participate in daily live instruction through Google Meet, access digital content and to provide them with access to virtual social emotional resources and support during Distance Learning.	$1,809,520	$1,811,235	Y
MUSD purchased hotspots with monthly on-going service contracts to ensure all students had equitable access to internet connectivity for instruction.	$36,424	$24,921	Y
Teachers were provided with Canvas professional development to ensure effective use and implementation of the learning management system.	$37,220	$740 + $240 Ed Tech training Total =$980	Y
MUSD purchased a learning management system (Canvas) to provide parents, students and staff with a single comprehensive learning platform TK-12.	$56,000	$0	N

Tier 1 and Tier 2 technology help desk support is provided in English and Spanish to assist parents and students in using their devices, Canvas, and accessing digital content.	$24,000	$24,000	Y
Projectors and teacher laptops with cameras were purchased to assist teachers with distance learning lesson presentation.	$285,759	$285,760	N
Connectivity for the community childcare center located at the Boys and Girls Club will be provided, so that MUSD students needing childcare during Distance Learning will be able to participate in daily live virtual instruction while at the Boys and Girls Club.	$10,000	$0	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

MUSD spent less on hotspots than was originally projected. The hotspots that were purchased in the spring of last year were provided to students as well as the new hotspots purchased during the 2020-21 school year. All TK-12th grade teachers in addition to Educational Technicians were trained on the use of Canvas, the new learning management system. The cost for the teacher training was paid for out of a different funding source. Only the Educational Technician training was charged to CARES. The Canvas learning management system was also purchased from a different funding source. MUSD plans to continue using Canvas after the pandemic, so it was important to identify a funding source that wasn't one-time funding. MUSD employees were able to complete all of the work necessary to ensure connectivity for MUSD students while at the Boys and Girls Club, so there was no additional expense.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

As required by state and county guidelines, all MUSD students began the 2020-21 school year in Distance Learning. Daily live interaction with certificated employees and peers was provided. Overall the 2020-21 Distance Learning program was much more successful than the spring 2020 Distance Learning program, as evidenced by student, parent and staff survey feedback.

Continuity of Instruction

MUSD began the school year with all students participating in Distance Learning, as required by State and County guidelines. Instruction was provided by MUSD teachers using district adopted curriculum, including some Edgenuity courses at the secondary level. MUSD Distance Learning included "Daily live interaction with certificated employees and peers for purposes of instruction,

progress monitoring, and maintaining school connectedness." Students were able to move to in-person Blended Learning, if the blended model was selected based on parental request, when MUSD was given permission to resume in-person instruction. Students in the blended model were able to return to Distance Learning and synchronously participate in instruction when the need for quarantine arose and when the district moved everyone back to Distance Learning for two weeks after winter break due to the high rate of COVID-19 transmission in the community. Students moved in and out of the Distance Learning and Blended Learning models throughout the year, based on parental request. A structured schedule was created for all grade level bands (elementary, middle, high school) daily attendance and engagement were recorded, and students in Distance Learning had access to daily live interactions with their teachers. In addition, students were provided with multiple opportunities to interact and collaborate with their other Distance Learning peers.

Access to Devices and Connectivity

1:1 technology devices were purchased for the 2020-21 school year. Students were issued devices along with textbooks to ensure that every student had what they needed to begin the school year. Follow up phone calls were made to any families with students not attending textbook pick-up days and personal delivery was provided for students with unique circumstances. Hot spots were purchased for students needing internet connectivity. MUSD contracted with an outside agency to provide a technology help desk in English and Spanish, which was available to students throughout the school day. The additional teacher resources such as projectors, laptops with cameras, document cameras, Nearpod, and GoGuardian, provided teachers with the ability to effectively teach their Blended Learning students and Distance Learning students simultaneously. Many parents and students have said that they prefer this model to the traditional in-person model and would like to see MUSD continue to offer some sort of Distance Learning program even after the end of the pandemic.

Pupil Participation and Progress

MUSD teachers documented daily participation of each student on each school day via the attendance and engagement modules in the Q Student Information System. Blended Learning and Distance Learning schedules which indicate the number of required instructional minutes for synchronous live instruction were created. Depending on the grade level, asynchronous instructional minutes were determined based on the amount of work students were required to complete during that time. Student progress was measured using grade level benchmark assessments, teacher and publisher created assessments, and other local and state assessments. Student progress was tracked and communicated with parents through Canvas and Q gradebook. During the 2020-21 school year, first trimester (TK-8th grade) grades were compared to second trimester (TK-8th grade) grades from before the pandemic closed schools in March of 2020. A thorough analysis of the report card data is discussed in the learning loss section. The report card data showed that students in grades TK-5th grade had greater learning loss than those in 6th-12th grade and that English Learner students, low income pupils, foster youth, pupils with exceptional needs, and pupils experiencing homelessness suffered the most from the challenges associated with distance learning and the pandemic. MUSD is awaiting the results of the 2021 CAASPP assessments, to assist with planning for the 2021-22 school year.

Distance Learning Professional Development

Due to the increased professional development needed to successfully implement new district programs and state required trainings, MUSD moved the three inservice days originally scheduled for October, January and March to the beginning of the school year. These additional three days were added to the two days of professional development already on the district calendar, which allowed for a full five-day week for professional development before students returned to school. In addition to the week of professional development provided before school started, teachers also received additional professional development in Collaborative for Academic, Social and Emotional Learning (CASEL) framework.

Staff Roles and Responsibilities

In the Distance Learning environment, the district made modifications to staff roles and responsibilities in order to meet the academic and social-emotional needs of students as well as health and safety protocols. The workload of the Technology Department has increased substantially as MUSD moved to an online learning environment. Additional technology support personnel were hired as a result. MUSD has also adopted Canvas, an online Learning Management System, for all teachers to use during Distance Learning and Blended Learning. Canvas required additional training for teachers. Teachers received training on a variety of technology resources including Turnitin, Nearpod, and GoGuardian to ensure a high-quality Distance Learning program. They also received training and information about a new Virtual Wellness Center to support the social-emotional health of MUSD students and staff. The technology department was required to prepare and distribute more than 6,000 devices to students for the purpose of Distance Learning at the beginning of the school year and to provide support throughout the school year to ensure devices were all in working condition. Bus drivers delivered meals and assisted with daily cleaning while students were all on Distance Learning. Campus aides and campus supervisors assisted in the distribution of materials and technology to students and helped prepare for the return of students to in-person learning. Educational technicians' roles and responsibilities were expanded to include childcare. Para educators were required to complete technology training, so that they were prepared to assist students with accessing online synchronous and asynchronous instruction. Office and other staff have the new responsibility of active screening – taking temperatures of those entering our facilities. The custodial staff had special COVID-19 training for cleaning. They have had to change the way and the frequency of how they are cleaning and disinfecting areas used by staff and students. Custodians have also been trained on using special cleaning products that are designed to eliminate COVID-19.

Supports for Pupils with Unique Needs

English Learner

Rosetta Stone English licenses were purchased for all TK-5 grade English Learner students to supplement their designated ELD instruction. Rosetta Stone Foundations was used for 6-12 grade English Learners and newcomers. Training for teachers on the implementation and report monitoring of these programs was provided by the EL TOSA. The Rosetta Stone program enabled English Learners the opportunity to have additional language instruction specifically targeted to their individual needs. Bilingual Academic Support Liaisons were provided at the middle school level to offer homework assistance sessions via Google Meets and to provide on-

going support to English Learner families. A bilingual Teacher on Special Assignment (TOSA) provided ELD coaching and support with the creation of online ELD lessons.

Workshops/Bilingual Coffee chats for Spanish speaking families on strategies to support their students' learning were provided throughout the year with an increased emphasis on relationship building, personalization, frequent and direct interaction, and inclusive community building.

Pupils with Exceptional Needs

Individualized Distance Learning Plans were created for every student with expectational needs in MUSD. Students at the greatest risk for learning loss, such as students in Special Day Classes, received priority for in-person instruction. MUSD began providing in-person instruction for students in Special Day Classes beginning September 21, 2020. These students had the option of attending the in-person morning cohort class or continuing in the afternoon cohort Distance Learning class. Special education teachers have been trained and were provided structured, systematic, multisensory reading intervention using the Sonday Reading System. In addition, a new digital reading platform, Sora Liftoff, was purchased and helped ensure equitable access of reading materials for students with exceptional needs.

Foster Youth

Counselors provided personal outreach to all Foster Youth students (virtually and in-person when student returned for in-person instruction) with a focus on empathy and relationship building. Individual academic and social-emotional sessions were scheduled with Foster Youth students to ensure their needs were being met during Distance Learning. The Foster Youth liaison generated a student monitoring list using Foster Focus, which was sent to school site counselors and administers, so that increased academic and social emotional supports can be provided.

Students Experiencing Homelessness

Personal outreach was made to all students experiencing homelessness. Homeless students who were unable to get to school meal distribution sites have had the meals delivered to them. The Homeless Liaison brought textbooks, technology devices, hotspots, and other school supplies to homeless students unable to get to their designated school sites for pick-up. When requested, transportation was provided for homeless students when MUSD students returned to in-person learning and all homeless students were encouraged to return to in-person learning as soon as schools opened. The Homeless Liaison generated a student monitoring list, which was sent to school site counselors and administrators, so that increased academic and social emotional supports could be provided.

One of the biggest successes was the district-wide implementation of the learning management system, Canvas. Through this learning management system, teachers were able to track student participation, provide feedback to students regarding student work, post grades, lessons, videos and other resources. In addition to Canvas, other new programs including Turnitin and Rosetta Stone English

were very helpful. Teachers also utilized the new Educational Software for Guiding Instruction (ESGI) and Q Interactive student assessment programs to assist with virtual assessments.

The Distance Learning program did present some challenges as well. MUSD school sites were without power/internet multiple days, making Distance Learning very tough. Public Safety Power Shutoffs were also implemented at various times throughout the school year, making it difficult for students in some locations in Moorpark to participate in Google Meets and online instruction. Distance Learning also presented social-emotional challenges due to a lack of school connectedness, isolation, feelings of loss, etc. English Learner students, low income pupils, foster youth, pupils with exceptional needs, and pupils experiencing homelessness who chose not to attend school in person once the Blended Learning model began in October, continue to face additional academic, language acquisition and social-emotional challenges, which will need to continually be mitigated during the summer and/or the 2021-22 school year.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
MUSD hired 4 elementary distance learning teachers and expanded elementary Home Independent Study to include 1 additional teacher. An additional 9.6 secondary teachers were hired and 12 sections of 6/5 were added to allow for lower class sizes. The lower class sizes will allow for intensive small group intervention and more personalized instruction to help mitigate learning loss and accelerate learning.	$1,266,826	$1,123,821	Y
MUSD purchased Rosetta Stone English to provide additional Designated ELD for English Learners.	$54,800	$54,800	Y
MUSD purchased ESGI digital assessment tools for ELA and Math to identify learning gaps and monitor student progress.	$8,800	$8,888	Y
MUSD purchased digital Special Education assessment tools to assess skill and learning gaps, monitor progress, determine eligibility and establish goals.	$40,000	N/A	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The digital Special Education assessment tools were purchased with a different funding source, so there is no cost included in the estimated actual expenditure column.

In addition to the items listed above, funding was also spent on the following:

Teacher editions and curriculum needed to be purchased for new teachers, so that class sizes could be lowered ($21,268).

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Overall the actions targeted to address pupil learning loss were effective. The additional teachers hired to lower class size along with the am/pm cohort model provided MUSD students the opportunity to return in October for in-person learning. MUSD students were the first in Ventura County to have this option TK-12th grade. It was very important to provide our English Learner students, low income pupils, foster youth, pupils with exceptional needs, and pupils experiencing homelessness with the opportunity for in-person learning to help mitigate learning loss and accelerate learning. As a result of smaller class sizes, teachers were able to provide students with more individualized instruction and offer small group instruction. The purchase of additional diagnostic software assisted teachers with identifying areas of learning loss, so that targeted support could be provided. English Learner students were able to use Rosetta Stone to supplement their designated ELD lessons. The ELD Teacher on Special Assignment (TOSA) trained teachers on the use of Rosetta Stone. She also worked with groups of students, helping them learn to login and navigate the program. The ELD TOSA also trained Spanish speaking parents in the use of Rosetta Stone, so that they could help their children when they were using it at home.

The 2020–21 Priority Instructional Content in ELA/Literacy and Mathematics document provided by Achieve the Core served as a guiding resource for identifying key instructional content standards that were the focus for the 2020-21 school year. The 2020–21 Priority Instructional Content in ELA/Literacy and Mathematics document was shared and discussed with principals during elementary and secondary principal meetings. Principals then shared the Priority Instructional Content in ELA/Mathematics with their teachers at a staff meeting. Teachers met in grade levels and by subject area at all grade levels and used the Priority Instructional Content in ELA/Math to refine pacing guides and discuss best practices for bringing students into grade level standards and accelerating learning.

Grade level benchmark assessments, publisher created assessments, and local assessments were used to measure student progress. Student progress was tracked and communicated with parents through Canvas and Q gradebook. During the 2020-21 school year, first trimester (TK-8th grade) grades were compared to second trimester (TK-8th grade) grades from before the pandemic closed schools in March of 2020. In TK-5th grade, the percentage of Students with Disabilities (Pupils with Exceptional Needs) scoring proficient (3 or 4) on their report card increased by 3.5% in reading and 5.5% in math. All other elementary subgroups, including All Students, declined in both reading and math. In elementary, All Students proficiency declined by 5.9% in reading and 4.8% in math. Elementary English

Learner and RFEP students showed the most significant decline in proficiency. Elementary English Learner students declined 8.4% in reading and 11.0% in math while RFEP students declined 18.0% in reading and 7.7% in math. Elementary low income pupils decreased in proficiency in reading by 6.8% and math by 6.5%. At the elementary level, the achievement gap widened as students were entering in the fall of 2020 having suffered learning loss due to the switch to Distance Learning. Although services were put into place when students returned to school in the fall, many students continue to need additional acceleration to ensure that the achievement gap between English Learners, low income pupils, foster youth, pupils with exceptional needs, pupils experiencing homelessness, and All Students doesn't continue to widen. Based on our data, it appears that MUSD elementary students struggled the most with the challenges created by the pandemic. Even though some students were able to return for in-person instruction in October, many were unable to attend due to a variety of individual issues. This created additional hardships, especially for those English Learners, low income pupils, foster youth, pupils with exceptional needs, and pupils experiencing homelessness at the elementary level.

First trimester 2020-21 middle school grades were also compared to second trimester middle school grades from right before the switch to Distance Learning in March of 2020. At the middle school level, the decline in proficiency (students receiving a C or higher) in English Language Arts (ELA) was much greater than it was in math. In middle school, All Students declined 9.6% in ELA but actually increased slightly by .6% in math. Middle school English Learners showed the largest decrease in proficiency with a decline of 28% in ELA and 1.2% in math. RFEP students also had significant declines in ELA proficiency, decreasing 14.5 % but RFEP students showed a slight increase of 2.0% in math proficiency. Low income middle school students also showed significant declines in ELA, with a decrease of 17.5%, but only declined by .7% in math. Students with Disabilities (Pupils with Exceptional Needs) at the middle school level did not do as well as their elementary peers, decreasing in ELA by 11.0% and math by 2.3%. At the middle school level, it is clear that learning loss in ELA was much greater than the learning loss in math for all students as well as all subgroups. This information will be used in the LCAP planning process as MUSD prepares to continue mitigating learning loss and works to close the achievement gap, which has widened by the circumstances created by the pandemic.

High school student proficiency reflected similar patterns to middle school. At the high school level, proficiency for All Students in ELA declined by 3.1% but increased by 4.2% in math. High school English Learner students made gains in proficiency (grades of C or better on semester 1 report cards). High school English Learner Student proficiency in ELA rose by 14.8% and 30.6% in math. High school low income pupils also made significant gains in proficiency, increasing 2.1% in ELA and 10.2% in math. RFEP students showed an 8.2% decline in ELA but a 7.6% increase in math. High school Students with Disabilities (Pupils with Exceptional Needs) showed a 2.2% decline in ELA but had an increase of 13.1% in math. Moorpark High School and the High School at Moorpark College offered math intervention and support programs during the 2020-21 school year, and teachers provided multiple opportunities for students to show that they had mastered standards. The Priority Instructional Content document also helped teachers focus their instruction on the key standards and helped to create a mindset that encouraged acceleration instead of remediation. There was an increase in the overall number of Ds and Fs at the end of the first semester, so Moorpark High School implemented a COVID Extension Program, which was offered during the first week of winter break to allow students with F grades to make up missing work and retake tests/quizzes. This, in addition to the 50% D policy created by high school teachers and adopted by the MUSD Board of Education for semester two of the 2021 school year, helped off-set the challenges so many students faced during the 2020-21 school year.

Homework help, tutoring, small group interventions and transportation for those most at-risk for learning loss were provided to help mitigate learning loss. English Learners, low income pupils, foster youth, pupils with exceptional needs, and pupils experiencing homelessness choosing to continue with Distance Learning instead of participating in Blended Learning, continued to receive personal outreach from teachers, counselors and support staff. Principals attended the daily Google Meets and provided support for teachers to ensure effective delivery of designated and integrated ELD and appropriate supports for students with exceptional needs. Teachers needing support with the Distance Learning model, were provided with additional resources, individual technology TOSA support and strategies to ensure best practices. The Foster Youth liaison attended county meetings, shared resources with staff and provided an introduction letter to foster parents with contact information. English Learner elementary students utilized Rosetta Stone English to supplement their designated ELD instruction and accelerate learning. Secondary newcomer English Learner students utilized Rosetta Stone Foundations to supplement their designated ELD instruction. The ELD TOSA provided small group Rosetta Stone tutorials and assisted families and teachers with the program throughout the year. Homeless students received personalized assistance from the Homeless Liaison as well as school site staff, to ensure pupils experiencing homelessness had the supplies, technology and ongoing support necessary to participate fully in Blended and/or Distance Learning.

Stakeholder feedback from parents, students, teachers and staff was used to modify instructional procedures, schedules, and grading policies throughout the school year. The schedules for secondary students were changed twice during the school year, due to student, parent and teacher feedback. The two period per day schedule was found to be problematic for students, parents and teachers alike, with all groups preferring three shorter periods per day. Stakeholder feedback from parents and teachers led to the purchase of Go Guardian software, to help ensure on-task student behavior and participation during online instructional time and help parents monitor student use of district Chromebooks after school hours. MUSD purchased Nearpod at the request of teachers, to help provide engaging media and formative assessment to make every lesson interactive for students. Feedback from parents, students, teachers counselors and administrators led to the 50% F policy created for second semester high school students to help address inequities and challenges faced by high school students as well as the addition of the COVID Extension program at Moorpark High School. Stakeholder input from surveys and parent meetings will be used to guide the development of the goals and action steps for the 2021-24 LCAP, which will continue to address learning loss mitigation and the widening achievement gap at some grade levels due to the pandemic.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The stress and uncertainty caused by the pandemic created many challenges for staff, students and families. As such, mental health and social emotional well-being were top priorities during the 2020-21 school year. The staff, student, and climate survey results

MUSD provided mental health resources on the MUSD website, offered virtual and in-person academic and social-emotional counseling, and developed a Wellness Center at Moorpark High School in conjunction with Ventura County Office of Education. Suicide prevention parent information nights were offered in English/Spanish. 6th grade students participated in the *Power of You* (social-emotional, character based prevention and early intervention program) at all three middle schools. Students identified as needing Tier II support through the *Power of You* program were offered small group counseling services.

Counselors at all school sites provided outreach and support to students as needed. At-Risk Youth Technicians were hired at many school sites to monitor and support students.

A Virtual Wellness Center was created with links to resources, and virtual counseling appointments.

MUSD recognized the importance of in-person instruction and connectedness to school and was the first school district in Ventura County to open so that students could attend in-person. Students in preschool through high school were able to attend school in person beginning in October. This was a huge benefit for students to have the option to attend school in person. Greater connectivity to classmates, teachers and staff could be provided when students returned in person.

Students who remained on Distance Learning were provided with outreach and support and were able to participate in virtual counseling. Supporting mental health and social emotional well-being was a bit more difficult virtually, but through tiered reengagement strategies, dedicated school staff and multiple opportunities for students to engage with counseling and support staff students on Distance Learning had a strong system of support.

Mental health and social emotional learning best practices aligned to the *CASEL SEL 3 Signature Practices* were modeled during staff meetings and after school training. Time was built into Blended and Distance Learning schedules at all grade levels to ensure scheduled opportunities for entire staffs to meet together in an effort to stay connected and informed. In addition, time for grade level/subject matter planning was built into the weekly schedule as well as time for grade level/department collaboration.

Teachers at Moorpark High School and The High School at Moorpark College offered clubs virtually, in an attempt to engage students and connect them with school. High school sports were also offered during the school year and students had the option to participate in-person and make friendships and connections with other students on their teams.

One of our greatest challenges was student connectedness, especially in the Distance Learning model. Climate survey results indicated a decline from 88% to 82% of Spanish-speaking parents reported their children felt connected to school and a decline from 85% to 80% of English-speaking parents reported their children felt connected to school. Many teachers, counselors, and administrators stated they noticed an increase in students reporting anxiety, depression, and other mental health concerns.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

MUSD developed a tiered reengagement plan for students who were absent from Distance and Blended Learning. Teachers recorded student attendance and engagement daily in the Q Student Information System. Training videos were developed and shared with

teachers. Chronic absenteeism was monitored by site and district administration and school staff. MUSD provided outreach to students and their guardians when students were absent and/or when students were not engaging in instruction. Parent communication was provided in English and Spanish. Daily attendance phone calls, via Parent Connect, were sent to the parent/guardian of any student missing a full or partial day.

Daily student engagement was tracked and recorded in the Q Student Information System Engagement Module. Training videos were developed and shared with teachers that outlined daily student engagement protocols. Weekly student engagement reports were printed and signed by teachers.

The outreach process was defined and communicated with all families and school staff. On-going district and site outreach continued to ensure updated contact information was available for all families.

The *Tiered Student and Family Reengagement Plan* was created to specifically outline protocols for Tier 1, Tier 2 and Tier 3 interventions for both attendance and engagement. The charts in the plan outlined the minimum expectations for monitoring student attendance and engagement in addition to outlining district tiered response criteria.

After analyzing attendance data, it was noted that there was an increase of student attendance at every school site, compared to the same time period from the 2019-20 school-year. Overall, elementary attendance increased from 95.81% to 97.15%. Overall secondary attendance increased from 96.18% to 98.90%. Overall, MUSD attendance rates increased from 95.97% to 97.80%. Feedback from teachers and site attendance staff regarding the training videos was very positive. The videos allowed staff the opportunity to go back and re-watch sections when they had questions or were uncertain how to proceed with a particular attendance or engagement situation. The *Tiered Student and Family Reengagement Plan,* which provided clear guidance, coupled with the personal outreach and home visits conducted by the School Resource Officer, proved to be highly effective.

Creating the MUSD Tiered Student and Family Reengagement Plan was a challenge, as requirements continued to change after school had already been in session. Working on solutions for recording Independent Study daily live participation and engagement was also a challenge. Teachers expressed frustration with the additional attendance/engagement requirements added for this school year. The biggest challenge was following up with students who were repeatedly not attending and/or engaged. When phone calls, emails and personal outreach were not effective, home visits had to be made. This was time consuming and not always easy for staff to accomplish in light of the pandemic.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

In response to school closures due to the COVID-19 pandemic, the nation's school nutrition programs have transformed into emergency community feeding systems, distributing meals to students, their families, and students from other districts. This has created a challenge, from the production of meals to food supplies as well as time. Supplies from vendors have been our biggest challenge as most of the supply chains have been impacted by the pandemic. Offering nutritional meals has been a challenge during the pandemic

as well as during normal operations. Our success has been obtaining fresh fruits and vegetables from the United States Department of Agriculture (USDA) Department of Defense Fresh Fruit and Vegetable Program, which contracts with local farms to ensure fresh fruits and vegetables. The most successful part of having in-person instruction and Distance Learning was our ability to keep producing Grab and Go meal distribution at both in-person and curbside locations. We credit our success to our staff, who have been working relentlessly this entire time to offer meals to all students and the community.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[Description of the action]	[$ 0.00]	[$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[Description of the action]	[$ 0.00]	[$ 0.00]	[Y/N]

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

[Add text here]

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons learned from implementing in-person and Distance Learning programs in 2020-21 will directly affect the development of the 2021-24 LCAP. MUSD will continue to evaluate and update in-person and Distance Learning procedures and practices as we transition into the next school year. Canvas, our learning management system, will continue to be used for in-person instruction and Distance Learning. Teachers spent a great deal of time building out lessons and units in Canvas, integrating media and interactive instructional tools using Nearpod and learning the benefits of utilizing GoGuardian when students are using their devices. MUSD will continue to build upon this training, so that students can continue to benefit from high-quality, interactive lessons. MUSD will also continue to use the *Priority Instructional Content for ELA/Literacy and Math* to help guide decisions regarding how to best bring students into grade level content and accelerate learning.

Providing options for learning models (in-person or Distance Learning) has proven to be important for families as each family has their own unique set of circumstances. As such, MUSD will need to continue to offer learning model options based on these unique needs. Although families have their own unique circumstances, MUSD found value in encouraging unduplicated students and pupils with exceptional needs to attend in-person. To make this possible, it will be important to continue to offer transportation for our most at-risk students.

Stakeholder surveys and input gathered during parent advisory group meetings indicated a desire to increase social-emotional support for students participating in both in-person and Distance Learning models. Input gathered during these meetings and surveys also communicated the need for additional mental health resources for staff and families. Student climate data indicated that only 70% students felt connected to their school and teacher. A focus on the 2021-24 LCAP will be student engagement and connectivity, as many students have not attended school in-person for over a year.

Based on 2021 spring data, it appears that MUSD elementary students struggled the most with the challenges created by the pandemic and distance learning. Additional resources will be allocated to elementary sites to assist with learning loss mitigation in the 2021-24 LCAP. To ensure in-person instructional learning models are available to all elementary students, priority for bussing will be targeted for this student group.

Data on our district's COVID-19 Dashboard indicated that MUSD was effective in limiting the spread of COVID-19 within the school setting (0.02% positivity rate for in-person students and staff). As a result, safety procedures outlined in MUSD's COVID-19 Reopening Plan and MUSD's Return to Work and School Safety Plan will continue to be followed and revised as needed.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Grade level benchmark assessments, publisher created assessments, and local assessments will continue to be used to measure student progress and assess learning loss. The diagnostic software (ESGI) will continued to be utilized at the elementary level to identify gaps in reading and math. CAASPP data will be disaggregated and analyzed to determine student groups needing additional support. MUSD will also continue to use the *Priority Instructional Content for ELA/Literacy and Math* and *The 2020-21 Support for Instructional Content Prioritization in High School Mathematics* to help guide decisions regarding how to best bring students into grade level content and accelerate learning. In addition, a district Math Coordinator has been hired for the 2021-22 school year, to assist with learning loss TK-12th grade, with a primary focus on helping teachers meet the needs of pupils with unique needs. An ELD TOSA will continue to be funded to support our English Learner students to ensure access and equity. Based on spring 2021 data, student reading scores have decreased over the previous year. To address learning loss in the area of reading, MUSD will utilize diagnostic assessments to measure individual student Lexile levels. This information will provide teachers with the ability to tailor instruction and materials to individual student needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All substantive difference between the action and services identified as contributing towards meeting the increased or improved services requirement were addressed within the In-Person Instruction, Distance Learning Program, and Learning Loss sections in the LCP Annual Update.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Based on stakeholder feedback from the LCAP Parent, Student, Staff survey, and reflection on the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan, the priorities that were identified for the 2021-24 LCAP were academic achievement, class size, school safety, enrichment opportunities, career technical education, and social-emotional wellbeing.

In response to prioritize academic achievement, class size, career technical education, the following actions will be taken:

Based on 2021 spring data, MUSD elementary students struggled the most with the challenges created by the pandemic and distance learning. Additional resources will be allocated to elementary sites to assist with learning loss mitigation in the 2021-24 LCAP. To ensure in-person instructional learning models are available to all elementary students, priority for bussing will be targeted for the elementary unduplicated students. Before, during, and after school intervention will be offered in-person and virtually to mitigate learning loss experience by elementary students during the 2020-21 school-year. At the high school level, Structured Academic Support classes will be offered in-person and virtually to allow students to make-up credit deficiencies. Summer school will be provided for pupils with exceptional needs and high school students needing credit recovery. MUSD is exploring options for a summer school bridge program from 5th-6th grade and 8th-9th grade, prioritizing unduplicated students. A bilingual TOSA will be provided to support teachers with creating high interest ELD lessons with high expectations, ensuring assets-oriented staff perspectives, and fostering strong family and school partnerships. Principals and District Administrators will be analyzing student achievement data and planning intensive intervention programs for school sites. Principals will monitor individual student progress through PRIDE/SST. Professional development, primarily directed to support the needs of unduplicated students learning loss, will be provided during one of the District's established in-service days. Unduplicated student groups with the greatest achievement gaps (EL, Economically Disadvantaged, and Foster Youth) will be encouraged to participate in *the Advancement Via Individual Determination* (AVID) and *Individual Determination Equals Academic Success* (IDEAS) college preparation programs to assist in accelerating learning and ensure college and career readiness. A College and Career Center Technician will be provided to support unduplicated students with the college application process, Naviance, and job searches. Due to requirements for increased physical distancing and the need for learning loss mitigation, resources will be allocated to reduce class size for unduplicated student groups. A technology TOSA will continue to build upon Canvas, Nearpod, and GoGuardian staff and teacher training, so that students can continue to benefit from high-quality, interactive lessons.

After reviewing the data from the parent, student, and staff climate survey, and local attendance data, MUSD will focus on school safety, enrichment opportunities, and social-emotional wellbeing. MUSD will continue to utilize Parent Connect and personal outreach as attendance and engagement data from the 2020-21 indicated the effectiveness of these tiered re-engagement strategies. A School Resource Officer will be employed to provide outreach, conduct wellness checks, and ensure campus safety, while building a positive relationship with students and families. Annual safety trainings will be conducted, including active shooter and all safety trainings required for COVID-19 safety compliance. Principals, in collaboration with local law enforcement and other stakeholder groups, will develop and implement comprehensive School Safety Plans, which will be aligned to the District Safety Plan. In an effort to foster school connectedness and engagement, enrichment opportunities, such as clubs, intra-mural, and opportunities for a broad course of study, will be offered. Counselors will continue to be provided to ensure school connectedness, engagement, and student social-

emotional wellbeing. MUSD has created a comprehensive approach to wellness which will include a virtual and in-person Wellness Center, that will work in conjunction with school site counselors and other school personnel. A Program Specialist with expertise in behavior, social emotional, and student learning, will provide additional support for students with disabilities, to help bring them into grade level standards. The MUSD Foster Youth Liaison and Homeless Youth Liaison will provide updated lists to counselors for monitoring as well as providing direct services to students and their families. To support unduplicated students and their families during the pandemic, a bilingual district nurse will be provided.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

  - Pupil Participation and Progress,

  - Distance Learning Professional Development,

  - Staff Roles and Responsibilities, and

  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control 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
Moorpark Unified School District	Kelli Hays Superintendent	khays@mrpk.org (805) 378-6300

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Moorpark Unified School District is committed to ensuring academic excellence for our students through highly effective teaching and leadership, innovative 21st century learning environments, and connecting with every student, every day.

Moorpark Unified School District (MUSD) is located within the city of Moorpark, which is a medium-sized bedroom community of approximately 36,375 people. The city is located in Ventura County in southern California and has a median family income of $107,820. MUSD has ten schools including one comprehensive high school, one middle college, two comprehensive middle schools, one TK-8 school and five TK-5 elementary schools. MUSD also offers a Parent Participation Preschool, Special Education Preschool, and a State Preschool for three and four year old students, as well as an Adult Education Program. MUSD continues to experience declining student enrollment along with the majority of eastern Ventura County school districts.

California Dashboard student population indicates enrollment currently stands at 6,121 students in grades preschool through 12. Hispanic students account for 49.5% of enrollment, White students 38.5%, and all other ethnicities combined 11.9%. 14.3% are identified as English Learners. 13.8% are identified as Reclassified Fluent English Proficient (RFEP). 36.0% of the students are identified as Economically Disadvantaged and are eligible for the Federal Free and Reduced Price Meal program. 14.4% of the students are eligible for Special Education Services. 0.1% of students are identified as Foster Youth this year.

MUSD students have consistently exceeded Ventura County and California performance on state assessments in English Language Arts and Mathematics. The district continues to use research-based strategies to address the academic achievement gap in underperforming student groups. In the past year, the achievement gap has been exacerbated due to the COVID-19 pandemic. Issues surrounding educational equity will be in the forefront as the district brings students back for full-time instruction after the move to blended and distance learning during the COVID-19 pandemic. In addition, the pandemic has significantly impacted our community, specifically some of our most vulnerable populations. As a result, MUSD recognizes that it will also be necessary to address the increased need for mental health supports and resources. MUSD is fortunate to have an active and supportive community that collaborates with the district to help meet the needs of students and families during this challenging time.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Although the CA Dashboard indicators were not updated for the 2020-21 school year, MUSD was able to analyze 2019-20 Dashboard data provided for all indicators and the Fall 2020 Dataquest data provided for the College and Career measures report, Graduation report, and Suspension rates report. MUSD also looked at local data, including report card data and LCAP survey data. After looking at this state and local data, the following successes were noted:

All local indicators on the California Dashboard were met for the 2019-20 school-year and the 2020-21 school year. Each of the local indicator self refection tools were administered and narratives were completed. The 2021 CA Dashboard will indicate "met" in the Fall 2021. MUSD will continue to analyze data and efforts to meet the criteria for each of the local indicators.

On the 2019-20 CA School Dashboard Overview, all performance indicators were orange or higher

English Language Arts (ELA) remained an area of strength. According to the 2019-20 CA School Dashboard, MUSD maintained High status on the 5X5 and Green on the academic indicator for ELA. (Goal 1)

On the 2019-20 CA School Dashboard, English Learner students increased their overall scale score in Math by 3.1 points and 5 points in ELA. The percent of English Learners meeting or exceeding standards on the California Assessment of Student Performance and Progress (CAASPP) increased in both ELA and Math. In addition, the percent of English Learners obtaining proficiency in English, as measured by the Summative English Language Proficiency Assessment for California (ELPAC) increased by 34.62%.

Suspension rates reported in 2020 showed a decrease in suspensions at all grade levels. This may have been due in part to the switch to distance learning in March of 2020. MUSD's suspension rate for 2019-20 was 1.3%, which was a decrease from 2.3% in 2018-19.
LCAP parent survey participation significantly increased from 620 parent participants in 2019-20 to 1,194 parent participants during the 2020-21 school-year. In addition, on the 2020-21 LCAP parent survey, MUSD Spanish speaking parents reported an increase in access to internet from 57% to 100%. There was also an increase in staff participation from 311 in 2019-20 to 327 in 2020-21. After reviewing the climate portion of the 2020-21 LCAP survey, 80+% of all parents and staff surveyed indicated that they feel connected to school and that the school provides a safe and supportive environment. 90+% of the students reported that staff are involved and care about their academic progress and that teachers believe that they are capable of succeeding.

Local report card data for the 2020-21 school-year showed that elementary Students with Disabilities increased 4.7% in reading and 5.2% in math. The 2020-21 high school report card data indicated that proficiency for All Students in math increased by 4.2%. High school English Learner students made gains in proficiency (grades of C or better on semester 1 report cards). High school English Learner Student proficiency in ELA rose by 14.8% and 30.6% in math. High school Low-Income students also made significant gains in proficiency in ELA increasing 2.1% and 10.2% in math. RFEP students showed a 7.6% increase in math. High school Students with Disabilities (Pupils with Exceptional Needs) showed an increase of 13.1% in math.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Although the CA Dashboard indicators were not updated for the 2020-21 school year, MUSD was able to analyze 2019-20 Dashboard data provided for all indicators and the 2020 Dataquest data provided for the College and Career measures report, Graduation report, and Suspension rates report. MUSD also looked at local data, including report card data and LCAP survey data. The following needs were identified:

There were no red indicators on the 2019-20 CA School Dashboard District Performance Overview. There were two orange indicators in the areas of Chronic Absenteeism and College and Career.

On the 2019-20 CA Dashboard, English Learners, Hispanic, Homeless, Low-Income, and Students with Disabilities were two performance levels below "All Students" in ELA. Students with Disabilities were two performance levels below "All Students" in Math. Students with Disabilities were red for College and Career and Math indicators. They were 99.7 points below standard in Math and 9.8% "prepared" for College and Career. CAASPP Dashboard data and local report card data shows a disparity in student progress between English Language Arts (ELA) and Math (21.4 points above standard in ELA and 11.2 points below standard in Math on the Dashboard). Although English Learners made gains in the percent meeting or exceeding standards on the ELA and Math CAASPP, they are still well below standard in both ELA and Math on the CA Dashboard (EL students were 35.7 points below standard and maintained with a -1.1 decrease on the CA Dashboard in ELA and were 62.1 points below standard and maintained with a -1.2 decrease in Math).

Local report card data for the 2020-21 school-year showed that elementary English Learner, Low-Income, Foster Youth students, including All Students, declined in both reading and math. In elementary, All Students proficiency declined by 4.4% in reading and 5.0% in math. Elementary English Learner and RFEP students showed the most significant decline in proficiency. Elementary English Learner students declined 7.8% in reading and 8.8% in math while RFEP students declined 24.6% in reading and 20.4% in math. Elementary Low-Income students decreased in proficiency in reading by 5.7% and math by 6.4%. In the spring of 2020, at the elementary level, the achievement gap widened as students were entering in the fall of 2020 having suffered learning loss due to the switch to Distance Learning. Although services were put into place when students returned to school in the fall, many students continue to need additional acceleration to ensure that the achievement gap between English Learners, Low-Income students, Foster Youth, students with exceptional needs, students experiencing homelessness, and All Students doesn't continue to widen.

Local report card data for the 2020-21 school-year for middle school students showed that students struggled the most with English Language Arts (ELA), specifically English Learners and Low-Income students. English Learner students declined 24.8% in ELA and 3.4% in math. Low-Income students declined 15.0% in ELA and 7.2% in math.

Based on our data, it appears that MUSD elementary and middle school students struggled the most with the challenges created by the pandemic.

The School Dashboard additional reports for 2020 indicated a decline in students being College and Career ready from 50.4% in 2019 to 48.9% in 2020. English Learner students, Low-Income students, and Students with Disabilities, all showed a decline in College and Career readiness from 2019 to 2020.

Graduation rates decreased during the 2019-20 school-year from 91.3% to 88.7%. This was in part due to the pandemic and will be an area of focus for the 2021-22 school-year.

On the 2020-21 LCAP parent survey, only 78% of Spanish speaking parents, reported that they felt informed and communicated with about their child's progress. In addition, on the student survey, only 72% reported that they felt connected to their school and teacher. Increasing student achievement in ELA, Math, and College and Career Readiness for Students with Disabilities and unduplicated students (English Learners, Low-Income, and Foster Youth) will be the focus for next year along with increasing academic achievement in Math for all students. (Goal 1)

MUSD will continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels. (Goal 1)

Research indicates that instructor effectiveness is the key to improving instructional outcomes. Moorpark Unified School District will invest in instructional coaching and professional development to improve academic outcomes for all students. (Goal 1) Chronic Absenteeism will also be an area of focus with particular attention given to English Learners, Low-Income, and Foster Youth student groups falling below the District attendance averages. (Goal 2)

Engagement and a feeling of connectedness, for both parents and students, will be a focus for next year as we return to a sense of normalcy after the pandemic. (Goal 2)

MUSD will maintain technology infrastructure, appropriately credentialed effective teachers, school safety, and instructional materials. (Goal 3)

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Moorpark Unified School District Local Control Accountability Plan (LCAP) was created to meet the needs of all students with a special focus on Foster Youth, English Learners, and Low-Income students and are highlighted under each of our three goals. Student and community input was gathered and is reflected in the plan, as was the input of many other stakeholder groups. An increase in student academic achievement, so all students are College and/or Career ready, will be our primary goal (Goal 1). The percentage of students meeting or exceeding standards on the California Assessment of Student Performance and Progress (CAASPP) in ELA/Literacy and Math remains above overall state and county performance, but individual student group data for English Learners, Low-Income students, and Students with Disabilities are below the district average. The current number of Foster Youth is too low to be reported on the CA Dashboard. Increasing stakeholder engagement and a feeling of connectedness will be an area of focus for the 2021-22 school-year (Goal 2). A strong

emphasis on maintaining a safe and high quality 21st Century learning environment by ensuring all students have access to cutting edge technology, instructional resources, and safe and clean facilities, will also be a focus (Goal 3).

Based on stakeholder feedback from the LCAP Parent, Student and Staff surveys, and reflection on the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan, the priorities that were identified for the 2021-24 LCAP were academic achievement, class size, school safety, enrichment opportunities, career technical education, and social-emotional wellbeing.

In response to prioritize academic achievement, class size, career technical education, the following actions will be taken:
Spring 2021 data indicated that elementary and middle school students struggled the most with the challenges created by the pandemic and distance learning. Additional resources will be allocated to these sites to assist with learning loss mitigation in the 2021-24 LCAP. Before, during, and after school intervention will be offered to mitigate learning loss experienced by students during the 2020-21 school-year. At the high school level, Structured Academic Support (SAS) classes will be offered to allow students to make-up credit deficiencies. Summer school will be provided for pupils with exceptional needs and high school students needing credit recovery. MUSD is exploring options for a summer school bridge program from 8th-9th grade, prioritizing English Learner, Low-Income, and Foster Youth students. A bilingual Teacher On Special Assignment (TOSA) will be provided to support teachers with creating high interest English Language Development (ELD) lessons with high expectations, ensuring assets-oriented staff perspectives, and fostering strong family and school partnerships. Principals and District Administrators will be analyzing student achievement data and planning intensive intervention programs for school sites. Principals will monitor individual student progress through PRIDE/SST. Professional development, primarily directed to support the needs of English Learners, Low-Income, and Foster Youth students' learning loss, will be provided during a District in-service day. English Learners, Low-Income, and Foster Youth students will be encouraged to participate in the Advancement Via Individual Determination (AVID) and Individual Determination Equals Academic Success (IDEAS) college preparation programs to assist in accelerating learning and ensuring college and career readiness. A College and Career Center Technician will be provided to support English Learners, Low-Income, and Foster Youth students with the college application process, FAFSA, Naviance, and job searches. Due to requirements for increased physical distancing and the need for learning loss mitigation, resources will be allocated to reduce class size. A technology TOSA will continue to build upon Canvas, Nearpod, and GoGuardian staff and teacher training, so that students can continue to benefit from high-quality, interactive lessons.

In response to prioritizing school safety, enrichment and social-emotional well-being, the following actions will be taken:
After reviewing the data from the parent, student, and staff climate survey, and local attendance data, MUSD will focus on school safety, enrichment opportunities, and social-emotional wellbeing. MUSD will continue to utilize Parent Connect and personal outreach as attendance and engagement data from the 2020-21 indicated the effectiveness of these tiered re-engagement strategies. A School Resource Officer will be employed to provide outreach, conduct wellness checks, and ensure campus safety, while building a positive relationship with students and families. Annual safety trainings will be conducted, including active shooter and all safety trainings required for COVID-19 safety compliance. Principals, in collaboration with local law enforcement and other stakeholder groups, will develop and implement comprehensive School Safety Plans, which will be aligned to the District Safety Plan. In an effort to foster school connectedness and engagement, enrichment opportunities, such as clubs, intra-mural, and opportunities for a broad course of study, will be offered. Counselors will continue to be provided to ensure school connectedness, engagement, and student social-emotional wellbeing. MUSD has created a comprehensive approach to wellness which will include a virtual and in-person Wellness Center, that will work in conjunction with school site counselors, nurses, and other school personnel. A Program Specialist with expertise in behavior, social emotional, and student learning, will provide additional support for students with disabilities, to help bring them into grade level standards. The MUSD Foster Youth Liaison and

Homeless Youth Liaison will provide updated lists to counselors for monitoring as well as provide direct services to students and their families. To support English Learner students and their families during the pandemic, a bilingual district nurse will be provided.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Moorpark Unified School District (MUSD) is committed to meaningful stakeholder engagement and recognizes its importance in the development of a high quality *Local Control and Accountability Plan (LCAP)*. Therefore MUSD used a variety of stakeholder meetings and activities to ensure parent input and participation in the LCAP development process. This process included an analysis of individual family needs as well as local, state and federal issues surrounding the COVID-19 pandemic, as well as an analysis of district data, and discussion, review and development of goals.

The LCAP Parent Advisory Committee meets a minimum of four times per year. This committee is comprised of parents, community members, and staff. During the four scheduled LCAP Parent Advisory Committee meetings (October, December, February, May) data analysis is conducted and processing activities are implemented to gather information and input. The information and input discussed during the LCAP Parent Advisory meetings, is communicated to the school sites and shared at School Site Council (SSC), ELAC/DELAC, PTA, Principal Chats, and Title I meetings. Any input and feedback that is discussed at the site level meetings is then brought back to the LCAP Parent Advisory Committee meeting as well as being reflected in school site plans. The LCAP goals and actions are shared at ELAC/DELAC meetings and needs assessments are conducted to ensure LCAP input from this stakeholder group.

In an effort to include all stakeholders, a variety of methods were used to ensure stakeholder engagement. Phone calls were made in both English and Spanish to solicit participation in the Reopening Task Force, LCAP Parent Advisory Committee, ELAC/DELAC, SSC, and Title I meetings. Virtual Bilingual Parent Coffee Chats were held throughout the school-year to gather input on the LCAP and other school and district plans. In an effort to increase English Learner parent participation, the bilingual Teacher on Special Assignment (TOSA) sent out phone calls to all Spanish speaking parents, to invite them to a Bilingual Parent Coffee Chat that taught them how to login and use Google Meet in order to participate in virtual parent meetings. Four different stakeholder surveys were sent out in English and Spanish. The first survey was sent out in the spring of 2020 and was designed to see if parents and students felt that students' instructional and social-emotional needs were being met through Distance Learning. The second survey was sent out in June of 2020 to see how parents were feeling about sending their students back to school for in-person instruction in the fall. The third survey was sent out in July of 2020 to provide an opportunity for parents to confirm their student's learning model choice for the fall and to ask any questions they might have. In December 2020, a fourth survey was sent out to all stakeholders (students, parents, staff, and community members) to solicit input for the 2021-2024 LCAP. This survey was designed to gather input on climate, culture and instructional priorities that will drive LCAP goals. There was a significant increase in parent participation for the 2020-21 LCAP survey from 620 in 2019-20 to 1194 in 2020-21. Additional surveys will continue to be developed, as needed, to guide future goals and actions, including the return to full time in-person instruction.

Moorpark Unified School District consulted with Ventura County SELPA on March 2, 2021 and March 19, 2021 to ensure alignment between the Special Education Plan and LCAP.

Community members were invited to attend stakeholder advisory meetings (Parent Advisory Committee, ELAC/DELAC, and Reopening Task Force meetings). The Superintendent and/or designee met with representatives of the following community organizations: City of Moorpark Officials, Moorpark City Librarians, the Ventura County Sheriff's Department, the Moorpark Education Foundation, the Boys and Girls Club,

local community college (Moorpark College) and the YMCA to discuss and request input regarding safety protocols, childcare options for MUSD students, city bus transportation to and from schools, and additional opportunities to support MUSD students. MUSD special education staff met with Ventura County SELPA, Ventura County Behavioral Health, California State University Northridge and Aspiranet to discuss distance learning plans for students with special needs. During this pandemic, community partnerships are more important than ever, and MUSD is very fortunate to have such strong relationships with these community partners. The input gathered from these stakeholder groups was used to inform the LCAP. The input and suggestions from the stakeholder meetings were copied from the Chat feature on Google Meet and saved. This allowed MUSD to be able to go back through all the notes and include suggestions submitted during these meetings.

The date of the public hearing for the LCAP: June 15, 2021.
The Superintendent did not have questions that required a written response.
The date of the School Board approval: June 22, 2021

A summary of the feedback provided by specific stakeholder groups.

All stakeholder groups including teachers, principals, administrators, other school personnel, local bargaining units, parents, students, parent advisory committees (ELAC, DELAC, ASK, LCAP, Title I, SSC), and Special Education Local Plan Area (SELPA) administrators were consulted with and provided input and feedback into the development of the 2021-24 LCAP goals and actions.

Staff (teachers, principals, administrators, other school personnel, local bargaining units) input/feedback:

Staff indicated that class size, interventions, and academic achievement, were their top priorities. Staff would also like to see additional counseling, mental health services, and professional development in technology. Staff survey climate data indicated that 82% felt connected to their site and 79% felt safe at their site.

Parents/Community Groups (ELAC, DELAC, ASK, LCAP, Title I, SSC) input/feedback:

The responses from the LCAP parent/community survey indicated that academic achievement, class size, school safety, and enrichment were top priorities. In the survey, parents asked for trainings in the area of college and career readiness and internet safety. Parents reported that their children also needed more training and protocols in the use of instructional technology. As reported on the LCAP Parent survey, less than 80% of Spanish speaking parents felt well informed and communicated with regarding their child's progress. In addition to the priorities identified by the LCAP survey, the LCAP Parent Advisory Committee would like to see summer programs and additional social-emotional support. ELAC/DELAC committees also discussed the need for increasing academic achievement for English Learners, counseling, activities that promote student connectedness, additional intervention opportunities, and summer school. Parents of Special Education students (ASK) would like to see more inclusion opportunities in general education, disability awareness, and professional development on accommodations in the general education setting. Title I parents would like to see summer school opportunities, family engagement evenings, additional intervention opportunities before, during, and after school, as well as homework help. School Site Council (SSC) provided input at each school site to support the site's goals (School Plan for Student Achievement), which are aligned with the district's LCAP.

Student input/feedback:

The student surveys indicated that academic achievement, extra-curricular activities, school safety, and career pathways/career technical education were their top priorities. Students also indicated that they believe staff needs additional instruction on educational technology. Climate survey data indicated that 72% of students felt connected to their school and teacher, 79% felt that they had a trusted adult at school that they could talk to or ask for help, and 62% participated in activities at school.

MUSD will continue to work with local law enforcement to ensure campus safety.   In addition, MUSD will offer active shooter training to new employees and all school sites will conduct lockdown drills as well as other required safety drills throughout the school year.   Career Technical Education (CTE) will continue to be an area of focus with the expansion of existing pathways and opportunities for students to take CTE courses articulated with Moorpark College for college credit.

The date of the public hearing for the LCAP: June 15, 2021.
The Superintendent did not have questions that required a written response.
The date of the School Board approval: June 22, 2021

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Moorpark stakeholders (parents, staff, students, and community members) contributed significantly to the LCAP's goals, actions, services, and expenditures. The following goals, actions, and services have been included as a result of stakeholder input.

MUSD's parent survey results indicated that academic achievement, class size, school safety, and enrichment were top priorities. As a result of this input, MUSD will provide before, during, and after school academic interventions at all school sites (Goal 1). MUSD will address class size by keeping TK-3rd grade class sizes of 24:1 and will strive to reduce class sizes in grades 4-12 (Goal 1). MUSD will continue to work with local law enforcement to ensure campus safety (Goal 3). In addition, MUSD will offer active shooter training to new employees and all school sites will conduct lockdown drills as well as other required safety drills throughout the school year. MUSD will continue to offer and expand enrichment opportunities (Goal 2) with a particular focus on college readiness programs, including Individual Determination Equals Academic Success (IDEAS) and Advancement Via Individual Determination (AVID), for Foster Youth, English Learner, and Low-Income students (Goal 1).

Additional parent input from LCAP climate survey and parent advisory meetings included the need for summer school, increased connection and engagement for students and families, and additional social emotional support. To support the transition between grade levels and in-person learning, summer programs will be offered (Goal 1). To increase student connectedness, MUSD will provide clubs and extra-curricular activities (Goal 2). To increase parent and family engagement and connectedness, MUSD is planning educational opportunities based on parent feedback from the LCAP survey (Goal 2). MUSD will expand mental health programs, at all grade levels, to address mental health/social emotional needs (Goal 2). MUSD will increase adult education course offerings to include manufacturing pathway and continue to offer citizenship, Latino Family Literacy, and job placement assistance (Goal 2).

Moorpark staff survey results indicated class size, interventions and academic achievement were the top priorities. Staff would also like to see counseling, mental health services and professional development in the area of technology. Staff survey climate data indicated a need to increase staff safety. MUSD will address class size by keeping TK-3rd grade class sizes of 24:1 and will strive to reduce class sizes in grades 4-12 (Goal 1). MUSD will provide before, during, and after school academic interventions at all school sites (Goal 1). MUSD elementary and secondary counselors will work in tandem with the new Wellness Center counselors to provide a continuum of social-emotional supports for students and staff (Goal 2). MUSD will expand mental health programs, at all grade levels, to address mental health/social emotional needs (Goal 2). Technology will continue to be an area of focus as MUSD updates and maintains classroom technology (Goal 3). In additional, the technology TOSA will development and implement professional learning opportunities requested by staff and district initiatives, including effective use of 1:1 devices (Goal 1). MUSD will continue to update safety plans and protocols and provide staff, student, and family training (Goal 3).

The student surveys indicated that academic achievement, extra-curricular activities, school safety, and career pathways/career technical education were their top priorities. In addition, students indicated on the LCAP survey, that they would like to see staff receive additional instruction on educational technology. Climate survey data indicated that students want to be more connected to their school and requested additional extra-curricular opportunities. As a result of the input, MUSD will provide before, during, and after school academic interventions at all school sites (Goal 1). MUSD will continue to offer and expand enrichment opportunities (Goal 2) with a particular focus on college readiness programs, including Individual Determination Equals Academic Success (IDEAS) and Advancement Via Individual Determination (AVID), for Foster Youth, English Learner, and Low-Income students (Goal 1). MUSD will continue to work with the district's School Resource Officer to ensure campus safety and build positive relationships (Goal 2). MUSD will continue to update safety plans and protocols and provide staff, student, and family training (Goal 3). In addition, MUSD will offer active shooter training to new employees and all school sites will conduct lockdown drills as well as other required safety drills throughout the school year. Career Technical Education (CTE) will continue to be an area of focus with the expansion of existing pathways and opportunities for students to take CTE courses articulated with Moorpark College for college credit. To increase student connectedness, MUSD will provide clubs and extra-curricular activities (Goal 2). A technology TOSA will be provided to work with staff on effectively utilizing technology as an instructional tool (Goal 1).

Goals and Actions

Goal

Goal #	Description
1	Increase academic achievement for all students so they are career/college ready upon graduation.

An explanation of why the LEA has developed this goal.

Based on stakeholder feedback from the 2020-21 LCAP Parent, Student and Staff surveys, and reflection on the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan, the priorities that were identified for the 2021-24 LCAP were academic achievement, class size, and career technical education.

Spring 2021 data indicated elementary and middle school students struggled the most with the challenges created by the pandemic and distance learning; therefore, additional resources will be allocated to these sites to assist with learning loss mitigation in the 2021-24 LCAP.

Analysis of student performance on local assessments and report card grades shows that in the area of ELA only 61.5% of elementary students and 80% of secondary students met or exceeded grade-level standards. In the area of math, only 65.7% of elementary students and 79.75% of secondary students met or exceeded grade-level standards. Although performance levels were higher for secondary students, districtwide student groups most impacted warrantying additional support included English Learners and Low-Income students. In addition, only 53.7% of English Learners are making progress towards English language proficiency, as indicated on the Fall 2019 CA Dashboard.

The School Dashboard additional reports for 2020 indicated a decline in students being College and Career ready from 50.4% in 2019 to 48.9% in 2020. English Learner students, Low-Income students, and Students with Disabilities, all showed a decline in College and Career readiness from 2019 to 2020.

Graduation rates decreased during the 2019-20 school-year from 91.3% to 88.7%. This was in part due to the pandemic and will be an area of focus for the 2021-22 school-year.

MUSD plans to improve academic performance through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

*Acronyms for metric sections: English Learner (EL), Low-Income (LI), Students with Disabilities (SWD) and Foster Youth (FY)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	**All Students** - 88.7% **EL** - 66.7% **LI** - 84.3% **SWD** - 77.3% **FY** - subgroup too small to report **Data Year:** 2018-19 **Data Source:** Dashboard Fall 2019				**All Students** - 92% **EL** - 75% **LI** - 90% **SWD** - 80% **FY** - subgroup too small to report **Data Year:** 2022-23 **Data Source:** Dashboard Fall 2023
English Language Arts California Assessment of Student Performance and Progress (CAASPP)	**All Students** Green - 22 points above standard **EL/RFEP** Orange - 35.3 below points standard **EL Only** - 46 points below standard **LI** Orange - 25.1 points below standard **FY**-subgroup too small to report **SWD** Orange - 69.7 points below standard **Data Year:** 2018-19 **Data Source:** Dashboard Fall 2019				**All Students** - 37 points above standard **EL/RFEP** - 20.3 below points standard **EL Only** - 31 points below standard **LI** Orange - 10.1 points below standard **FY**-subgroup too small to report **SWD** Orange - 54.7 points below standard **Data Year:** 2022-23 **Data Source:** Dashboard Fall 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math California Assessment of Student Performance and Progress (CAASPP)	**All Students** Yellow - 11.2 points below standard **EL/RFEP** Orange - 62.1 below standard **EL Only** - 58.5 points below standard **LI** Orange - 58 points below standard **FY**-subgroup too small to report **SWD** Red - 99.7 points below standard **Data Year:** 2018-19 **Data Source:** Dashboard Fall 2019				**All Students** - 3.8 points above standard **EL/RFEP** - 47.1 below standard **EL Only** - 43.5 points below standard **LI** - 43 points below standard **FY**-subgroup too small to report **SWD** - 84.7 points below standard **Data Year:** 2022-23 **Data Source:** Dashboard Fall 2023
ELA Report Card Grades Proficient or higher	**Tri 2 Elementary** **All** - 61.5% **EL** - 26% **LI** - 38.2% **SWD** - 29.5% **Tri 2 Middle School** **All** - 80.3% **EL** - 39.8% **LI** - 67.1% **SWD** - 83%				**Tri 2 Elementary** **All** - 68% **EL** - 32% **LI** - 44.2% **SWD** - 35.5% **Tri 2 Middle School** **All** - 85% **EL** - 45.8% **LI** - 73.1% **SWD** - 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Sem 1 High School **All** - 79.8% **EL** - 39% **LI** - 65.2% **SWD** - 73.2% **Data Year:** 2020-21 **Data Source:** 2020-21 Tri 2 and Sem 1 report cards				**Sem 1 High School** **All** - 85% **EL** - 44% **LI** - 71.2% **SWD** - 79.2% **Data Year:** 2023-24 **Data Source:** 2023-24 Tri 2 and Sem 1 report cards
Math Report Card Grades Proficient or higher	**Tri 2 Elementary** **All** - 65.7% **EL** - 35.9% **LI** - 44.8% **SWD** - 36.9% **Tri 2 Middle School** **All** - 76.2% **EL** - 43.5% **LI** - 61.8% **SWD** - 81.1% **Sem 1 High School** **All** - 83.3% **EL** - 61.4% **LI** - 73.9%				**Tri 2 Elementary** **All** - 71.7% **EL** - 41.9% **LI** - 50.8% **SWD** - 42.9% **Tri 2 Middle School** **All** - 82.2% **EL** - 49.5% **LI** - 67.8% **SWD** - 85% **Sem 1 High School** **All** - 85% **EL** - 67.4% **LI** - 79.9% **SWD** - 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD - 81.2% **Data Year:** 2020-21 **Data Source:** 2020-21 Tri 2 and Sem 1 report cards				**Data Year:** 2023-24 **Data Source:** 2023-24 Tri 2 and Sem 1 report cards
English Language students making progress toward English Proficiency (ELPI)	Making Progress Towards English Language Proficiency 53.7% **Data Year:** 2018-19 **Data Source:** Dashboard Fall 2019				Making Progress Towards English Language Proficiency 56% **Data Year:** 2022-23 **Data Source:** Dashboard Fall 2023
Percent of students that find classes challenging and interesting	87% Agree/Strongly Agree **Data Year:** 2020-21 **Data Source:** LCAP Student Survey				Maintain 85% or greater Agree/Strongly Agree **Data Year:** 2023-24 **Data Source:** LCAP Student Survey
College and Career Indicator	**Percentage Prepared:** **All Students** - 48.9% **EL** - 6.1% **LI** - 28.4% **SWD** - 12% **FY** - subgroup too small to report **Data Year:** 2019-20 **Data Source:** Dashboard Fall 2020				**Percentage Prepared:** **All Students** - 55% **EL** - 35% **LI** - 35% **SWD** - 35% **FY** - subgroup too small to report **Data Year:** 2022-23 **Data Source:** Dashboard Fall 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career Technical Education (CTE) pathway completion rate	**All Students** - 34.4% **Data Year:** 2019-20 **Data Source:** CALPADS EOY 1				**All Students** - 39% **Data Year:** 2022-23 **Data Source:** 2022-23 CALPADS EOY 1
College Credit Course: Percent of students assigned to prepared levels	**All Students** - 14.8% **Data Year:** 2019-20 **Data Source:** Dashboard Fall 2020				**All Students** - 20% **Data Year:** 2022-23 **Data Source:** Dashboard Fall 2023
Advanced Placement passage rate	**All Students** 80.12% **Data Year:** 2019-20 **Data Source:** College Board				**All Students** - 84% **Data Year:** 2022-23 **Data Source:** College Board
a-g completion rate	**All Students** 95.83% **Data Year:** 2019-20 **Data Source:** Local SIS Report				**All Students** 98% **Data Year:** 2022-23 **Data Source:** Local SIS Report
Number of students receiving the State Seal of Biliteracy	36 Students receiving Seal of Biliteracy **Data Year:** 2019-20 **Data Source:** Local				45 students receiving Seal of Biliteracy **Data Year:** 2022-23 **Data Source:** Local
Reclassification Rate	11% **Data Year:** 2019-20				15% reclassified **Data Year:** 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: DataQuest				**Data Source:** DataQuest
Implementation of all CA State Standards, including how EL's access the CCSS and ELD Standards	Met **Data Year:** 2019-20 **Data Source:** CA Dashboard Fall 2020 Local Indicators-Priority 2				Met **Data Year:** 2022-23 **Data Source:** CA Dashboard Fall 2023 Local Indicators-Priority 2
Students have access and are enrolled in a broad course of study	Met **Data Year:** 2019-20 **Data Source:** CA Dashboard Fall 2020 Local Indicators-Priority7				Met **Data Year:** 2022-23 **Data Source:** CA Dashboard Fall 2023 Local Indicators-Priority 7
Percentage of students who demonstrate college preparedness as measured by the Early Assessment Program (EAP) in ELA	57.27% of students **Data Year:** 2018-19 **Data Source:** CAASPP data on Fall 2019 CA Dashboard				62% of students **Data Year:** 2022-23 **Data Source:** CAASPP data on Fall 2023 CA Dashboard
Percentage of students who demonstrate college preparedness as measured by the Early Assessment Program (EAP) in Math	31.94% of students **Data Year:** 2018-19 **Data Source:** CAASPP data on Fall 2019 CA Dashboard				40% of students **Data Year:** 2022-23 **Data Source:** CAASPP data on Fall 2023 CA Dashboard

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic Interventions	Provide before, during, and after school interventions to mitigate learning loss and accelerate learning.	$1,332,550.48	Yes
2	College Readiness Support	Provide EL, Low-Income, and Foster Youth students with access to college readiness programs, that will ensure students are meeting a-g requirements, with a focus on first generation college bound students.	$236,760.51	Yes
3	Summer School	Provide summer school opportunities, including credit recovery, to ensure English Learner, Low-Income, and Foster Youth students are meeting grade level standards and on track for graduation.	$32,991.00	Yes
4	Extended School Year for Students with Disabilities	Provide extended school year opportunities for Students with Disabilities who are most adversely affected by summer regression.	$89,432.00	No
5	Student Progress Monitoring	Provide district and site administrators to analyze student achievement data using a continuous cycle of improvement so updates and modification can be made to improve programs and services. This data analysis will be used to plan intensive intervention programs for English Learners, Low-Income, and Foster Youth students. Principals will monitor individual student progress through PRIDE/SST.	$572,892.90	Yes
6	High Quality Career Technical Education (CTE)	Provide a high quality CTE program which includes access to a variety of CTE pathways, representing high demand, high wage jobs, and provide support services to assist students with identifying career pathways that match their interests.	$101,059.98	No
7	Diagnostic and Support Software	Provide standards-aligned diagnostic and support software to identify learning gaps and assist with learning loss mitigation. These diagnostic and support tools will ensure equitable access and consistency to accelerate learning.	$119,563.78	No

Action #	Title	Description	Total Funds	Contributing
8	Supports for English Language Proficiency	Provide Rosetta Stone Foundations and Rosetta Stone English as a supplemental tool to help accelerate English language acquisition for English Learners, which will increase their access to standards-based, grade level curriculum. The use of this curriculum will also increase students English language proficiency to a level meeting reclassification criteria.	$68,818.13	Yes
9	Supports for Long-Term English Learners	Provide bilingual Academic Support Liaisons for comprehensive middle schools, to support English Learner students and their families. Hire bilingual aides to assist English Learner students at the secondary level in their core academic classes.	$70,049.79	No
10	Bilingual Teacher on Special Assignment (TOSA)	Provide bilingual TOSA to support teachers with creating high interest English Language Development (ELD) lessons with high expectations for students during designated and integrated ELD. The bilingual TOSA will also educate and provide resources for English Learner families, to ensure an understanding of the United States education system, specifically as it relates to college and career preparedness. Bilingual TOSA will also provide professional development ensuring staff has assets-oriented perspectives and understand effective practices for fostering strong family and school relationships.	$110,686.34	No
11	Class-size Reduction	Provide additional staff to decrease the student to teacher ratios.	$750,281.32	No
12	Supports for English Learner Students with Disabilities	To ensure alignment with the MUSD Special Education Plan, specifically as it relates to English Learners, provide a Special Education English Learner Program Specialist. The Special Education English Learner Program Specialist will work with staff to ensure English Learners with disabilities have opportunities to be placed in	$81,566.95	No

Action #	Title	Description	Total Funds	Contributing
		general education classes, ensure case managers regularly review graduation requirements and develop effective transition plans, and will supervise implementation of Tier III reading interventions using Sonday and other evidenced-based programs. The Program Specialist will also provide professional development on topics such as accommodations, and language difference versus disability.		
13	EL, LI, FY Access to a Broad Course of Study	Provide zero and 7th period options for students in grades 6th-12th, to expand opportunities for elective courses. This will ensure access to a broad course of study for EL's who also must take a designated ELD class during the school day, as well as LI and FY students participating in intervention courses. School of Distinction themes for grades TK-5th will continue to be offered to ensure a broad course of study for EL, LI, and FY.	$126,254.36	Yes
14	Professional Development - Implementation of State Standards	Provide professional development on the implementation of state standards for all students including how the program and services will enable English Learners to access the State Standards and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	$573,568.33	Yes
15	Literacy Skill Development for EL, LI, and FY Students	To be ready for college, workforce training, and life in a technological society, EL, LI, and FY students need the ability to gather, comprehend, evaluate, synthesize and summarize information and ideas. Historically, data indicates EL, LI, and FY students have limited access to literacy resources and materials. Librarians will be hired to provide access to literacy resources and assist EL, LI, and FY students in the development of literacy, research, and media skills.	$166,791.50	Yes
16	Technology Support	A technology Teacher on Special Assignment (TOSA) will continue to build upon Canvas, Nearpod, and GoGuardian staff and teacher	$131,345.81	No

Action #	Title	Description	Total Funds	Contributing
		training, so that students can continue to benefit from high-quality, interactive lessons.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth.

An explanation of why the LEA has developed this goal.

Analysis of student survey data and student attendance and engagement data has shown that only 72% of students feel connected to their school community and teacher. Survey data from parents and teachers, as well as feedback from school counselors have also highlighted a need related to school connectedness, as educational research data shows that students who are not connected to their school are more likely to have poor attendance, increased behavior referrals, and low academic achievement. Data indicates that student groups that are feeling the least connected to school include English Learners (EL), Low-Income (LI) and Foster Youth (FY). Priority for bussing will be targeted for these three student groups to facilitate student engagement and improve attendance. LCAP Parent and Student Surveys also indicated extra-curricular and enrichment activities as a priority.

The science of learning and development identifies developmental relationships and safe, calm and predictable environments as critical supports that help students overcome stress so that they can self-regulate, focus, and learn. Research also indicates that when families are communicated with and provided meaningful opportunities to be part of the decision-making process in their child's education, student outcomes will improve and families will feel more connected.

Utilizing actions targeted to address these needs, MUSD will increase the percentage of students who feel connected to the school community.
MUSD plans to improve student and family connectedness through actions that support and improve engagement and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students chronically absent	**All Students** - 7% **EL** - 7.4% **LI** - 10.2% **SWD** - 14%				**All Students** - 5% **EL** - 5.4% **LI** - 7.2% **SWD** - 11%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	FY - subgroup too small to report **Data Year:** 2018-19 **Data Source:** Dashboard Fall 2019				**FY** - subgroup too small to report **Data Year:** 2022-23 **Data Source:** Dashboard Fall 2023
Percentage of student suspended one or more times	**All Students** - 2.3% **EL** - 2.7% **LI** - 3.9% **SWD** - 4.5% **FY** - subgroup too small to report **Data Year:** 2019-20 **Data Source:** DataQuest/Dashboard Fall 2020				**All Students** - 1.5% **EL** - 1.7% **LI** - 2.9% **SWD** - 3.5% **FY** - subgroup too small to report **Data Year:** 2022-23 **Data Source:** DataQuest/Dashboard Fall 2023
Expulsion Rates	0% **Data Year:** 2019-20 **Data Source:** DataQuest				0% **Data Year:**2022-23 **Data Source:** DataQuest
Middle school and high school dropout rates	.003% Middle School .07% High School **Data Year:** 2019-20 **Data Source:** Middle School-CALPADS Fall 1 Reports 8.1C and 1.2				0% Middle School <1% High School **Data Year:** 2022-23 **Data Source:** Middle School-CALPADS Fall 1 Reports 8.1C and 1.2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	High School - DataQuest				High School - DataQuest
Attendance Rates	95.91% **Data Year:** 2018-19 **Data Source:** Q SIS				97% **Data Year:** 2022-23 **Data Source:** Fall 2023 Q SIS
Percentage of students that reported participating in activities at school	**All** 62% **EL** 42% **LI** 53% **FY** - subgroup too small to report **Data Year:** 2020-21 **Data Source:** LCAP Student Survey				**All** 70% **EL** 50% **LI** 60% **FY** - subgroup too small to report **Data Year:** 2023-24 **Data Source:** LCAP Student Survey
Percentage of parents reporting attending one or more family engagement opportunities	English Speaking - 88% Spanish Speaking - 75% **Data Year:** 2020-21 **Data Source:** LCAP Parent Survey				English Speaking - Maintain 88% Spanish Speaking - 80% **Data Year:** 2023-24 **Data Source:** LCAP Parent Survey
Percentage of parents that feel well informed and communicated with about their child's progress	English Speaking - 83% Spanish Speaking - 78% **Data Year:** 2020-21 **Data Source:** LCAP Parent Survey				English Speaking - 85% Spanish Speaking - 85% **Data Year:** 2023-24 **Data Source:** LCAP Parent Survey
Percentage of students that reported	**All** 72%				**All** 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
that they feel connected to their school and teachers	**EL** 74% **LI** 74% **FY** - subgroup too small to report **Data Year:** 2020-21 **Data Source:** LCAP Student Survey				**EL** 80% **LI** 80% **FY** - subgroup too small to report **Data Year:** 2023-24 **Data Source:** LCAP Student Survey
Parent input in decision-making	Met **Data Year:** 2018-19 **Data Source:** CA Dashboard Fall 2019 Local Indicator Priority 3				Met **Data Year:** 2022-23 **Data Source:** CA Dashboard Fall 2023 Local Indicator Priority 3
Parental participation in programs for English Learner, Low-Income, and Foster Youth students	Met **Data Year:** 2018-19 **Data Source:** CA Dashboard Fall 2019 Local Indicator Priority 3				Met **Data Year:** 2022-23 **Data Source:** CA Dashboard Fall 2023 Local Indicator Priority 3

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counselors to Support EL, LI, and FY	Provide additional counselors, beyond base program, for TK-12th grade students to support social-emotional health, engagement, connectedness, and academic achievement. These additional services are primarily directed toward English Learner, Low-Income, and Foster Youth students.	$990,901.15	Yes
2	Student Engagement	Provide middle school English Learner, Low-Income and Foster Youth students with additional engagement opportunities, including clubs	$22,723.11	Yes

Action #	Title	Description	Total Funds	Contributing
		and intramurals, Achieving Character Together (ACT), and Social-emotional Learning (SEL) programs, including *Character Strong*.		
3	Building Positive Relationships	Provide staff, including a School Resource Office, to conduct outreach, wellness checks, and ensure campus safety, while building a positive relationship with students and families. Staff will teach, reinforce, and practice behavioral expectations to reduce disciplinary actions that may lead to suspensions and expulsions (CHAMPS).	$223,334.33	Yes
4	EL, LI, and FY Parent and Family Engagement	Offer activities and opportunities to connect with parents as partners in their children's education. These activities and opportunities provide parents the ability to be informed and to provide input for decision-making. Considerations will be made regarding topics requested by parents. Offer Adult Education: ESL, citizenship and technology classes as well as Latino Family Literacy Project for parents of English Learners.	$7,642.92	Yes
5	Tiered Re-engagement Strategies	Implement tiered re-engagement strategies to increase attendance rate and decrease chronic absenteeism.	$101,527.45	No
6	Foster Youth Support	Employ a Liaison for Foster Youth to provide access to resources and supplies, deliver staff training, assist counselors with monitoring Foster Youth academic achievement and social-emotional well-being, to ensure that Foster Youth have full and equal opportunity to succeed in school.	$25,930.11	Yes
7	Comprehensive Approach to Health and Wellness	Implement a comprehensive approach to health and wellness, including student and family support offered by a bilingual district nurse, additional hours above base for site nurses, and access to virtual and in-person wellness centers.	$339,107.89	Yes

Action #	Title	Description	Total Funds	Contributing
8	EL, LI and FY Transportation	Provide transportation for EL, LI, and FY, to increase attendance and student engagement.	$426,137.40	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal. (Priority 1 and 2)

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from stakeholders has not identified concerns or needs within Priority 1 and the implementation of academic content and performance standards in Priority 2. The metrics described below were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators and school site councils.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students in the school district will have sufficient access to standards-aligned instructional materials	100% **Data Year:** 2020-21 **Data Source:** Williams Report & CA Dashboard Local Indicator-Priority 1				100% access to standards-aligned instructional materials **Data Year:** 2023-24 **Data Source:** Williams Report & CA Dashboard Local Indicator-Priority 1
Parent, Student, and Staff percentage reporting school is/feels safe	**English Speaking Parents** - 82% **Spanish Speaking Parents** - 84%				Maintain at or increase to 80% reporting school is/feels safe **Data Year:** 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students - 91% **Staff** - 79% **Data Year:** 2020-21 **Data Source:** LCAP Parent, Student, and Staff Survey, CA Dashboard Local Indicator-Priority 6				**Data Source:** LCAP Parent, Student, and Staff Survey & CA Dashboard Local Indicator-Priority 6
Parent, Student, and Staff percentage reporting school is clean and inviting	**English Speaking Parents** - 80% **Spanish Speaking Parents** - 83% **Students** - 91% **Staff** - 91% **Data Year:** 2020-21 **Data Source:** LCAP Parent, Student, and Staff Survey				Maintain at or increase to 80% reporting clean and inviting **Data Year:** 2023-24 **Data Source:** LCAP Parent, Student, and Staff Survey
Parent and Student reporting access to internet	**English Speaking Parents** - 100% **Spanish Speaking Parents** - 100% **Students** - 99% **Data Year:** 2020-21 **Data Source:** LCAP Parent and Student Survey				Maintain at or increase to 100% access **Data Year:** 2023-24 **Data Source:** LCAP Parent and Student Survey
Parent awareness of and access to free and reduced lunch applications	No baseline data **Data Year:** 2020-21				80% awareness **Data Year:** 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: LCAP Parent Survey				**Data Source:** LCAP Parent Survey
Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching	.02% Mis-assingments 0% Vacancies **Data Year:** 2019-20 **Data Source:** CALSAAS & CA Dashboard Local Indicator-Priority 1				.01% Mis-assingments 0% Vacancies **Data Year:** 2023-24 **Data Source:** CALSAAS & CA Dashboard Local Indicator-Priority 1
School facilities are maintained and in good repair	"Good" rating **Data Year:** 2020-21 **Data Source:** Facilities Inspection Tool (FIT) & CA Dashboard Local Indicator-Priority 6				"Good" rating **Data Year:** 2023-24 **Data Source:** Facilities Inspection Tool (FIT) Maintain "Good" or higher rating on the FIT & CA Dashboard Local Indicator-Priority 6
District and Site Safety Plans	Yearly District and Site Safety Plan updates **Data Year:** 2020-21 **Data Source:** School Board meeting minutes				Update District and Site Safety Plans yearly **Data Year:** 2023-24 **Data Source:** School Board meeting minutes

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Internet, Devices, and Technology Support	Continue to implement District Technology Plan ensuring student and staff have access to appropriate technology resources, devices, internet connectivity, and technology support.	$120,551.31	No
2	Safety Plans and Trainings	Develop and implement district and site safety plans which outline the frequency and content of safety drills and trainings.		No
3	Access to Materials	Maintain standards-aligned, MUSD School Board adopted curriculum, to ensure each student has appropriate access to instructional materials.	$329,910.00	No
4	Appropriately Assigned Teachers	Review teacher assignments each trimester/semester to ensure that teachers are appropriately assigned, to the greatest extent possible.		No
5	Facilities in Good Repair	Continue to implement annual inspection of facilities to ensure standards of safety, cleanliness, and access. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner.		No
6	LI Access to Free/Reduced Food Program	LI parent awareness of, access to free, and assistance in completing the free and reduced lunch applications, to ensure students are offered free/reduced breakfast and lunch.		Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.19%	$3,841,256

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

MUSD plans to increase and/or improve services for English Learners, Low-Income, and Foster Youth students as compared to all students by implementing the actions and services described below. As an LEA with fewer than 55% unduplicated students, MUSD will describe how these actions and services are principally directed to and effective in meeting its goals for unduplicated students. Actions and services limited to unduplicated students include academic interventions, college readiness support, student progress monitoring, supports for English language proficiency, professional development, student engagement, parent and family engagement, Foster Youth support, transportation, and increased awareness of free and reduced meal program for Low-Income families.

After assessing the needs, conditions, and circumstances of our English Learner, Low-Income and Foster Youth students, it was noted that due to the additional designated ELD and intervention courses these student groups are often enrolled in, they frequently have limited access to a broad course of study, including high interest CTE and elective courses.

In order to address this inequity, MUSD will provide zero and seventh period options for students in grades 6th-12th, and School of Distinction themes in grades TK-5th, to expand opportunities for a broad course of study. (Contributing Action Goal 1, Action 13) This action is being provided on an LEA-wide basis, and is expected to increase the number of English Learner, Low-Income and Foster Youth students accessing and participating in CTE pathways, art, music, and other highly engaging electives, as compared to other student groups. This will be measured by CA Dashboard Local Indicator, Priority 7, which will include information from our local SIS, that summarizes the differences across school sites and student groups.

District and County public health data revealed that the needs, conditions, and circumstances of our English Learner, Low-Income, and Foster Youth students, led to increased adverse physical and mental health due to the pandemic. Research indicates that mitigating these on-going physical and mental health needs will need to be continually analyzed and addressed. The stress and extenuating circumstances faced by All Students, including English Learners, Low-Income, and Foster Youth students, and their families during the pandemic, led to decreased student and family engagement and school connectedness (only 72-74% feeling connected). This disengagement is predominantly noted in student participation in school activities. Participation in school activities (sports, intra-murals, performing arts, etc.) which lead to student engagement and connectivity, was much lower for English Learners (52% participation) and Low-Income (53% participation) as compared to All Students (62% participation). Health and wellness continues to be a concern, as evidenced by chronic absenteeism rates, especially for English Learners (7.4% chronically absent) and Low-Income students (10.2% chronically absent). In order to address this, MUSD will be providing a comprehensive approach to health and wellness by offering a bilingual district nurse, additional hours beyond the base for site nurses, additional counseling beyond the base program, and access to virtual and in-person wellness centers. (Contributing Action Goal 2, Action 1 & 7) Additional actions limited to English Learners, Low-Income, and Foster Youth students will target increasing participation in school activities. Due to the disproportional negative impacts of COVID-19 on these groups, providing these services and resources on an LEA-wide basis is expected to increase student and family engagement, student attendance, and a sense of connectedness. Student and family engagement and connectedness will be measured using the LCAP Student and Parent Climate Survey.

While suspension rates in 2020 decreased for All Students (2.3%), there was a discrepancy between All Students compared to English Learners (2.7%) and Low-Income (3.9%). In order to address this discrepancy, MUSD will provide a School Resource Office, to conduct outreach, wellness checks, and ensure campus safety, while building positive relationships with students and families. School Resource Officer and staff will teach, reinforce, and practice positive behavioral expectations to reduce disciplinary actions that may lead to suspensions and expulsions (CHAMPS). (Contributing Action Goal 2, Action 3) These actions are being provided on an LEA-wide basis and are expected to increase positive relationships with English Learners, Low-Income, and Foster Youth students to build a greater sense of connectedness to the school resulting in a decrease in suspension rates.

After analyzing the needs, conditions, and circumstances of our English Learner, Low-Income, and Foster Youth students, it was noted that these students have limited access to literacy support, resources, and materials. In addition, local report card data indicated that there is a significant discrepancy in ELA student achievement data between English Learner (Elementary 26% proficient, Secondary 39% proficient), Low-Income (Elementary 38.2% proficient, Secondary 66% proficient), Foster Youth students (subgroup too small to report) and All Students (Elementary 61.5% proficient, Secondary 80% proficient). To address this discrepancy and inequity in access to literacy support, resources, and materials, MUSD will hire librarians, provide access to books and media, and offer an online research data base for these students. (Contributing Action Goal 1, Action 15) These actions are being provided on an LEA-wide basis and we expect that all students underperforming in ELA will benefit from having this support and access. However, because of the significantly disproportionate access to literacy, resources, and support, it is expected that English Learner, Low-Income, and Foster Youth students will benefit to a greater degree as measured by increased ELA report card proficiency data.

Analysis of academic performance of English Learners, Low-Income, and Foster Youth students revealed that lower academic achievement, as measure by report card grades, ultimately resulted in credit deficiencies and lower graduation rates. The percentage of English Learner and Low-Income students, earning Cs or higher in ELA (English Learner 39%, Low-Income 65.2%) and in Math (English Learner 61.4%, Low-Income 73.9%) was lower than All Students in ELA (80%) and Math (83%). In order to address this credit deficiency and increase graduation rates (All Students 88.7%, English Learners 66.7%, and Low-Income 84.3), MUSD will offer credit recovery summer school. (Contributing Action Goal 1, Action 3) These actions are being provided on an LEA-wide basis, and MUSD expects that All Students requiring credit recovery, in order to meet graduation requirements, will benefit. However, because of the significantly lower academic achievement and graduation rate of English Learner, Low-income and Foster Youth students, we expect that academic achievement and graduation rate will increase at a proportionally greater rate.

District-wide implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole but will also have a greater positive impact on MUSD's English Learners, Low-Income, and Foster Youth students. The district recognizes that while these funds are generated in order to serve English Learners, Low-Income, and Foster Youth students, some services may, should the need arise, be utilized for students outside of these student groups. By providing the services identified as LEA-wide, MUSD will best serve all students. The full list of expenditures is aligned with the goals of the MUSD Local Control and Accountability Plan and addresses the needs of our district's English Learners, Low-Income and Foster Youth students. School staff and School Site Councils will align their School Plans for Student Achievement to the goals and actions of the adopted Local Control Accountability Plan.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Of the total Local Control Funding Formula (LCFF) funding, Moorpark Unified School District receives $3,825,945 to be used to support the 36.24% unduplicated students. These funds are calculated based on the number of English Learners, Low-Income, and Foster Youth students in the district. The total amount was determined by the latest version of the FCMAT calculator. The services to English Learners, Low-Income and Foster Youth students provided for in this LCAP, meet or exceed the 7.25% required percentage to increase or improve services.

MUSD will offer a variety of programs and services that are increased or improved for English Learners, Low-Income and Foster Youth students for the 2021-24 LCAP. These actions include: 1.1 Academic Interventions, 1.2 College Readiness Support, 1.5 Student Progress Monitoring, 1.8 Supports for English Language Proficiency, 2.2 Student Engagement, 2.4 Parent and Family Engagement, 2.6 Foster Youth Support, 2.8 Transportation, and 3.6 Access to Free and Reduced Meal Program.

English Learner, Low-Income, and Foster Youth
The following actions and services will increase of improve outcomes for English Learners, Low-Income and Foster Youth students. English Language Arts (ELA) and math interventions, which includes before, during, and/or after school support, will be targeted to meet the academic needs of these students in grades TK-12 as recommended by classroom teachers (Rinaldi, 2011; California After School Advocacy Alliance, 2013) to mitigate learning loss and accelerate learning. In addition MUSD will continue to provide a multi-tiered system of support for tiered interventions (RtI Action Network- Mattos, 2008). A credit recovery program (Structured Academic Support and Math Assistance Program) will be offered at Moorpark High School, which will allow credit deficient students to begin making up missing credits beginning the

second semester of their 9th grade year. *Edgenuity* credit recovery courses will be provided for high school English Learners, Low- Income, and Foster Youth students needing credit recovery or go-ahead classes (North American Council for Online Learning, 2008). (Goal 1.1)

A section of Individual Determination Equals Academic Success (IDEAS) will be offered at Chaparral and Mesa Verde Middle Schools to prepare English Learners, Low-Income, and Foster Youth students for college. Advancement Via Individual Determination (AVID) will be offered Zero Period at Moorpark High School for first generation college students and groups of historically underrepresented students such as English Learners, Low-Income, and Foster Youth students (Johnston, Nickel, Popp and Marcus, 2012). The Moorpark High School master schedule was designed to include Spanish for Spanish Speakers to prepare and encourage Spanish speaking English Learners to obtain a Seal of Biliteracy, which is an indicator of college and career readiness (Krool and Dussias, 2017). (Goal 1.2)

Student progress monitoring is a practice that helps educators use student performance data to continually evaluate the effectiveness of a student's program (Safer and Fleischman, 2005). MUSD will provide district and site administrators to analyze student achievement data using a continuous cycle of improvement, so updates and modification can be made to improve programs and services for English Learners, Low-Income and Foster Youth students. This data analysis will be used to plan intensive intervention programs for these student groups (DuFour, DuFour, Eaker, Mattos, Muhammad, 2021). Principals will monitor individual student progress through PRIDE/SST. (Goal 1.5)

MUSD survey data indicated that English Learners, Low-Income and Foster Youth students felt the least connected to school. Becoming disconnected to the school environment can have long term, negative effects on a student (Cramer, Gonzalez, Pellegrini-Lafont, 2014). This disengagement results in increased suspensions, expulsions, and having students unfairly labeled, especially for the most marginalized populations (Suh, Suh, Houston, 2007). Research indicates that increasing student engagement leads to positive student outcomes (Holloway, 2000). To increase participation and engagement for English Learners, Low-Income, and Foster Youth students, MUSD will provide additional engagement opportunities, including clubs and intramurals, Achieving Character Together (ACT), and Social-Emotional Learning (SEL) programs, such as *Character Strong* (Ferrara, 2019). (Goal 2.2)

Experts advocate for family engagement as an essential strategy for building a pathway to college and career readiness for all students, as well as an essential component of a systems approach to school improvement (Center on School Turnaround, 2017). Increased family engagement leads to positive student outcomes including mastery of grade level standards and high levels of English proficiency (CA State Board of Education, 2017). MUSD will offer activities and opportunities to connect with parents as partners in their children's education. These activities will afford parents the opportunity to be informed and to provide input into decision-making. To plan for these family engagement opportunities, topics requested by parents of English Learners, Low-Income, and Foster Youth students will be prioritized. MUSD will offer parent education including English as a Second Language, citizenship classes, technology classes, as well as the Latino Family Literacy Project for parents of English Learners (CalPASS, 2011). (Goal 2.4)

English Learner and Low-Income students have higher rates of chronic absenteeism when compared to other student groups. Foster Youth students are at a higher risks of dropping out of school and are more likely to have attendance issues (US Dept. Of Ed., 2016). Therefore transportation to and from school will be provided for these student groups to ensure they make it to school on–time and are not absent due to lack of transportation to school (UC Davis, 2014). (Goal 2.8)

English Learners

English language proficiency is essential for academic success. As such, Rosetta Stone will be offered as a supplement to English Learners' daily designated ELD program, to assist them with English language acquisition (Rockman, 2009). (Goal 1.8) Research indicates that the most effective professional development includes an intentional focus on discipline specific curriculum development, incorporates active learning, supports collaboration, provides coaching, and offers feedback and reflection (Darling-Hammond, Hyler, and Gardner, 2017). MUSD will provide professional development on the implementation of state standards for all students including how the program and services will enable English Learners to access the State Standards and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. (Goal 1.14)

Low-Income Students

Food insecurity does not exist in isolation, as Low-Income families are affected by multiple, overlapping issues like lack of affordable housing, social isolation, chronic or acute health problems and low wages. Taken together, these issues are important social determinants of an individual's success (USDA, 2018). During the pandemic, all individuals 18 and under were provided with free meals. This resulted in a significant decline in parents completing free/reduced lunch applications, which will adversely impact their access to food this upcoming school year. MUSD will engage in an awareness campaign to ensure that parents of Low-Income students understand the benefits of the free and reduced lunch program and have access to and assistance with filling out applications. Applications will be made available through digital platforms, paper copies, and personal outreach. (Goal 3.6)

Foster Youth Students

Research indicates that Foster Youth experience significantly higher rates of trauma when compared to other student groups (US Department of Health and Human Services, 2016). As such, it is vital that Foster Youth have access to a trusted adult, who will support the students' academic and social-emotional well-being as well as ensuring that the school sites are in compliance with all legislation affecting Foster Youth students. As Josh Shipp said, "Every kid is one caring adult away from being a success story (2015). MUSD will employ a Liaison for Foster Youth to provide access to resources and supplies, deliver staff training, assist counselors with monitoring Foster Youth academic achievement and social-emotional well-being, and to ensure that Foster Youth have full and equal opportunity to succeed in school. (Goal 2.6)

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$4,359,497.15	$1,892,782.59		$900,099.11	$7,152,378.85

Totals:	Total Personnel	Total Non-personnel
Totals:	$6,540,518.19	$611,860.66

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Academic Interventions	$532,254.80	$800,295.68			$1,332,550.48
1	2	English Learners Foster Youth Low Income	College Readiness Support	$236,760.51				$236,760.51
1	3	English Learners Foster Youth Low Income	Summer School	$32,991.00				$32,991.00
1	4	Students with Disabilities	Extended School Year for Students with Disabilities		$89,432.00			$89,432.00
1	5	English Learners Foster Youth Low Income	Student Progress Monitoring	$418,541.77			$154,351.13	$572,892.90
1	6	All	High Quality Career Technical Education (CTE)	$90,062.98	$10,997.00			$101,059.98
1	7	All	Diagnostic and Support Software	$119,563.78				$119,563.78
1	8	English Learners	Supports for English Language Proficiency	$7,807.87	$61,010.26			$68,818.13
1	9	English Learners	Supports for Long-Term English Learners				$70,049.79	$70,049.79
1	10	English Learners	Bilingual Teacher on Special Assignment (TOSA)				$110,686.34	$110,686.34
1	11	All	Class-size Reduction		$222,425.32		$527,856.00	$750,281.32

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	Students with Disabilities / English Learners	Supports for English Learner Students with Disabilities	$81,566.95				$81,566.95
1	13	English Learners / Foster Youth / Low Income	EL, LI, FY Access to a Broad Course of Study	$104,471.50	$9,897.30		$11,885.56	$126,254.36
1	14	English Learners	Professional Development - Implementation of State Standards	$573,568.33				$573,568.33
1	15	English Learners / Foster Youth / Low Income	Literacy Skill Development for EL, LI, and FY Students	$166,791.50				$166,791.50
1	16	All	Technology Support		$131,345.81			$131,345.81
2	1	English Learners / Foster Youth / Low Income	Counselors to Support EL, LI, and FY	$753,431.93	$237,469.22			$990,901.15
2	2	English Learners / Foster Youth / Low Income	Student Engagement	$22,723.11				$22,723.11
2	3	English Learners / Foster Youth / Low Income	Building Positive Relationships	$223,334.33				$223,334.33
2	4	English Learners / Foster Youth / Low Income	EL, LI, and FY Parent and Family Engagement	$7,642.92				$7,642.92
2	5	All	Tiered Re-engagement Strategies	$101,527.45				$101,527.45
2	6	Foster Youth	Foster Youth Support	$659.82			$25,270.29	$25,930.11
2	7	English Learners / Foster Youth / Low Income	Comprehensive Approach to Health and Wellness	$339,107.89				$339,107.89
2	8	English Learners / Foster Youth / Low Income	EL, LI and FY Transportation	$426,137.40				$426,137.40
3	1	All	Access to Internet, Devices, and Technology Support	$120,551.31				$120,551.31
3	2	All	Safety Plans and Trainings					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	All	Access to Materials		$329,910.00			$329,910.00
3	4	All	Appropriately Assigned Teachers					
3	5	All	Facilities in Good Repair					
3	6	Low Income	LI Access to Free/Reduced Food Program					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,846,224.68	$5,146,404.12
LEA-wide Total:	$1,620,128.15	$1,879,380.23
Limited Total:	$2,226,096.53	$3,267,023.89
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Academic Interventions	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$532,254.80	$1,332,550.48
1	2	College Readiness Support	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	8th-12th grade	$236,760.51	$236,760.51
1	3	Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,991.00	$32,991.00
1	5	Student Progress Monitoring	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$418,541.77	$572,892.90
1	8	Supports for English Language Proficiency	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$7,807.87	$68,818.13
1	13	EL, LI, FY Access to a Broad Course of Study	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,471.50	$126,254.36
1	14	Professional Development - Implementation of State Standards	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$573,568.33	$573,568.33

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	15	Literacy Skill Development for EL, LI, and FY Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$166,791.50	$166,791.50
2	1	Counselors to Support EL, LI, and FY	LEA-wide	English Learners Foster Youth Low Income	All Schools	$753,431.93	$990,901.15
2	2	Student Engagement	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	6th-8th grade	$22,723.11	$22,723.11
2	3	Building Positive Relationships	LEA-wide	English Learners Foster Youth Low Income	All Schools	$223,334.33	$223,334.33
2	4	EL, LI, and FY Parent and Family Engagement	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$7,642.92	$7,642.92
2	6	Foster Youth Support	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$659.82	$25,930.11
2	7	Comprehensive Approach to Health and Wellness	LEA-wide	English Learners Foster Youth Low Income	All Schools	$339,107.89	$339,107.89
2	8	EL, LI and FY Transportation	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$426,137.40	$426,137.40
3	6	LI Access to Free/Reduced Food Program	Limited to Unduplicated Student Group(s)	Low Income	All Schools		

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- 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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - ○ **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - ○ **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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.