LCFF Budget Overview for Parents

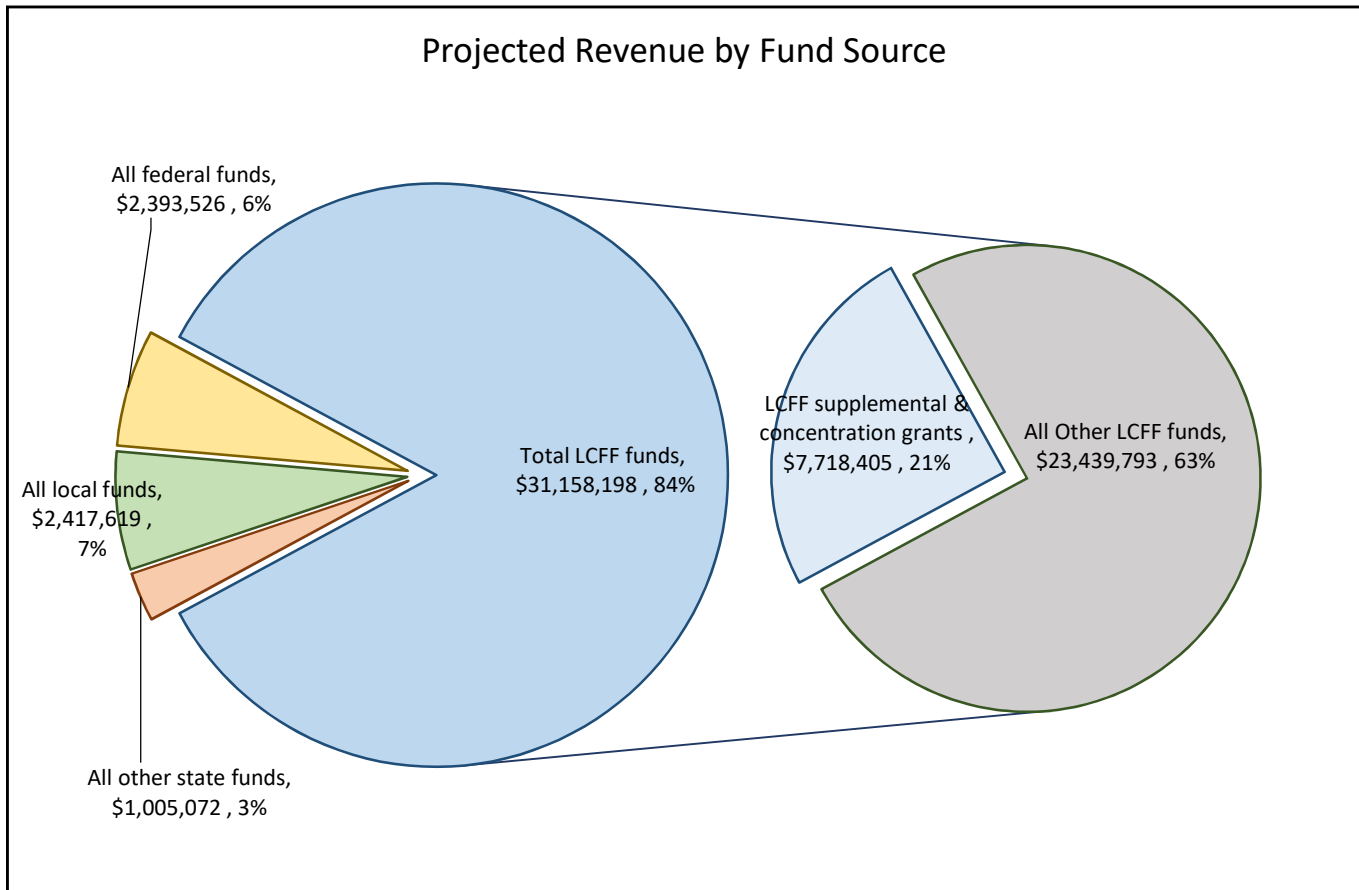Local Educational Agency (LEA) Name: Mojave Unified School District

CDS Code: 15-63677-0000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Keith Gainey / (661) 824-4001 / keithgainey@mojave.k12.ca.us

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 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $2,393,526 , 6%

All local funds, $2,417,619 , 7%

All other state funds, $1,005,072 , 3%

Total LCFF funds, $31,158,198 , 84%

LCFF supplemental & concentration grants , $7,718,405 , 21%

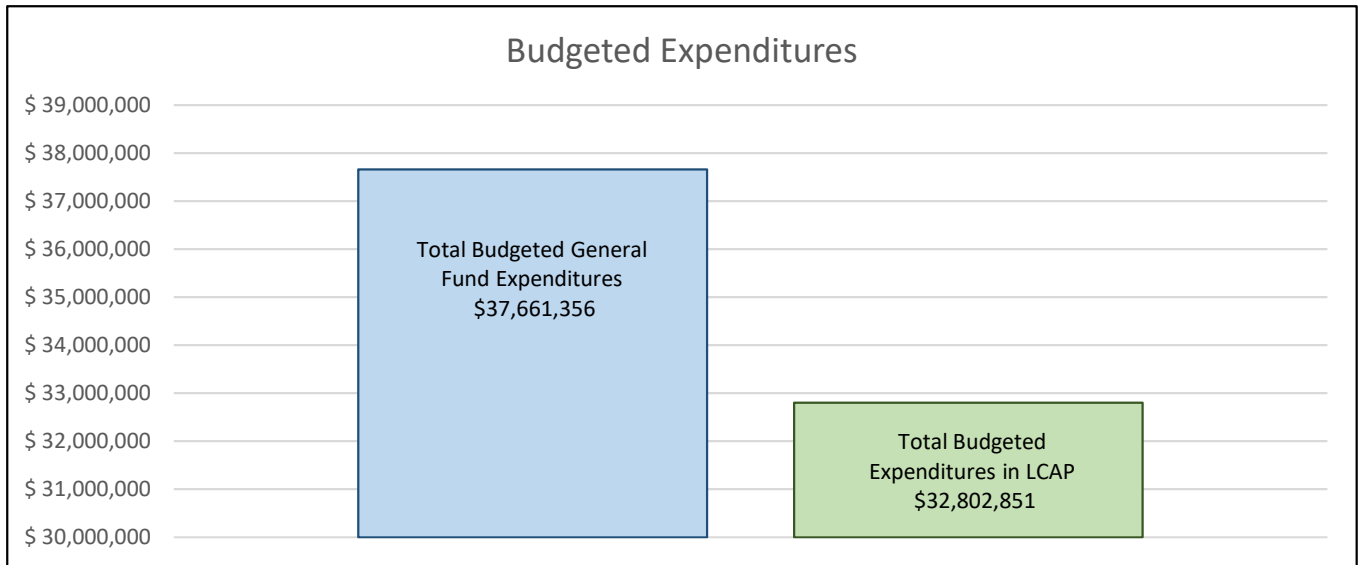All Other LCFF funds, $23,439,793 , 63%

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

The total revenue projected for Mojave Unified School District is $36,974,415.00, of which $31,158,198.00 is Local Control Funding Formula (LCFF), $1,005,072.00 is other state funds, $2,417,619.00 is local funds, and $2,393,526.00 is federal funds. Of the $31,158,198.00 in LCFF Funds, $7,718,405.00 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 Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

Total Budgeted General Fund Expenditures $37,661,356	Total Budgeted Expenditures in LCAP $32,802,851

Chart y-axis: $30,000,000 to $39,000,000 in $1,000,000 increments.

This chart provides a quick summary of how much Mojave Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Mojave Unified School District plans to spend $37,661,356.00 for the 2019-20 school year. Of that amount, $32,802,851.00 is tied to actions/services in the LCAP and $4,858,505.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

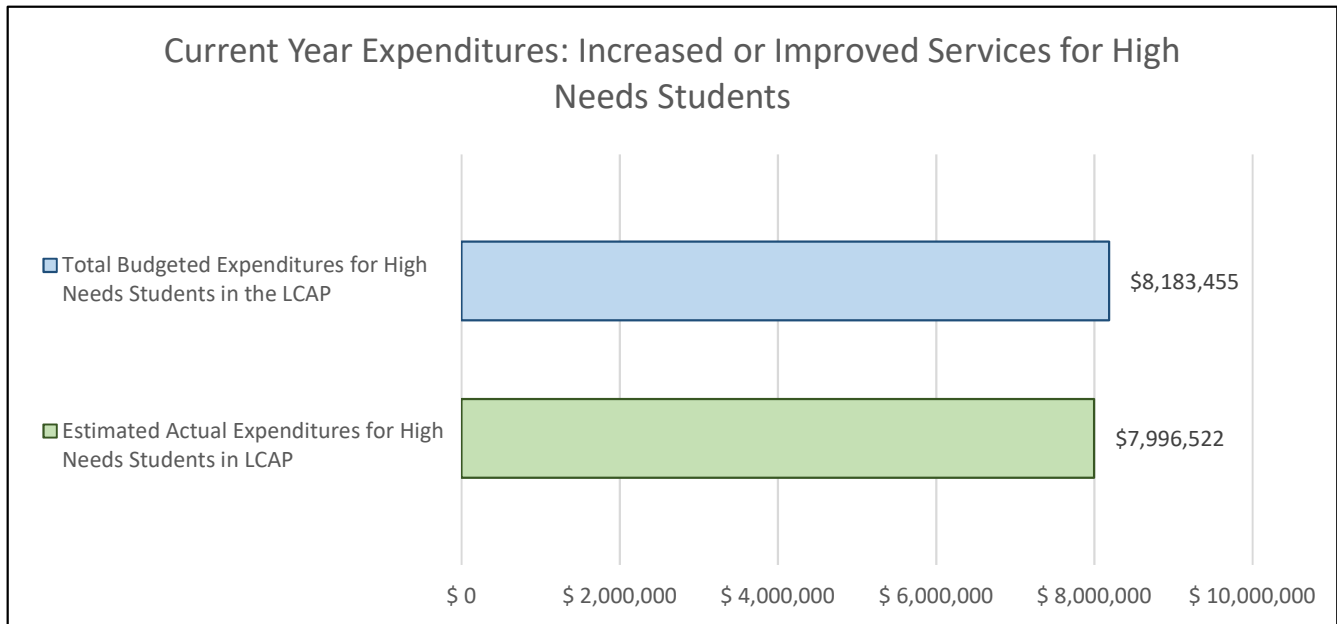Expenditures that are not included in the LCAP consist of:
1. General Operating Costs - such as utilities and insurance.
2. General Administrative costs - such as School Board, Superintendent, District Office Staff, and Principals.
3. Other Operating costs - such as Debt Service.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Mojave Unified School District is projecting it will receive $7,718,405.00 based on the enrollment of foster youth, English learner, and low-income students. Mojave Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Mojave Unified School District plans to spend $8,045,716.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$8,183,455
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$7,996,522

$ 0 $ 2,000,000 $ 4,000,000 $ 6,000,000 $ 8,000,000 $ 10,000,000

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

In 2018-19, Mojave Unified School District's LCAP budgeted $8,183,455.00 for planned actions to increase or improve services for high needs students. Mojave Unified School District estimates that it will actually spend $7,996,522.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of $186,933.00 had the following impact on Mojave Unified School District's ability to increase or improve services for high needs students:

In 2018-19, the amount required to be spent on high needs students was $7,308,718. In its Original Budget date July 1, 2018, the District budgeted $8,183,455 for high needs students. The estimated actuals are anticipated to be $7,996,522 - $186,933 less than the Original Budget, but $687,804 higher than the amount required for 2018-19.

These resources are used in a variety of ways, described in detail and in summary in the LCAP, to the improve academic achievement outcomes for our high needs students.

Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>California School Dashboard</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Mojave Unified School District	Dr. Aaron Haughton, Superintendent	aaronhaughton@mojave.k12.ca.us (661) 824-4001

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Mojave School District was established in 1884 to serve a student population of 13 children. For the following 70 years districts in the surrounding areas experienced booms and busts in their numbers. Finally, in 1953, the Mojave School District annexed the smaller districts, forming what is still known as the Mojave Unified School District. To this day, the district covers a large geographic area in eastern Kern County, serving two separate communities: California City and Mojave.

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

The communities of California City and Mojave are approximately 20 miles apart and are served by six school sites. Mojave has two schools: Mojave Elementary School (TK-5) and Mojave Jr./Sr. High School (6-12). California City has 4 schools: Robert P. Ulrich Elementary (TK-2), Hacienda Elementary School (3-5), California City Middle School (6-8), and California City High School (9-12).

MUSD is also home to the C.A.R.E.S program (the Center for the Advancement of Regionalized Exceptional Students), a severe special education program that serves over 50 students from the surrounding communities.

Currently Mojave Unified serves a student population of approximately 2800 students. Over 84% of the students in the Mojave Unified School District are socioeconomically disadvantaged. Our student population finds strength in its diversity with a breakdown of 36% African-American, 32% Hispanic, and 29% white. 20% of our students are English Language Learners and over 14% of MUSD students require special education services. Student mobility rates in Mojave Unified are in the extreme range: over 600 students moved in and out of our district this school year, representing 20% of our cumulative enrollment. Of all the school districts in California, only 7 have an Ethnic Diversity Index and unduplicated student rate that exceed those of MUSD (Based on 2017-18 ed-data information--EDI of 51 with an unduplicated rate of 84.88%). With an unduplicated student rate of 86.50% for the 2018-19 school year, we have striven to engage stakeholders and developed a plan with the principal purpose of directing our funds to leverage increased academic and behavioral gains for our unduplicated pupils, and underperforming student groups. With such a large majority of students living in poverty, MUSD qualifies to implement the Community Eligibility Provision (CEP)—providing meals at no charge to all students. This is an exciting development, as the CDE reports: "Schools that have implemented the CEP have experienced striking increases in school meal participation, and many reported improved attendance."

Interdepartmental teamwork is a hallmark of our district as the transportation, technology, maintenance, and food service departments get our students to school, maintain thousands of pieces of technology, sustain safe facilities, and serve hundreds of thousands of meals. The story of education in the area is not new—with our first school house opening in 1884; however, this is the beginning of a new chapter. Our vision for improved student achievement and success will reach fruition through the use of 21st century technology, incredible access to data and indicators, an ever-improving alignment of curriculum, best practices and resources, and most important of all: having a plan.

LCAP Highlights

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

The LCAP for MUSD builds off of the framework created during the previous revision, preserving important stakeholder input dating back to 2014. Significant components have been added as our district has: adopted instructional materials for K-8 Math, Algebra 1, Algebra 2 and Geometry; established Teaching and Learning Teams in order to continue its work in creating a coherent system that ensures standards-aligned instruction and assessments, delivered in a positive school environment; and bolstered classroom management and the implementation of PBIS with adding the Time to Teach program. The LCAP continues to emphasize strategic approaches for early literacy and technology use. Robust professional development is offered in the areas of curriculum, parent involvement, Cultural Awareness, Implicit Bias, Trauma Informed Practices, Student Study/Success Teams (SSTs), Universal Design for Learning, and more. California's shift to a new accountability model is reflected in our metrics and Expected Annual Measurable Outcomes, utilizing information from the California School Dashboards and current local data. Our LCAP has a 2 goal approach: we have separated the LCAP into an Academic Achievement section (Goal 1) and a School Climate/Community Connection section (Goal 2). Actions and services in the new plan follow a logical flow of concepts, clearly outlining: foundational elements, our response to intervention approach (with the overarching concept of Professional Learning Communities), intensive supports for our English

Language Learners and students with special needs, college/career readiness, parent connections, school culture/climate, course access and student engagement. Additional and improved supports and services for our Foster Youth, English Learners and Socioeconomically Disadvantaged students are a top priority, and are spiraled throughout the document.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The Mojave Unified School District (MUSD) has continued to make progress in several key areas, across multiple student groups:

According to local data, our 2018-19 suspension rate decreased by 2.76% for all students, and decreased by an average of 3.71% for our unduplicated students

Our African American suspension rate fell 5.23%

Our Socioeconomically Disadvantaged suspension rate fell 4.55%

Our Foster Youth suspension rate fell 4.12%

Our Two or More Races suspension rate fell 2.68%

Our White suspension rate fell 1.99%

Our Students with Disabilities suspension rate fell 1.63%

Our Hispanic suspension rate fell 0.91%

Our Homeless suspension rate fell 0.19%

According to local data, our overall attendance rate from the end of Period 2 reporting in 2018, to the end of Period 2 reporting in 2019 increased by 0.08%, up to a 93.54%.

Our Homeless attendance rate increased by 1.2%

Our Students with Disabilities attendance rate increased by 0.60%

Our Two or More Races attendance rate increased by 0.45%

Our African American attendance rate increased by 0.18%

Our English Learner attendance rate increased by 0.08%

Our Hispanic attendance rate increased by 0.05%

According to the 2018 California School Dashboard, our graduation rate increased by 6.1% for all students.

>   Our African American graduation rate increased by 16.7%

>   Our Homeless graduation rate increased by 11.3%

>   Our Students with Disabilities graduation rate increased by 10.7%

>   Our Socioeconomically Disadvantaged graduation rate increased significantly by 7.2%

>   Our Hispanic graduation rate increased 3.1%

>   Our White graduation rate increased significantly by 2.0%

According to the 2018 California School Dashboard's College/Career Indicator, the % of students graduating college or career ready increased significantly by 10.1%

>   The College/Career readiness of our African American students increased significantly by 32.2%

>   The College/Career readiness of our Homeless students increased significantly by 18.1%

>   The College/Career readiness of our Students with Disabilities increased significantly by 12.8%

>   The College/Career readiness of our Socioeconomically Disadvantaged students increased significantly by 9.9%

>   The College/Career readiness of our White students increased by 3.1%

>   The College/Career readiness of our Hispanic students increased by 1.6%

Preliminary/unofficial local data from the 2018-19 school year indicates a cohort graduation rate of 88.44%, higher than the most recent county and state averages.

With such a high concentration of unduplicated pupils, MUSD students face considerable adverse situations that can impact their learning. Students effected by the cycle of poverty enter our district academically behind compared to more affluent peers in other districts. Often, these students are not only behind academically, but also require substantial social and emotional support. MUSD recognizes these challenges, and does not accept them as excuses. We have kept stakeholder feedback and pertinent research at the forefront of our development process to identify and address these needs and continue to make progress in the areas above, and beyond. Goal 1 of this LCAP—focusing on academics—outlines a plan for bolstering the PLC process with data protocols, aligning curriculum and assessments to essential standards, and supporting student needs through the RtI and SST processes. Our unduplicated students especially can benefit from our plans for extended (Saturday school, etc.) and/or blended learning (APEX, etc.). Goal 2 of this LCAP outlines our plan for engagement—both students as well as parents and the community. As we continue to implement the different tiers of PBIS and expand restorative practices, student engagement and sense of safety will improve. Keeping in mind that a majority of our students demonstrate significant needs, we also plan on building up our Trauma Informed Practices. Currently, our staffing demographics do not match that of our student population—highlighting an increased need to recruit diverse employees and build upon our cultural awareness. We believe that progress is only sustainable with authentic community

connections and trust—something that is addressed readily throughout goal 2, with additions for engaging our African American community.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

According to the **Fall 2018** California School Dashboard Release, our areas of greatest need are in the following areas:

--English Language Arts Indicator: MUSD ranked at a "very low" status (Red), with an average Distance from Standard (DFS) of -71, and a maintained change level

    --Students with Disabilities (Orange): -146.5 DFS

    --Foster Youth (Red): -118.6 DFS

    --African American (Red): -100.5 DFS

    --Homeless (Red): -84.9 DFS

    --English Learners (Orange): -80.3 DFS

    --Socioeconomically Disadvantaged (Red): -77.2 DFS

    --Two or More Races (Orange): -58.8 DFS

    --White (Orange): -45.5 DFS

--Mathematics Indicator: MUSD ranked at a "very low" status (Red), with an average Distance from Standard (DFS) of -112.3, and a maintained change level

    --Students with Disabilities (Red): -185.2 DFS

    --African American (Red): -140.5 DFS

    --Foster Youth (Orange): -135 DFS

    --English Learners (Orange): -118.7 DFS

    --Socioeconomically Disadvantaged (Red): -118 DFS

    --Two or More Races (Red): -111.4 DFS

    --Homeless (Red): -110 DFS

    --Hispanic (Orange): -106.9 DFS

    --White (Orange): -78.4 DFS

--Chronic Absenteeism Indicator—the following student groups received orange or red performance levels:

> --Foster Youth (Red): 43.5% chronically absent, an increase of 3.2%

> --Homeless (Red): 39.7% chronically absent, an increase of 1.6%

> --White (Red): 25.6% chronically absent, an increase of 0.7%

> --Two or More Races (Orange): 21% chronically absent, a decline of 11.7%

In addition to the CA dashboard data, local data reveal that our estimated 2019-20 MUSD Chronic Absentee rate of 24.7% is still significantly higher than the county average.

--Suspension Rate Indicator—our Foster Youth student group received an orange performance level with a suspension rate of 8.6%, a decline of 6.7%

MUSD qualified for Differentiated Assistance for the Foster Youth and Homeless student groups, due to the following data:

> --The Foster Youth student group placed in Red on the 2018 California School Dashboard for
>
> Chronic Absenteeism and English Language Arts, and placed in Orange for Mathematics.

> --The Homeless student group placed in Red on the 2018 California School Dashboard for
>
> Chronic Absenteeism, English Language Arts and Mathematics.

Due to this Differentiated Assistance qualification, MUSD maintained its participation in the Continuous Improvement Process in partnership with Kern County Superintendent of Schools (see Performance Gaps below for more information). After an intensive, data-driven process, and with the input from a diverse team of stakeholders, the following Problem of Practice (POP) was defined: "State and local data reveal that we have not created a coherent system that ensures standards-aligned instruction and assessments, delivered in a positive school environment, to address the needs of all students." In order to solve this problem of practice, the following initiatives were developed, and are embedded into the 2019-20 LCAP.

As embedded in LCAP Goal 1:

Initiative 1A: Map out essential standards to be covered in each quarter--at all grade levels--for ELA and Math

Initiative 1B: Develop an assessment plan that spirals essential concepts and scaffolds more complex content

Initiative 1C: Develop units of study that are backwards designed from the essential concepts and assessment plan

Initiative 1D: Leadership will develop and support a professional learning community accountability system

Initiative 1E: Establish buy in for the Achievement Management Plan (AMP)

As embedded in LCAP Goal 2:

Initiative 2A: Continue to advance our implementation of PBIS

Initiative 2B: Forge and maintain relationships

Initiative 2C: Define, teach and reinforce expectations and utilize systematic supervision

Initiative 2D: Build teams and respond to problematic situations

Initiative 2E: Analyze data

During the 2018-19 school year Mojave Unified School District participated with Kern County Superintendent of Schools to utilize funds from the California Equity Performance and Improvement Program. This program is specifically designed to "promote equity for disadvantaged student populations…(and) implement proven or promising evidence-based program and practices, specially targeted at building equity and narrowing the achievement and opportunity gaps for all underserved students." Our district will continue to apply an "equity lens" to the work that we do.

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

According to the 2018 California School Dashboard, performance gaps exist in the following areas:

        --Chronic Absenteeism (Overall Yellow, but the Foster Youth, Homeless and White student

        groups fell into the Red category

In order to remedy this performance gap, the Mojave Unified School District has participated in a Continuous Improvement Process—as led and directed by Kern County Superintendent of Schools. The CIP team included parents, staff, teachers, site administrators, district leadership, and representation from the Governing Board. This process is ongoing and has required a deep-analysis of data following specific protocols, root-cause analysis, developing a Problem of Practice, refining a theory of action, and creating an action plan. The initiatives and action steps developed within that process are present in the LCAP. Initiatives 1A (Map out essential standards to be covered in each quarter--at all grade levels--for ELA and Math), 1B (Develop an assessment plan that spirals essential concepts and scaffolds more complex content), 1C (Develop units of study that are backwards designed from the essential concepts and assessment plan), 1D (Leadership will develop and support a professional learning community accountability system) and 1E (Establish buy in for the Achievement Management Plan) are spiraled throughout Goal 1 of the 2019-20 MUSD LCAP. Initiatives 2A (Continue to advance our implementation of PBIS), 2B (Forge and maintain relationships), 2C (Define, teach and reinforce expectations and utilize systematic supervision), 2D (Build teams and respond to problematic situations), and 2E (Analyze data) are found within LCAP Goal 2.

Ongoing efforts are being made at fine-tuning our access to live, accurate, and meaningful attendance data to help empower faculty and staff to Chronic Absenteeism. This is accomplished through our work using Sisense dashboards, and beginning with the 2019-20 school year, through the KCSOS trial of the Hoonuit data system.

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.

N/A

Support for Identified Schools

Describe how the LEA supported 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.

N/A

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.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Increase the number of students working at grade level in all core content areas, and who are on track to graduate college and career ready

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5

Local Priorities: Pacing, District Technology Plan, Early Literacy Plan

Annual Measureable Outcomes

Expected	Actual
96%+ of MUSD teachers will be appropriately assigned and fully credentialed for assignment.	85.71% of MUSD teachers were appropriately assigned and fully credentialed for their assignment due to an unprecedented teacher shortage in the state of CA.
100% of students will have access to standards-aligned materials, including English Learners and students with disabilities	Per the 2018 Williams Visit Report: <u>Elementary Schools:</u> HES: Sufficient MES: Sufficient RPU: Sufficient <u>Secondary Schools:</u> CCHS: Sufficient CCMS: Sufficient

Expected	Actual
	MJSH: Sufficient
Establish full implementation of standards-aligned curriculum in all core content areas including CCSS ELA/ELD, CCSS Mathematics, NGSS and the California Content Standards	ELA/ELD: Full Implementation CA Content Standards: Full Implementation Math: Beginning Development NGSS: Beginning Development
100% of EL students will receive daily integrated ELD in all content areas and designated ELD instruction. Maintain full implementation of the CA ELD standards.	100% of EL students receive daily integrated ELD in all content areas and designated ELD instruction. The CA ELD standards are being fully implemented.
Increase the average number of scaled score points on the Math CAASPP by 5 points or more & Increase the average number of scaled score points on the ELA CAASPP by 5 points or more, with student groups at the following DF3 levels: • Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA • English Learners: 116 DF3 in Math; 79.4 DF3 in ELA • Foster: 133 DF3 in math; 106.1 DF3 in ELA • Students with Disabilities: 169.1 DF3 in Math; 150.4 DF3 in ELA • African American: 131.3 DF3 in Math; 94.2 DF3 in ELA • Hispanic:103.2 DF3 in Math; 67.6 DF3 in ELA • Two or More Races: 86.3 DF3 in Math; 42.8 DF3 in ELA • White: 71.6 DF3 in Math; 44.5 DF3 in ELA	Overall MUSD Maintained its levels for ELA (-1.9 points to 71 points below standard) and Math (-0.3 points to 112.3 points below standard), with student groups at the following levels: • Socioeconomically Disadvantaged: -118 DFS in Math; -77.2 DFS in ELA • English Learners: -118.7 DFS in Math; -80.3 DFS in ELA • Foster: -135 DFS in Math; -118.6 DFS in ELA • Homeless: -110 DFS in Math; -84.9 DFS in ELA • Students with Disabilities: -185.2 DFS in Math; -146.5 DFS in ELA • African American: -140.5 DFS in Math; -100.5 DFS in ELA • Hispanic: -106.9 DFS in Math; -63.1 DFS in ELA • Two or More Races: -111.4 DFS in Math; -58.8 DFS in ELA • White: -78.4 DFS in Math; -45.5 DFS in ELA
Increase by 2% the number of students completing their A-G requirements from 24% up to 26%, with student groups completing at the following rates: • Socioeconomically Disadvantaged: 26.11% • English Learner: 8.67% • Foster: *Less than 10 students in cohort*	Preliminary/unofficial A-G completion rate of 21.77%, with student groups at the following rates: • Socioeconomically Disadvantaged: 20.00% • English Learner: 6.25% • Foster: *Less than 10 students in cohort* • Students with Disabilities: 0%

Expected	Actual
- Students with Disabilities: 2% - Hispanic: 29.16% - African American: 25.53% - Two or More Races: *Less than 10 students in cohort* - White: 19.95%	- Hispanic: 26.76% - African American: 10% - Two or More Races: * Less than 10 students in cohort* - White: 28.57%
Increase the number of English Learners who make progress toward English proficiency based on the baseline established in 2017-18	***ELPAC Baseline Pending*** *23.8% Level 4 – Well Developed *35.9% Level 3 – Moderately Developed 25.8% Level 2 – Somewhat Developed 14.5% Level 1 – Beginning Stage
Increase the number of English Learners who are reclassified as English Proficient by 2% (from 3.7% to 5.7%)	2018-19 Reclassification Rate: 3.54%
Increase the % of tested students that pass AP exams with a 3 or higher to 58%	N/A: 0 AP tests were taken by MUSD students
Increase the % of 11th graders scoring a 4 on the ELA CAASPP from an 12.9% up to a 14.9%, with students groups at the following %: - Socioeconomically Disadvantaged: 11.35% - EL: 10.33% - Foster: 2% - Homeless: 2% - Students with Disabilities: 2% - African American: 8.06% - Hispanic: 10.75%	9.15% of 11th graders scored a 4 on the ELA CAASPP in 2018, with student groups at the following %: - Socioeconomically Disadvantaged: 8.77% - English Learners: 0% - Foster: *Less than 10 students* - Homeless: *Less than 10 students* - Students with Disabilities: 0% - African American: 2.70% - Hispanic: 10.29% - Two or More Races: *Less than 10 students*

Expected	Actual
• White: 21.44% Increase the % of 11th graders scoring a 4 on the Math CAASPP from a 0.64% up to a 2.64%, with student groups at the following %: • Socioeconomically Disadvantaged: 2% • EL: 2% • Foster: *Less than 10 students* • Homeless: *Less than 10 students* • Students with Disabilities: 2% • African American: 2% • Hispanic: 2% • Two or More Races: *Less than 10 students* • White: 4.78%	• White: 14.81% 2.82% of 11th graders scored a 4 on the Math CAASPP in 2018, with student groups at the following%: • Socioeconomically Disadvantaged: 3.51% • English Learners: 0% • Foster: *Less than 10 students* • Homeless: *Less than 10 students* • Students with Disabilities: 0% • African American: 0% • Hispanic: 1.49% • Two or More Races: *Less than 10 students* • White: 11.11%
Maintain a middle school dropout rate of 0%	N/A
Decrease the high school dropout rate by 1%, from 9.26% to 8.26%, with the following rates for student groups: • Socioeconomically Disadvantaged: 8.93%% • English Learners: 5.67% • Foster Students: *Less than 10 students in cohort* • Homeless: 4.88% • Students with Disabilities: 13.29% • Hispanic: 8.88% • African American: 16.65% • Two or More Races: *Less than 10 students in cohort* • White: 1.56%	Preliminary/unofficial data from the 2018-19 school year indicates a high school dropout rate of 8.16% • Socioeconomically Disadvantaged: 7.41% • English Learners: 6.25% • Foster: *Less than 10 students in cohort* • Homeless: *Less than 10 students in cohort* • Students with Disabilities: 0% • African American: 5.0% • Hispanic: 7.04% • Two or More Races: *Less than 10 students in cohort* • White: 3.57%

Expected	Actual
Increase high school graduation rate by 1.0%, from 90.12% up to a 91.12%, with the following student group rates: • Socioeconomically Disadvantaged: 90.36% • English Learners: 94.33% • Foster Students: *Less than 10 students in cohort* • Homeless: 89.24% • Students with Disabilities: 72.43% • Hispanic: 91.12% • African American: 83.35% • Two or More Races: *Less than 10 students in cohort* • White: 98.44%	Preliminary/unofficial data from the 2018-19 school year indicates a high school graduation rate of 85.03% • Socioeconomically Disadvantaged: 84.44% • English Learners: 87.50% • Foster: *Less than 10 students in cohort* • Homeless: *Less than 10 students in cohort* • Students with Disabilities: 75.0% • African American: 85.0% • Hispanic: 87.32% • Two or More Races: *Less than 10 students in cohort* • White: 85.71%
100% of students and staff will have access to 21st century technology	100% of students and staff have access to 21st century technology.
100% of curriculum will be CCSS, NGSS and content standard-aligned and have appropriate pacing calendars/guides	100% of curriculum have pacing guides in Math, ELA, and other content areas.
Fully implement the district's Early Literacy Plan	The MUSD Early Literacy Plan is in its second year of implementation.

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
Pacing, Essential Standards Standards will be prioritized and paced in each content area, with a focus on essential standards and critical concepts: 1. Review and revise (as necessary) the grade level pacing for Mathematics and English Language Arts 2. Review and revise the "scope and sequence" of essential standards—outlining the most important vocabulary, knowledge and skills. 3. Prioritize and pace the standards for all content areas, including NGSS	English Language Arts and Mathematics Standards are paced out by quarter to reflect the essential standards assessed on our benchmarks. These benchmarks were designed by Key Data Systems (KDS) and are administered using School City for grades 1st through high school. Kindergarten currently uses ESGI assessments to monitor progress toward essential standards. For grades 1st-5th, these quarterly standards have also been mapped in the curriculum and calendared out for day-to-day lessons. Using information from Achieve the Core, Renaissance Learning Mathematics Progressions, and Key Data Systems, the Math standards covered prior to state testing in the spring have been prioritized with a narrowed focus. In April of 2019, Teaching and Learning Teams (TLTs) were established in part to continue this critical work.	Amount $.00 Source No Additional Cost Budget Reference N/A	Amount $.00 Source No Additional Cost Budget Reference N/A

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improved Early Literacy (Meets Identified Unduplicated Student Needs # 1 and 3 in Goal 1, pages 75-76) Implement and monitor an Early Literacy Plan, in order to improve the academic performance of unduplicated pupils. This plan should focus on research based areas in order to increase its effectiveness, such as: strong leadership, positive belief and teacher dedication, data utilization and analysis, effective scheduling, professional development, scientifically based intervention programs and parent involvement: 1. Review and revise, utilizing disaggregated unduplicated and student group data, the Early Literacy Plan each October and February 2. STAR Early Literacy will be given 4 times a year, per district assessment calendar 3. STAR reading assessment will be given 2 times a year in February and May, per district assessment calendar 4. Leveled reading passages will be assessed 3 times a year, per district assessment calendar	Kindergarten and 1st grade students participate in multiple assessments throughout the school year. The data collected from these assessments is disaggregated by student group to focus on our underperforming pupils. Data protocols are being developed to ensure that data is being leveraged to improve instructional practices and interventions. It is absolutely necessary to start this process as early as possible, as many of our students enter school with learning gaps and vocabulary deficiencies. Efforts are made to assess new students as soon as possible after enrollment. MUSD conducted two early literacy meetings during the 2018-19 school year (September 19th, 2018 & January 23rd 2019). These meetings included teachers from both Mojave Elementary School and Robert P. Ulrich Elementary School. In addition to these district-wide meetings, literacy data of students was monitored during Professional Learning Community (PLC) time on an ongoing basis. This collaboration resulted in the Early Literacy Plan being revised in the following ways: STAR Early Literacy assessments will now be given 3 times per year instead of 4 (August, January, and May); the Star Reading assessment will be administered for students that score as "probable	**Amount** A) 2,578,039 B) 674,974 C) 13,995 D) 0 TOTAL $3,267,008 **Source** A) BASE B) S&C C) TITLE I D) CTEIG **Budget Reference** A) 1000 - CERT SALARY $1,826,432 3000 - BENEFITS $751,607 B) 1000 - CERT SALARY $509,042 3000 - BENEFITS $98,932 4000 - MAT & SUPP $39,000 5000 - SERVICES $28,000 C) 5000 - SERVICES $13,995	**Amount** A) 2,442,641 B) 666,818 C) 13,995 D) 8,500 TOTAL $3,131,954 **Source** A) BASE B) S&C C) TITLE I D) CTEIG **Budget Reference** A) 1000 - CERT SALARY $1,708,038 3000 - BENEFITS $734,603 B) 1000 - CERT SALARY $509,042 3000 - BENEFITS $98,932 4000 - MAT & SUPP $39,000 5000 - SERVICES $19,844 C) 5000 - SERVICES $13,995

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. CFAs will be given in regular intervals as determined by teachers through pacing and grade-level meetings 6. Regularly scheduled site meetings and PLCS will be held to determine unduplicated student and instructional needs based on data 7. District-wide first grade meetings will be held monthly to review the progress of Foster Youth, English Learners and Socioeconomically disadvantaged students as compared to other student groups 8. New students will be tested when they arrive on campus 9. An uninterrupted ELA block will be maintained at each school site. When possible, efforts to lower class sizes will be made with the intent of improving literacy opportunities for unduplicated or underperforming pupils. 10. Intervention, based on the adopted curriculum and research based strategies, will take place in the classroom and any additional intervention will take place outside of the scheduled reading block 11. Professional development should be ongoing, with a focus on curriculum, CFAs, PBIS, technology and differentiating	readers" on the Star Early Literacy test; Leveled Reading Passages were eliminated; benchmarks will be given 4 times per year instead of 3; and the frequency of meetings was changed from monthly to quarterly. Common Formative Assessments were administered to 1st grade students during the 1st quarter using the early literacy tests designed by Key Data Systems. These assessments were designed to follow a growth model (pre-test/post-test), which the first grade team decided was overwhelming for the students at the beginning of the year. CFAs that focus on a small set of standards that build up to the benchmarks are in the process of being designed. Kindergarten assessments through ESGI will also be reviewed to ensure alignment to essential standards. Teachers in the primary grades were also asked to follow units of study in the HMH Journeys curriculum that were narrowed to focus on standards that build up to proficiency on the Star Reading assessments. Professional development was offered in August on how to use the technology components of the Journeys curriculum to fuel small group instruction.	D) 7000 - OTHER $0.00	D) 7000 - OTHER $8,500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
instruction through effective reading groups 12. Kindergarten progress will be monitored on a frequent basis using ESGI to track mastery of beginning-literacy skills (Phonics, Decoding, Site Words, Letter knowledge, etc.)			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improved Professional Learning Communities: (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, pages 75-76) Staff members will participate in weekly collaboration in the PLC Setting, in order to disaggregate data and closely monitor the academic, attendance and behavioral progress of our socioeconomically disadvantaged students, foster youth and English Learners as compared to other student groups: 1. Weekly collaborative groups will meet with a heavy emphasis on unduplicated pupil data analysis (including the usage of SISENSE dashboards, and standardized data protocols), answering the four	Professional Learning Communities were facilitated on a weekly basis at each school site during Wednesday early release time. This was supported by the development of PLC Data protocols using Google Forms, the implementation of agendas/minutes by site principals, and Sisense Dashboards. Our teachers now have the powerful ability to review data that are broken down by student-group for the following: chronic absenteeism, attendance rates, suspension rates, college/career readiness, assessment results, and more. This ability allows us to closely monitor the progress of our students, quickly adjust course if necessary, and ensure that we are better meeting their needs.	Amount A) $87,448 Source A) S&C Budget Reference A) 2000 - CLASS SALARY $43,272 3000 - BENEFITS $12,176 5000 - SERVICES $32,000	Amount A) $33,600 Source A) S&C Budget Reference A) 2000 - CLASS SALARY $0.00 3000 - BENEFITS $0.00 5000 - SERVICES $33,600

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
essential questions: 1) What do we expect our students to learn? 2) How will we know they are learning it? 3) How will we respond when they don't learn? 4) How will we respond if they already know it? 2. Principals will maintain agendas and minutes of PLC meetings, and review them with other principals in their own administrative PLC settings (principal meetings, AC meetings, retreats, etc.) in order to focus on the improved outcomes of unduplicated pupils			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Goal Setting Students will be encouraged to "own their learning" by setting personal achievement goals and reflecting on their mastery of standards: 1. All graded work will be aligned with the CCSS pacing plans and entered into student grade books on at least a weekly basis, as outlined in district reporting requirements 2. Grade-books are established by teachers throughout the year with	Teachers are required to update their gradebooks on a weekly basis. Beginning with the 2018-19 school year, MUSD also implemented a standards-based gradebook for grades 1st-5th. Administrators have the ability to monitor gradebook activity through Sisense dashboards. In addition, site principals review lesson plans to confirm alignment to CCSS pacing plans. Secondary students have access to Student Portal accounts and are given frequent opportunities to check their own progress toward personal learning goals.	Amount: $0.00 Source: No Additional Cost Budget Reference: N/A	Amount: $0.00 Source: No Additional Cost Budget Reference: N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
correct start and end dates according to district standards 3. 6th-12th grade students will gain access to Student Portal and have opportunities to check their progress frequently			

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improved Instruction (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, pages 75-76) Improve instruction with an increased focus on literacy in order to close the achievement gap among unduplicated pupil groups: 1. Increase the accessibility of standards-aligned content for our unduplicated pupils through adding multi-tiered, differentiated instruction with the support of paraprofessionals/aides. 2. State and local data reveal a need to address the engagement of our unduplicated pupils. Research-based practices, such as Explicit Direct Instruction (ED), will be implemented with the intent of increasing the engagement of our Foster Youth, English Learners,	Improved instruction has become a significant priority in order to close the achievement gaps of our unduplicated pupils that were considered during the development of the 2018-19 LCAP (EL, Foster and SED students scored in the very low range on ELA and Math on the 2018 CAASPP; graduation rates fell below 90% for our SED pupils; less than 10% of our unduplicated students demonstrated college preparedness on EAP; less than 8% of EL students completed a-g or CTE sequences/programs, etc.). Increasing the effectiveness of instruction has been supported through the use of instructional activities para professionals, research-based intervention programs (such as Read 180), increased development of literacy skills by librarians/multimedia clerks, and—when possible—lowering class sizes with the intent of improving social/emotional outcomes of our students to leverage academic success.	Amount A) $5,868,138 B) $400,000 C) $53,696 D) $1,351,834 E) $566,265 F) $0.00 TOTAL $8,239,933 Source A) BASE B) LOCAL C) LOTTERY D) S&C E) TITLE I F) TITLE II Budget Reference A) 1000 - CERT SALARY $3,285,158 2000 - CLASS SALARY $0.00 3000 - BENEFITS $1,934,185	Amount A) $5,811,715 B) $400,000 C) $53,696 D) $1,344,529 E) $568,008 F) $0.00 TOTAL $8,177,948 Source A) BASE B) LOCAL C) LOTTERY D) S&C E) TITLE I F) TITLE II Budget Reference A) 1000 - CERT SALARY $3,270,484 2000 - CLASS SALARY $0.00 3000 - BENEFITS $1,986,368

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and Socioeconomically Disadvantaged Students. 3. Unduplicated students will be engaged through well-thought out pacing-aligned lesson plans and project-based learning that incorporates the 4 Cs (Creativity, Collaboration, Communication and Critical-thinking). When possible, efforts to lower class sizes will be made with the intent of improving educational opportunities for unduplicated or underperforming pupils. 4. Tiered vocabulary instruction supported by the use of visuals will be purposefully integrated into lessons across all content areas in order to bolster the language development of English Learners and other student groups that have fallen behind, such as Socioeconomically Disadvantaged students and Foster Youth (Tier 1: Common Vocabulary; Tier 2: Academic Vocabulary; Tier 3: Content-specific vocabulary) 5. Increase the level of literacy development among our unduplicated students through the strategic support of Librarians/Multimedia clerks. 6. Explore and implement necessary means (methods, committees, strategies, etc.) to actively engage	Professional Learning Communities and administrator walkthroughs have played a significant role in monitoring progress in the areas of differentiated instruction, instructional strategies, vocabulary, language development, and the 4 Cs. Renewable Resources and Conservation Academy projects are made available, principally to connect our students to more engaging, hands-on learning. Extended learning opportunities were provided for our Kindergarten students in the form of full-day kindergarten. This was added to address the learning gaps of our students who are entering school behind. Kindergarten educators dedicated the afternoon hours in the first quarter of instruction to complete diagnostic assessments in order to target individual achievement gaps. MUSD also formed an African American Advisory Council during the 2018-19 school year in order to explore ways to improve the academic achievement of our African American students.	4000 - MAT & SUPP $489,065 5000 - SERVICES $159,731 B) 1000 - CERT SALARY $400,000 C) 4000 - MAT & SUPP $53,696 D) 1000 - CERT SALARY $876,713 2000 - CLASS SALARY $148,973 3000 - BENEFITS $326,148 E) 2000 - CLASS SALARY $304,589 3000 - BENEFITS $138,102 4000 - MAT & SUPP $123,574 F) 1000 - CERT SALARY $0.00	4000 - MAT & SUPP $491,079 5000 - SERVICES $63,784 B) 1000 - CERT SALARY $400,000 C) 4000 - MAT & SUPP $53,696 D) 1000 - CERT SALARY $876,713 2000 - CLASS SALARY $145,941 3000 - BENEFITS $321,875 E) 2000 - CLASS SALARY $301,030 3000 - BENEFITS $131,154 4000 - MAT & SUPP $135,824 F) 1000 - CERT SALARY $0.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
the African American community in order to improve academic achievement among that student group.			

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improved Assessment & Monitoring (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, pages 75-76) Utilize the district benchmark system (School City) aligned with CCSS and CAASPP to gauge unduplicated student progress as compared to other student groups, and implement standards-based report cards: 1. Evaluate and improve district benchmark assessments as needed. Develop and implement assessment plans that spiral and scaffold content. Assessment results of unduplicated students will be reported to stakeholders. 2. Unduplicated student progress will be monitored using frequent CFAs and district benchmarks as compared to other student groups. Data will be discussed in collaborative groups and will drive intervention and instruction efforts	An assessment plan was implemented during the 2018-19 school year that spirals essential standards and scaffolds more complex content in order to monitor student progress toward standards mastery in preparation for the CAASPP. School City was used to administer Common Formative Assessments for Grades 3rd-5th in ELA and Mathematics, and in other grade levels as well to varying degrees of implementation. New benchmarks were administered in grades 1st through high school, utilizing Key Data Systems tests through School City. Interim Assessment Blocks through CAASPP were also administered three times throughout the school year for CAASPP-tested grade levels. The use of these computer-based assessments offers quick results, and allows teachers to connect students with targeted instructional experiences. PLC data protocols were created to guide the monitoring of student data across School City assessments, Star Reading	Amount A) $30,000 Source S&C Budget Reference 5000 - SERVICES $30,000	Amount A) $29,402 Source S&C Budget Reference 5000 - SERVICES $29,402

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Expand the implementation of CCSS aligned report cards into additional grade levels.	and Star Math Assessments and for Interim Assessment Blocks (IAB). Standards Based Gradebooks were implemented for the first time for Grades 1st-5th.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Intervention (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, pages 75-76)
 	
Use research-based intervention supports to improve the academic performance of our unduplicated pupil groups that are falling behind in English Language Arts and Mathematics:
 	
1. Title I schools will leverage Supplemental Educational Services funding to increase academic achievement for all students, especially unduplicated significant subgroups
 	
2. Use unduplicated student achievement data to inform RTI & intervention programs. Pilot Accelerated Math & monitor unduplicated student STAR Math scores to determine its effectiveness.
 	
3. Each Wednesday will be an early release day, utilized for PLC and collaboration time. Student data
	Our English Learners, Foster Youth, and Socioeconomically disadvantaged students are in need of intervention to close gaps in learning that were identified during the development of the 2018-19 LCAP (EL, Foster and SED students scoring in the very low range on ELA and Math CAASPP; graduation rates below 94% for EL students and below 90% for SED pupils; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; less than 8% of EL students completing a-g or CTE sequences/programs). Interventions were implemented within homeroom classrooms, during flex time, and in programs such as Read180, APEX, Accelerated Math, etc. Outcomes are magnified when student stakeholders work together through Professional Learning Communities (PLCS) and Student Success Teams (SST) to monitor student progress and develop data-driven strategies.	Amount
		  A) $192,923
		  B) $242,620
		  C) $0.00
		TOTAL $435,544
		Source
		A) S&C
		B) TITLE I
		C) LOTTERY
		Budget Reference
		A)
		1000 - CERT SALARY
		    $119,146
		3000 - BENEFITS
		    $31,777
		4000 - MAT & SUPP
		    $14,000
		5000 - SERVICES
		    $28,000
		B)
		1000 - CERT SALARY
		    $83,641
		3000 - BENEFITS
		    $30,670
			Amount
			  A) $193,271
			  B) $370,362
			  C) $19,808
			TOTAL $583,440
			Source
			A) S&C
			B) TITLE I
			C) LOTTERY
			Budget Reference
			A)
			1000 - CERT SALARY
			    $119,146
			3000 - BENEFITS
			    $31,772
			4000 - MAT & SUPP
			    $14,000
			5000 - SERVICES
			    $28,352
			B)
			1000 - CERT SALARY
			    $178,473
			3000 - BENEFITS
			    $63,581

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
will be disaggregated by student group in order to compare unduplicated student achievement with other populations. 4. Struggling unduplicated students will be identified for intervention services that may require additional resources—including technology enhanced instruction 5. Unduplicated students that are struggling will be entered into the Student Study Team (SST) process in order to better understand and meet their needs. 6. GPA monitoring and grade distribution analysis will occur frequently at the site level. Unduplicated students performing under the 2.0 level will receive appropriate interventions as discussed in the SST process	At the beginning of the 2018-19 school year our K-5 teachers received training on using technology-based HMH Journeys resources to fuel small group instruction, and our 6th-12th grade teachers received training on how to use School City assessments to identify student needs.	4000 - MAT & SUPP $0.00 5000 - SERVICES $128,308 C) 5000 - SERVICES $0.00	4000 - MAT & SUPP $0.00 5000 - SERVICES $128,308 C) 5000 - SERVICES $19,808

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Special Education & 504s IEPs and 504 plans will be kept in compliance: 1. Student needs and strengths will be considered, with heavy parent input, to design learning plans with the most beneficial goals, objectives and services for each	IEPs and 504 plans are kept in compliance throughout the school year. Student needs are identified, and goals, objectives and services are put into place with input from the entire IEP team, as supported by psychologists, severe disabilities aides, teachers, and speech pathologists. The Least Restrictive Environment that offers the greatest	Amount A) $6,293,934 B) $11,000 C) $39,000 TOTAL $6,343,934 Source A) IDEA B) LOCAL C) TITLE I	Amount A) $6,416,366 B) $11,000 C) $39,000 TOTAL $6,466,366 Source A) IDEA B) LOCAL C) TITLE I

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
child with additional needs. This will be done with the support of severe disabilities aides 2. The Least Restrictive Environment will always be facilitated, based on each child's individual needs and strengths. Special Education mainstream time will be supported using Universal Design for Learning strategies (UDL). When possible, efforts to lower class sizes will be made with the intent of improving educational opportunities. 3. Continue to provide qualified specialists who are trained to identify and understand complications that impede learning and who can modify instruction to help students achieve their individual potential	educational benefit for our students is always implemented. The district offers SDC, RSP, speech and other services at each of its 6 school sites. Mojave Elementary School and Mojave Jr./Sr. High School host the CARES program--a regional program that offers severe special education services for over 50 Pre-K-12 students from Mojave, California City, Boron and Edwards. The Aspire program is operated on the Robert P. Ulrich Elementary School in order to offer designed special education services for 1-12 students that exhibit behaviors that impede their learning or the learning of others. Compliance was monitored and maintained throughout the school year by site administrators, case managers and the special education director. Four administrators/directors from MUSD attended a four-session Universal Design for Learning training hosted by West Ed and Kern County Superintendent of Schools. In October, 2018, teachers and instructional aides were invited to attend a Universal Design for Learning training provided by Dr. Dolan.	Budget Reference A) 1000 - CERT SALARY $2,728,453 2000 - CLASS SALARY $1,644,969 3000 - BENEFITS $1,599,347 4000 - MAT & SUPP $106,165 5000 - SERVICES $0.00 7000 - OTHER $215,000 B) 5000 - SERVICES $11,000 C) 5000 - SERVICES $39,000	Budget Reference A) 1000 - CERT SALARY $2,626,672 2000 - CLASS SALARY $1,707,743 3000 - BENEFITS $1,674,346 4000 - MAT & SUPP $192,604 5000 - SERVICES $0.00 7000 - OTHER $215,000 B) 5000 - SERVICES $11,000 C) 5000 - SERVICES $39,000

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Targeted Learning Opportunities (Meets Identified Unduplicated Student Needs # 1, 5, 6, and 7 in Goal 1, pages 75-76)	Students received differentiated instruction and targeted instructional experiences to build their interest and readiness in college or careers. This	Amount
		    A) $5,117
		Source
			Amount
			    A) $7,675
			Source

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Many of our socioeconomically disadvantaged and other unduplicated students (especially in our remote area) will be first generation college students, and have not been exposed to the career possibilities that are open to them. These students will receive targeted instructional experiences that push their learning, develop interests, and engage them in the possibility of college and careers. 1. Differentiated instruction, including rigorous, challenging content for students that are at grade level or beyond, will be provided to increase the % of unduplicated pupils that are on track to be college and career ready	process is informed by the use of meaningful student assessments, as outlined in the 2018-19 assessment plan: Reading Inventory, STAR reading, STAR math, STAR Early Literacy, district benchmarks, common formative assessments, Interim Assessment Blocks and other tests. At the elementary level, small group instruction—as supported with instructional aides—allows for differentiated instructional time. At the secondary level, Flex class periods allow for additional intervention or enrichment based on student needs. Honors and GATE classes are also available when possible.	A) S& C Budget Reference A) 1000 - CERT SALARY $4,260 3000 - BENEFITS $857	A) S& C Budget Reference A) 1000 - CERT SALARY $6,390 3000 - BENEFITS $1,285

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL Progress & Reclassification (Meets Identified Unduplicated Student Needs # 3 in Goal 1, pages 75-76) Increase the number of EL students making steady progress and reaching proficiency (reclassification) within 5 years: 1. Provide training in ELD standards for teachers 2. Continue to implement the ELA/ELD framework with ELD instruction at all grade levels	The Professional Learning Community is the hub of progress monitoring for our EL students. In this arena, teachers receive capacity building and professional development on best practices for meeting the needs of English Learners, and they also review student data. This process helps steer best practices for our ELs, including language support, and the intervention process described above. EL parent education opportunities are offered throughout the year at quarterly ELAC and DELAC meetings.	Amount A) $44,859 B) $0.00 TOTAL $44,859 Source A) S&C B) TITLE III Budget Reference A) 4000 - MAT & SUPP $44,859	Amount A) $44,859 B) $0.00 TOTAL $44,859 Source A) S&C B) TITLE III Budget Reference A) 4000 - MAT & SUPP $44,859

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Continue to monitor academic progress through PLC process and provide intervention programs during the school day where needed 4. Continue to offer EL parent education		B) 4000 - MAT & SUPP $0.00	B) 4000 - MAT & SUPP $0.00

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Long Term EL Progress (Meets Identified Unduplicated Student Needs # 3 in Goal 1, pages 75-76) Long-Term English Language Students will be automatically entered into the SST process to determine additional strategies, research-based assistance, or services the child needs to progress toward proficiency: 1. MUSD will continue to implement and revise its Long Term English Learner Plan	Long-Term English Language Students not demonstrating progress are entered into the SST process. SST teams are gatherings of parents, teachers, and other staff—such as psychologists—that conduct thorough data and needs reviews to determine the strategies and interventions that would most benefit the referred student.	Amount A) $0.00 Source No Additional Cost Budget Reference N/A	Amount A) $0.00 Source No Additional Cost Budget Reference N/A

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Reclassified EL Monitoring (Meets Identified Unduplicated Student Needs # 3 in Goal 1, pages 75-76)	Reclassified students are monitored using the English Learner Evaluation Form, which details academic progress, and is	Amount A) $0.00 Source	Amount A) $0.00 Source

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Reclassified students will be monitored for the state mandated timelines, and beyond if necessary: 1. Bilingual aides, administration and teachers will work closely together to track the progress of reclassified EL students for a minimum of two years. 2. If a reclassified student is falling behind, they will be entered into the SST process to determine which interventions might help them catch up to their grade-level peers	reviewed by the teacher, as well as an administrator. SSTs are utilized for all students that are struggling academically, including our Reclassified English Learners that are beginning to struggle.	No Additional Cost **Budget Reference** N/A	No Additional Cost **Budget Reference** N/A

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

SDAIE (Meets Identified Unduplicated Student Needs # 3 in Goal 1, pages 75-76)
 	
Teachers will craft lesson plans with an emphasis on language development:
 	
1. Embedded SDAIE strategies will be used to support the progress of all students, but especially for English Learners
 	
2. Tiered vocabulary instruction supported by the use of visuals will be purposefully integrated into lessons across all content areas (Tier 1: Common Vocabulary; Tier
	Teacher lesson plans incorporate SDAIE (Specially Designed Academic Instruction in English) to meet student needs and state requirements. A primary component of this is the explicit direct instruction of vocabulary and essential academic terms utilizing visuals in order to front load concepts and content.	Amount
		  A) $0.00
		Source
		No Additional Cost
		Budget Reference
		N/A
			Amount
			  A) $0.00
			Source
			No Additional Cost
			Budget Reference
			N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2: Academic Vocabulary; Tier 3: Content-specific vocabulary)			

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELD Instruction (Meets Identified Unduplicated Student Needs # 3 in Goal 1, pages 75-76) Designated ELD instruction based on research-based practices, the ELD frameworks, and ELD/ELA standards will be offered for all English Learners: 1. English Learners will receive daily ELD instruction for a minimum of 30 minutes. This instruction will be improved with the support of bilingual aides when possible. 2. ELD instruction will be appropriately grouped, with no more than 2 consecutive proficiency levels receiving instruction at a given time	ELD instruction—utilizing appropriate groupings of students—was delivered daily at all sites. This is supported by bilingual aides. This additional support allows students to increase their proficiency in reading, writing, listening and speaking in English.	Amount A) $230,312 Source A) S&C Budget Reference A) 2000 - CLASS SALARY $146,015 3000 - BENEFITS $84,298	Amount A) $237,827 Source A) S&C Budget Reference A) 2000 - CLASS SALARY $151,939 3000 - BENEFITS $85,888

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Middle School Drop Out Rate	Student attendance and transition to other schools/states was frequently monitored by school sites and central enrollment.	Amount A) $0.00	Amount A) $0.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improved record-keeping and attendance monitoring will be implemented to reduce the rate of middle-school dropouts: 1. Student attendance will be frequently monitored. Students that move away will be accurately tracked and correct data will be entered into the system 2. Improved efforts will be made by school sites to confirm when students move out of state 3. Continue to implement the Get Focused, Stay Focused bridge program at CCMS to help middle school students achieve a successful transition into high school	Attendance related concerns were addressed through multiple district and site level incentive and intervention programs (Saturday school, SARB, rewards, Strive for Five, etc.). Get Focused, Stay Focused was implemented at CCMS as a way of engaging and motivating students at a young age to aspire to become college and career ready.	Source No Additional Cost Budget Reference N/A	Source No Additional Cost Budget Reference N/A

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Credit Monitoring (Meets Identified Unduplicated Student Needs # 4, 5, 6, and 7 in Goal 1, pages 75-76)
 	
Continue to closely monitor secondary students for credit deficiencies:
 	
1. Evaluate and continue to provide parent education on traits/habits of high achieving students and navigating the higher education system and resources for incoming middle and high school parents
	Data that were analyzed for the development of our 2018-19 LCAP highlighted a need to have counselors closely monitor the credits of our English Learners (less than 7% completing a-g or CTE sequences, 6.67% dropout rate), Foster Youth (high levels of mobility); and Socioeconomically Disadvantaged pupils (nearly a 10% dropout rate). Counselors and other staff completed this work on an ongoing basis, which included connecting students and parents with appropriate	Amount
		  A) $209,304
		  B) $189,747
		TOTAL $399,051
		Source
		  A) BASE
		  B) S&C
		Budget Reference
		A)
		1000 - CERT SALARY
		    $100,246
			Amount
			  A) $209,574
			  B) $189,417
			TOTAL $398,991
			Source
			  A) BASE
			  B) S&C
			Budget Reference
			A)
			1000 - CERT SALARY
			    $100,497

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Continue to provide response to students who have credit deficiencies 3. Continue to provide counseling, both academic and/or socio-emotional, when necessary 4. Continue to implement the Get Focused Stay Focused student success program at CCHS, and beyond where feasible 5. Continue to implement senior portfolios to help students transition into college or careers	resources. The Get Focused Stay Focused program was implemented to purposefully instruct students on the importance of education and having a plan for success that is tailored to their interests. School and senior portfolios were implemented, integrating technology and requiring students to explore their career interests.	2000 - CLASS SALARY $50,565 3000 - BENEFITS $58,493 B) 1000 - CERT SALARY $80,135 2000 - CLASS SALARY $48,543 3000 - BENEFITS $61,069	2000 - CLASS SALARY $50,565 3000 - BENEFITS $58,512 B) 1000 - CERT SALARY $79,884 2000 - CLASS SALARY $48,543 3000 - BENEFITS $60,990

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Credit Retrieval and Blended Learning (Meets Identified Unduplicated Student Needs # 4, 5, 6, and 7 in Goal 1, pages 75-76)
 	
Secondary schools will provide students with alternative educational opportunities in order to complete the necessary coursework and credits for graduation:
 	
1. Continue to provide credit retrieval and independent study options for students who are credit-deficient
 	
2. Continue to explore and implement blended learning approaches for
	With an extreme level of mobility (Over 600 students moved in and out of our district this year, representing 18% of our cumulative enrollment), many of our students enter our schools with credit deficiencies. In order to meet this incredible need and improve/increase services for our pupils, MUSD offers both extended (Saturday school, summer school) and blended (independent study, APEX, etc.) learning opportunities.	Amount
		  A) $10,605
		  B) $377,890
		  C) 10,988
		TOTAL $399,483
		Source
		A) IDEA
		B) S&C
		C) BASE
		Budget Reference
		A)
		1000 - CERT SALARY
		$8,829
			Amount
			  A) $10,604
			  B) $377,874
			  C) 10,988
			TOTAL $399,466
			Source
			A) IDEA
			B) S&C
			C) BASE
			Budget Reference
			A)
			1000 - CERT SALARY
			$8,829

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
students that are not on track to graduate		3000 - BENEFITS $1,776 B) 1000 - CERT SALARY $291,557 2000 - CLASS SALARY $0.00 3000 - BENEFITS $86,332 C) 1000 - CERT SALARY $9,148 3000 - BENEFITS $1,840	3000 - BENEFITS $1,775 B) 1000 - CERT SALARY $291,557 2000 - CLASS SALARY $0.00 3000 - BENEFITS $86,317 C) 1000 - CERT SALARY $9,148 3000 - BENEFITS $1,839

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Secondary Attendance Monitoring (Meets Identified Unduplicated Student Needs # 5, & 6 in Goal 1, and Needs # 1 and 2 in Goal 2, Pages 75-76) MUSD unduplicated students have an average chronic absentee rate that exceeds 20%, which seriously compounds learning gaps and limits the effectiveness of other improved or increased services for our English Learners, Foster Youth and Socioeconomically Disadvantaged students. For that reason, the attendance and records of unduplicated students will be regularly monitored to reduce the level	With an overall average chronic absentee rate that exceeds 24%, student access to crucial educational services and intervention opportunities are greatly impacted. Student attendance and transitions to other schools/states were monitored by school and district personnel. Central Enrollment utilized CALPADS to assist in this matter and coordinate pertinent information to school sites. Student absenteeism data was closely tracked by site administrators and staff utilizing Sisense dashboards, and was disaggregated by student group.	Amount A) $141,260 Source A) S&C Budget Reference A) 2000 - CLASS SALARY $99,432 3000 - BENEFITS $41,828	Amount A) $141,210 Source A) S&C Budget Reference A) 2000 - CLASS SALARY $99,432 3000 - BENEFITS $41,778

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
of dropouts, and targeted strategies will be applied to improve their attendance rates. 1. Central Enrollment/Student Services will continue to monitor the accuracy of unduplicated student records by utilizing the CALPADS system and coordinating information with sites. 2. Sites will continue to regularly monitor attendance and information related to unduplicated students that have dropped, or unduplicated students that have periods of non-attendance in order to apply research-based strategies to reduce chronic absenteeism and dropout rates.			

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Student Acclimation
 	
Explore student orientation/intake opportunities to help new students make successful transitions:
 	
1. Institute methods of assessing students as soon as possible after enrollment
 	
2. Institute methods of familiarizing students with essential staff members, PBIS, campus
	School sites assess students as soon as possible upon enrollment and are working on developing methods of familiarizing students with their new school setting and systems—an approach that is particularly beneficial for foster youth, and those affected by high mobility rates.	Amount
		  A) $0.00
		Source
		No Additional Cost
		Budget Reference
		N/A
			Amount
			  A) $0.00
			Source
			No Additional Cost
			Budget Reference
			N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
clubs/activities, and other school expectations			

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

College/Career Readiness: (Meets Identified Unduplicated Student Needs # 4, 5, 6, and 7 in Goal 1, Pages 75-76)
 	
Many of our socioeconomically disadvantaged students and other pupils will be first time college students in their families. Our remote location, cost of college classes, and lack of career-interest development are also barriers to successful post-high school transitions. In order to mitigate this, MUSD will increase the options that unduplicated students can complete to become "Prepared" for college and careers through the following:
 	
A) CTE Pathway + 3+ on ELA or Math CAASPP and a 2+ in the other subject area
B) CTE Pathway + completion of 1 semester of Dual Enrollment with a passing grade
C) At least a level 3 "Standard Met" on both ELA and MATH on CAASPP
D) Completion of two semesters of
	CDE data reviewed during the development of our 2018-19 LCAP clearly demonstrates that unduplicated pupils are significantly less likely to achieve college/career readiness (Graduation rates below 94% for EL students and below 90% for SED pupils; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; less than 8% of EL students completing a-g or CTE sequences/programs). During the 2018-19 school year Sisense dashboards and other AERIES information (A-G completion, transcript analysis, master scheduling), were used to monitor college and career readiness by school staff on an ongoing basis. ERWC, Get Focused, Stay Focused, senior portfolios and academic counseling were used to leverage increased college/career readiness, and to offer additional supports for pupils. CTE classes were offered to establish pathways for students to become college/career ready, and dual enrollment offerings continue to expand. These dual enrollment and CTE opportunities have proven to be the most	Amount
		
		A) $5,121
		B) $74,874
		C) $32,623
		D) $319,138
		
		TOTAL $431,755
		
		Source
		
		A) BASE
		B) CTEIG
		C) Perkins
		D) S&C
		
		Budget Reference
		
		A)
		1000 - CERT SALARY
		  $5,121
		3000 - BENEFITS
		  $0.00
		
		B)
		1000 - CERT SALARY
		  $56,111
		3000 - BENEFITS
		  $18,763
		4000 - MAT & SUPP
		  $0.00
		5000 - SERVICES
		  $0.00
			Amount
			
			A) $0.00
			B) $165,797
			C) $42,856
			D) $339,354
			
			TOTAL $544,412
			
			Source
			
			A) BASE
			B) CTEIG
			C) Perkins
			D) S&C
			
			Budget Reference
			
			A)
			1000 - CERT SALARY
			  $0.00
			3000 - BENEFITS
			  $0.00
			
			B)
			1000 - CERT SALARY
			  $87,768
			3000 - BENEFITS
			  $27,032
			4000 - MAT & SUPP
			  $40,602
			5000 - SERVICES
			  $4,535

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Dual Enrollment with a passing grade	beneficial for our students that do not have access to enrichment programs in our remote and impoverished area.	6000 - CAPITAL $0.00	6000 - CAPITAL $5,860
E) Completion of courses that meet A-G criteria + [CTE Pathway Completion] *or* [a 3+ on ELA or Math CAASPP and a 2+ in the other subject area] *or* [1 semester of Dual Enrollment with passing grade]		C) 4000 - MAT & SUPP $32,623	C) 4000 - MAT & SUPP $29,966
		5000 - SERVICES $0.00	5000 - SERVICES $10,850
1. Ongoing academic counseling will be offered to inform unduplicated students and parents about college/career readiness		7000 – OTHER $0.00	7000 – OTHER $2,040
2. Unduplicated students will be guided to explore their interests in opportunities after high school (senior portfolio, Get Focused/Stay Focused).		D) 1000 - CERT SALARY $228,118	D) 1000 - CERT SALARY $244,392
3. Administrators, academic counselors, and staff will monitor A-G progress using transcript analysis and strategic master scheduling		3000 - BENEFITS $91,020	3000 - BENEFITS $91,367
4. A-G offerings will be expanded, when possible, to offer multiple opportunities for unduplicated students to become CSU/UC ready.			
5. Continue the implementation of ERWC (Expository Reading and Writing Courses)			
6. Maintain and expand CTE pathways in order to develop the Career readiness and interests of our unduplicated student populations			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7. Continue to offer and expand Dual Enrollment offerings at the secondary level in order to increase the number of unduplicated pupils graduating high school having earned college credits. 8. Increase the number and percent of unduplicated students who demonstrate college preparedness pursuant to the Early Assessment Program			

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Teacher Recruitment (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, pages 75-76)
 	
Research shows that the learning of socioeconomically disadvantaged students is negatively impacted at greater rates than other student groups when faced with disruptions to the learning environment. MUSD will implement a recruiting strategy for specialized and/or difficult-to-fill positions in order to improve the consistency and quality of instruction of unduplicated pupils and avoid disruptions to their progress:
	The personnel department coordinated with site administrators to complete hiring, orientation and disciplinary actions. Positions are widely advertised (edjoin, website, etc.). Additionally, a Credential Support Program was implemented to recruit talented individuals into the teaching field in order to fill critical vacancies. Administrators and other district staff attended recruitment fairs (including Bilingual and Minority recruitment fairs). All students suffer academically when teaching vacancies go unfilled; however, students that are academically behind, or facing adverse situations are effected to a greater degree. This continues to be an area of	Amount
		A) $157,500
		B) $279,238
		TOTAL $436,738
		Source
		A) BASE
		B) S&C
		Budget Reference
		A)
		1000 - CERT SALARY
		          $82,000
		3000 - BENEFITS
		          $22,000
		5000 - SERVICES
		          $53,500
		B)
			Amount
			A) $157,500
			B) $54,238
			TOTAL $436,738
			Source
			A) BASE
			B) S&C
			Budget Reference
			A)
			1000 - CERT SALARY
			          $82,000
			3000 - BENEFITS
			          $22,000
			5000 - SERVICES
			          $53,500
			B)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Review all teacher assignments at the beginning of each year for appropriate credentials 2. Complete hiring process, orientation, and training. When possible, these orientations and trainings will include a focus on our local context and how to better serve our high percentage of unduplicated students. 3. Process disciplinary actions resulting in discharge 4. Adequately advertise open positions using a variety of digital and print resources, and engage local universities to connect with potential employee candidates. Utilize a Credential Support Program to fill positions that might otherwise remain vacant, which would seriously inhibit the progress of unduplicated pupils. Prioritize the recruitment of employees that match the diverse demographics of the student population we serve (participation at bilingual and minority teacher recruitment fairs, etc.).	great need as we face an unprecedented teacher shortage in the state of California.	5000 - SERVICES $279,238	5000 - SERVICES $54,238

Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Capacity Building (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, pages 75-76) Use site-based mentor and orientation programs to help build the capacity of new employees in order to better prepare them to meet the increased needs of socioeconomically disadvantaged students, foster youth and English Learners: 1. Each new teacher will attend the district orientation in order to become acquainted with the unique needs of MUSD unduplicated pupil groups and the context of our school district 2. Each new teacher will be paired with a "mentor teacher" at their site to better equip them for meeting the needs of our unduplicated students 3. New teachers will complete TIPS (formerly BTSA) requirements 4. District and sites will support interns and pre-interns with appropriate mentors with an emphasis on the research-based practices that have been shown to meet the needs of our unduplicated pupils	New teachers received orientation and training prior to the first day of school in order to become acquainted with the unique needs of MUSD pupil groups and the context of our school district. New teachers also attended a Classroom Management training provided through KCSOS, to increase their capacity on meeting the increased behavioral needs of our students. Teachers completed TIPS requirements as appropriate. Site administrators frequently met and observed new teachers, focusing on research-based best practices. PAR continues to be an option to assist teachers requiring improvement. Opportunities for mentorship were offered and are essential at MUSD as more than 40% of our teachers have been here for less than 5 years. Newer educators are far more likely to narrow achievement gaps if they are supported by administrators and fellow educators.	**Amount** A) $6,966 B) $5,000 C) 12,000 TOTAL $23,966 **Source** A) S&C B) Title I C) BASE **Budget Reference** A) 1000 - CERT SALARY $5,800 3000 - BENEFITS $1,166 5000 - SERVICES $0.00 B) 5000 - SERVICES $5,000 C) 1000 - CERT SALARY $12,000	**Amount** A) $64,512 B) $5,000 C) 12,000 TOTAL $23,966 **Source** A) S&C B) Title I C) BASE **Budget Reference** A) 1000 - CERT SALARY $30,400 3000 - BENEFITS $6,112 5000 - SERVICES $28,000 B) 5000 - SERVICES $5,000 C) 1000 - CERT SALARY $12,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. Site administrators will meet frequently with new teachers, offering them professional development, support and timely feedback from walkthroughs in order to improve outcomes of unduplicated pupils 6. Teachers in need of an improvement plan will be entered into the PAR process to offer assistance and support			

Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

CCSS Materials and Improved Implementation (Meets Identified Unduplicated Student Needs # 1, 3, 4, and 6 in Goal 1, pages 75-76)
 	
Teacher lesson plans will increase their fidelity to standards-aligned curriculum and units of study in order to improve the academic achievement of our Socioeconomically Disadvantaged students, Foster Youth and English Learners.
 	
1. Professional development (created by the sites) will be offered for the K-8 ELA adopted curriculum, with an emphasis on how this curriculum can be tailored, mapped, and paced to meet the
	Through our participation in the Kern County Superintendent of Schools Continuous Improvement Process (CIP), we have identified that our students are in need of a more cohesive academic system. As part of this system, Teaching and Learning Teams were formed in April of 2019 in order to fine tune the pacing and alignment of units of study and assessments, and work was done in the areas described below. Professional development was offered on the newly adopted ELA curriculum (HMH Journeys) in August, focusing on utilizing the technological resources. A training was also conducted on the English 3D Secondary ELD program. Lesson plans are submitted and monitored weekly. Frequent classroom walkthroughs are	Amount
		
		A) $268,466
		B) $33,999
		
		TOTAL $302,465
		
		Source
		
		A) S&C
		B) Title I
		
		Budget Reference
		
		A)
		
		1000 - CERT SALARY
		    $156,943
		
		2000 - CLASS SALARY
		    $40,786
		
		3000 - BENEFITS
		    $70,738
		
		B)
			Amount
			
			A) $268,437
			B) $33,999
			
			TOTAL $302,436
			
			Source
			
			A) S&C
			B) Title I
			
			Budget Reference
			
			A)
			
			1000 - CERT SALARY
			    $156,943
			
			2000 - CLASS SALARY
			    $40,786
			
			3000 - BENEFITS
			    $70,708
			
			B)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
needs of our unduplicated students. 2. Principals will monitor teacher lesson plans weekly, which should be standardized by grade level 3. Principals will conduct frequent classroom walkthroughs with a focus on standards-aligned instruction and research-based practices that have been shown to improve unduplicated pupil outcomes (for example, the 4 Cs—Communication, Collaboration, Creativity and Critical Thinking). Principals will provide teachers with meaningful and timely feedback. 4. Programs and curriculum adopted by the Curriculum and Instruction committee and by the board shall be followed with fidelity 5. Standard-aligned lessons, units of study, and performance tasks should emphasize the 4 Cs (Communication, Collaboration, Creativity, and Critical thinking) 6. Information regarding the implementation of CCSS and other mandated standards will be reported frequently to the board, and to other stakeholders using the accountability dashboard and analyzing data for our English Learners, Foster Youth and	conducted by principals to ensure fidelity to programs and curriculum. Significant work was accomplished in the area of standards alignment and narrowing the curriculum with the implementation of units of study for English Language Arts in grades Kindergarten through 5th. CCSS aligned math materials were also mapped and paced out for grades K-5th. An assessment plan was implemented that spirals essential content and scaffolds more complex performance tasks across all grade spans. Information regarding the implementation of standards was reported to the Board and updated on the California School Dashboard.	5000 - SERVICES $33,999	5000 - SERVICES $33,999

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Socioeconomically Disadvantaged students.			

Action 24

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Instructional and supplemental materials in ELA/ELD & Math Monitor CCSS aligned instructional and supplemental materials in ELA/ELD and Mathematics: 1. Continue to provide professional development on CCSS aligned materials and resources as needed 2. Provide additional time for teachers to develop teaching modules and units of study in CCSS ELA/ELD and math 3. Provide all students with an equitable level of standards-aligned materials, as documented through Williams visits. Explore/pilot CPM and Integrated science instructional materials, and use Eureka math as a supplemental resource for K-5 Math 4. Maintain the electronic housing system (S-Drive) for CCSS &	Schools facing high levels of poverty tend to experience higher rates of teacher turnover. Developing cohesive systems that preserve high quality instructional plans establishes continuity despite potential changes in staffing. For that reason, a Shared Drive was maintained and accessible to teachers to house instructional resources. Professional development was conducted in August for 6th-12th grade teachers on how to utilize School City to better serve our students. Capacity building was also conducted during PLCs related to newly adopted, standards-aligned system components (Standards-Based Gradebooks, pacing, assessments, data protocols, etc.). Teaching and Learning Teams (TLTs) have been formed to provide teachers an opportunity to develop and fine tune modules and units of study aligned with the CCSS. All students had access to appropriate materials as documented by the 2018 Williams visit. Information regarding instructional materials was reported to the	Amount A)　　$22,666 B)　　$9,000 TOTAL $31,666 Source A)　　TITLE I B)　　BASE Budget Reference A) 5000 - SERVICES 　　　$22,666 B) 4000 – MAT & SUPP 　　　$9,000	Amount A)　　$22,666 B)　　$9,000 TOTAL $31,666 Source A)　　TITLE I B)　　BASE Budget Reference A) 5000 - SERVICES 　　　$22,666 B) 4000 – MAT & SUPP 　　　$9,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NGSS modules in ELA, Math and Science 5. Any complaints or other deficiencies identified will be promptly addressed 6. Information will be provided annually on progress meeting this standard to the local governing board at regularly scheduled meetings and to stakeholders and the public through the accountability dashboard	Board, and updated in the California School Dashboard.		

Action 25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District Technology (Meets Identified Unduplicated Student Needs # 1, 2, 3, 4, and 7 in Goal 1, pages 75-76) Implement a district technology plan in order to guide the improvement of technology-based instruction to increase unduplicated student engagement and academic outcomes: 1. Review and revise the district technology plan annually-including planned activities that address the 2016 FCMAT Technology Review findings and recommendations 2. The district technology plan will align with site technology plans	A district-wide technology plan is in place, which is the culmination of the input from school site technology team representatives, district administration, and other staff members. The primary purpose of the District Technology plan is to link technology purchases, implementation and use with the increased and improved outcomes of our students. Our students have multiple needs that we better met this year through the use of technology: "End of life" computers and mobile labs were replaced; security software for teachers to monitor student activity was implemented; 14 mobile labs were added; Scope and Sequence topics were prioritized and trainings	Amount A) $415,978 B) $290,465 C) $119,594 D) $22,666 E) $28,508 F) $0.00 TOTAL $877,210 Source A) BASE B) Lottery C) S&C D) Title I E) Title II F) CTEIG Budget Reference A)	Amount A) $407,281 B) $283,324 C) $192,272 D) $22,666 E) $29,107 F) $28,516 TOTAL $877,210 Source A) BASE B) Lottery C) S&C D) Title I E) Title II F) CTEIG Budget Reference A)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and Single Plans for Student Achievement (SPSAs) 3. Provide ongoing professional development to fully optimize the use of technology 4. Standardize technology, where possible, at the site and grade levels 5. Explore the effective and safe uses of Google services to leverage higher rates of unduplicated student achievement 6. Provide increased number of computers and tablets in schools for students and staff for digital project based tools 7. Explore and implement the expansion of Wi-Fi access, including to the public (guests) 8. Teachers will support the development of technological skills outlined in a scope and sequence technology outline, implement the National Education Technology Standards, and offer practice CAASPP testing to improve outcomes for students that may not have access to technology in the home, such as socioeconomically disadvantaged students 9. Stipends will be offered for site technology support teachers in order to support the use of technology to improve instruction and increase outcomes of unduplicated students	were provided; CAASPP IAB's practice tests were given for students in grades 3-8th and 11th; stipends were offered for Technology Support Teachers; Apex offerings were maintained; the firewall was upgraded; 4 google pilots were added; Smartboard were replaced/upgraded. Interactive tablets & TV displays were installed and piloted; Fiber upgrades and repairs are ongoing; and WiFi access for students was expanded.	2000 - CLASS SALARY $121,724 3000 - BENEFITS $64,586 4000 - MAT & SUPP $94,031 5000 - SERVICES $135,636 B) 4000 - MAT & SUPP $163,076 5000 - SERVICES $67,389 6000 - CAPITAL $60,000 C) 2000 - CLASS SALARY $13,582 3000 - BENEFITS $15,036 4000 - MAT & SUPP $54,400 5000 - SERVICES $36,575 D) 5000 - SERVICES $22,666 E) 1000 - CERT SALARY $23,735 3000 - BENEFITS $4,773 F) 4000 - MAT & SUPP $0.00	2000 - CLASS SALARY $121,724 3000 - BENEFITS $64,525 4000 - MAT & SUPP $94,031 5000 - SERVICES $127,000 B) 4000 - MAT & SUPP $163,076 5000 - SERVICES $60,248 6000 - CAPITAL $60,000 C) 2000 - CLASS SALARY $59,634 3000 - BENEFITS $41,814 4000 - MAT & SUPP $54,400 5000 - SERVICES $36,424 D) 5000 - SERVICES $22,666 E) 1000 - CERT SALARY $24,235 3000 - BENEFITS $4,872 F) 4000 - MAT & SUPP $28,516

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
10.	Align software, hardware or network/internet capacity to current needs (as outlined in district and site technology plans)			

Action 26

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Curriculum Integration (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, pages 75-76)
 	
Provide increased support, training, and oversight to leverage increased academic gains for unduplicated students.
 	
1. Provide increased support and training to special education and/or general education staff members and site administrators in "high leverage" areas that are likely to improve outcomes for our unduplicated pupils, such as: behavior management and intervention, general education participation, IEP development, compliance with laws, rules and regulations, curriculum and standards alignment, instructional practices (Universal Design for Learning, etc.) and Professional Learning Communities
 	
2. Conduct research and analysis related to LCAP metrics, State 5X5 progress, and monitoring of
	Through the Continuous Improvement Process (as supported by Kern County Superintendent of Schools), the Mojave Unified School District has identified the significant need to provide support, training, and oversight in the areas of standards alignment, assessment, PLC data protocols, instructional strategies, and other crucial practices. Great progress has been made in this area during the 2018-19 school year for the benefit of students. This work was also supported by the addition of a Director of Curriculum Integration and Educational Partnerships.
	
	A standards based gradebook was created for grades 1st-5th, and supports were put into place for teachers to use it effectively (PLC trainings, how-to guides, you-tube training videos, standards-guides, etc.). Parent tools were also created, translated, and distributed to help build an understanding of the new grading system.
	
	PLC Data Protocols were established for the following assessments: Star Reading, Star Math, School City Benchmarks,
		Amount
		    A) $85,378
		Source
		    A) S&C
		Budget Reference
		A)
		1000 - CERT SALARY
		        $65,138
		3000 - BENEFITS
		        $20,060
			Amount
			    B) $84,907
			Source
			    B) S&C
			Budget Reference
			A)
			1000 - CERT SALARY
			        $64,928
			3000 - BENEFITS
			        $19,979

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	unduplicated student progress as compared with other student groups	School City CFAs, and Interim Assessment Blocks. How-to-guides were created for these data protocols, and they were eventually digitized using Google Forms. Additional "Targeted Instructional Experience" guides were created, which detail how teachers can connect students with instructional materials that will meet their unique needs. A robust assessment plan/calendar was implemented this year, which included newly standardized Common Formative Assessments (CFAs) at the 3rd-5th grade level (and at other degrees at the 1st, 2nd, and middle school levels), newly implemented Interim Assessment Blocks for CAASPP-tested grade levels, and new benchmarks designed by Key Data Systems for Grades 1st through high school. Test completion rates improved significantly throughout the school year with increased monitoring and accountability.		
3.	Assist site administrators with the implementation of Student Support Teams and Response to Intervention (RtI) in order to address the academic needs of unduplicated students who are in need of increased support			
4.	site administrators and district leadership in pursuing grant opportunities—especially those related to increasing the achievement of unduplicated students			
5.	Provide staff development and training for administrative, instructional and support personnel throughout the district, especially in the area of Individualized Education Program (IEP) development, educational benefit, behavioral interventions, general education participation and classroom management	CCSS aligned math materials were utilized, and (at the K-5 level) were mapped, prioritized and paced out to meet the new benchmarks. Additionally, K-5 teachers had access to narrowed units of study through HMH Journeys, which prioritized the CCSS linked to proficiency on the Star Reading assessment. These units of study include resources for small group instruction.		
6.	Increase the support provided to teachers in order to improve classroom management skills and better meet the needs of our socioeconomically disadvantaged students.	Sisense dashboards were expanded and improved, to now include a		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	comprehensive collection of academic, behavioral and attendance data broken down by student groups.

Administrative trainings were provided throughout the year, including trainings on Interim Assessment Blocks, Data Protocols, Dashboard Data & the CIP Process, School Plans for Student Achievement (SPSAs), and CAASPP test administration.

Math materials have been reviewed and recommended for the elementary and secondary levels, and Teaching and Learning Teams were formed to create a time and place for instructional leaders to come together and guide the progress in this area moving forward.

Administrators implemented PLCs with agendas and minutes throughout the school year, and also delivered presentations on CA school dashboard data, the CIP process, and a revised mission/vision for the district.

Multiple grants were explored throughout the school year, including the ASES Grant for an After School Program at Mojave Elementary School, and the Low-Performing Students Block Grant. | | |

Analysis—Goal 1

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall actions and services were implemented with fidelity:

--Foundational Elements (Actions 1, 21, 22, 23, 24, 25, 26): MUSD focused on teacher recruitment, capacity building and teacher retention; instructional materials and supplies were provided for all students across all subject matters; the district technology plan was implemented; and substantial work was conducted in the area of pacing and aligning CCSS, especially at the 3rd-5th grade levels. A standards based gradebook was implemented in grades 1st-5th, new standardized benchmarks were implemented from 1st grade through high school, and PLC data protocols were introduced. New CCSS-aligned math materials were piloted at the elementary, middle and high school levels. Teaching and Learning Teams were established at all levels to help advance progress in this area. Significant levels of professional development were offered for administrators, teachers and support staff throughout the 2018-19 school year.

--First Instruction & Response to Intervention (Actions 2, 3, 4, 5, 6. 7, 9): PLCs—with newly established data protocols, minutes and agendas—were conducted on a weekly basis along with goal settings and assessment monitoring; intervention and enrichment were offered; Early literacy plan was implemented and revisited

--Intensive support (Actions 8, 10, 11, 12, 13, 14): Special education and 504 plans were kept in compliance; ELD and SDAIE instruction was implemented with fidelity, and EL progress/reclassification data was monitored.

--College/Career Readiness (Actions 15, 16, 17,18, 19, 20): Credit monitoring was conducted frequently; get focused/stay focused was implemented; secondary attendance monitoring and Saturday school were implemented; credit retrieval and blended learning opportunities were offered

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

For the 2018-19 school year, MUSD was able to meet or exceed the following Annual Measurable Outcomes for Goal #1:

--100% of students have access to standards-aligned materials, including English Learners and students with disabilities

--100% of EL students will receive daily integrated ELD in all content areas and designated ELD instruction. The CA ELD standards will be fully implemented.

--Increase the % of 11th graders scoring a 4 on the Math CAASPP from a 0.64% up to a 2.64%

--Decrease the high school dropout rate by 1%

--100% of students and staff will have access to 21st century technology

-- Fully implement the district's Early Literacy Plan

For the 2018-19 school year, MUSD did not meet the following Annual Measurable Outcomes for Goal # 1:

-- 96%+ of MUSD teachers will be appropriately assigned and fully credentialed for assignment.

-- Establish full implementation of standards-aligned curriculum in all core content areas including CCSS ELA/ELD, CCSS Mathematics, NGSS and the California Content Standards

--Increase high school graduation rate by 1.0%, from 90.12% up to a 91.12%

--Increase the average number of scaled score points on the Math CAASPP by 5 points or more & Increase the average number of scaled score points on the ELA CAASPP by 5 points or more

-- Increase the number of English Learners who are reclassified as English Proficient by 2%

-- Increase the % of 11th graders scoring a 4 on the ELA CAASPP from an 12.9% up to a 14.9%

--Increase by 2% the number of students completing their A-G requirements

--Increase high school graduation rate by 1.0%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The variances between Budgeted Expenditures and Estimated Actual Expenditures in excess of 10% for Goal #1 are listed below:

Action 02 – Source CTEIG   Budgeted $0.00   Estimated Actual $8,500   Variance $8,500   100.00%

Explanation: Available CTEIG revenues and associated expenditures increased significantly after the original budget adoption.

Action 03 – Source S&C   Budgeted $87,448   Estimated Actual $33,600   Variance -$53,848   -61.58%

Explanation: Data Management Specialist position and duties were absorbed by management.

Action 07 – Source TITLE I   Budgeted $242,619   Estimated Actual $370,362   Variance $127,743   52.65%
Explanation: Additional intervention teacher - salary and benefits.

Action 07 – Source LOTTERY   Budgeted $0.00   Estimated Actual $19,808   Variance $19,808   100.00%
Explanation: Additional licenses for Read 180 and IREAD

Action 09 – Source S&C   Budgeted $5,117   Estimated Actual $7,675   Variance $2,558   50.00%
Explanation: Stipend positions changed from Gate Teacher to Gate Coordinator.

Action 20 – Source BASE   Budgeted $5,121   Estimated Actual $0.00   Variance -$5,121   -100.00%
Explanation: Re-classification of CTE Coordinator duties and compensation to CTEIG

Action 20 – Source CTEIG   Budgeted $74,874   Estimated Actual $165,797   Variance $90,923   121.43%
Explanation: Projected revenues and expenditure details for CTEIG were modified significantly after the original budget adoption.

Action 20 – Source PERKINS   Budgeted $32,623   Estimated Actual $42,856   Variance $10,233   31.37%
Explanation: Projected revenues and expenditure details for Perkins were modified significantly after the original budget adoption.

Action 21 – Source S&C   Budgeted $279,238   Estimated Actual $54,238   Variance -$225,000   -80.58%
Explanation: Estimates for the CSUB Credential Program were revised down to reflect participation.

Action 22 – Source S&C   Budgeted $6,966   Estimated Actual $64,512   Variance $57,546   826.10%
Explanation: Addition interest, effort, and resources applied to TIP Program, Intern Mentor Program, and Credential Program under this action.

Action 25 – Source S&C   Budgeted $119,593   Estimated Actual $192,272   Variance $72,679   60.77%

Explanation: Addition of Network and Computer Technician position to improve network and internet access.

Action 25 – Source CTEIG   Budgeted $0.00   Estimated Actual $28,516   Variance $28,516   100.00%

Explanation: Projected revenues and expenditures for CTEIG were increased significantly after the original budget adoption.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The following changes were made to LCAP Goal #1:

--A 4th service was added to Goal 1, Action 1: "Establish Teaching and Learning Teams (TLTs) to create, fine-tune and implement the pacing and prioritization of standards across all content areas."

--Service 2 of Goal 1, Action 24 was revised to state the following: "Establish Teaching and Learning Teams (TLTs) to develop units of study, pacing, and assessments in order to create a coherent system that ensures standards aligned instruction and assessments."

--Service 3 of Goal 1, Action 24 was revised to state the following: "Provide all students with an equitable level of standards aligned materials, as documented through Williams visits. Adopt Eureka Math for grades Kindergarten through 5th grade. Adopt CPM math for grades 6th-8th, Algebra I, Algebra II, and Geometry. Explore/pilot Integrated Science instructional materials."

--Added "and after school programs" to Goal 1, Action 7, Service 4: "Struggling unduplicated students will be identified for intervention services that may require additional resources—including technology enhanced instruction, and after school programs."

--Added "Develop a recruitment/retention plan" as a new service for Goal 1, action 21.

--Added "communication with Historically Black Colleges and Universities (HBCUs), exploration of AmeriCorps hiring programs" to Service 6 of Goal 1, Action 21: "Prioritize the recruitment of employees that match the diverse demographics of the student population we serve (participation at bilingual and minority teacher recruitment fairs, communication with Historically Black Colleges and Universities (HBCUs), exploration of AmeriCorps hiring programs, etc.)."

--Added Service 4, to Goal 1, Action 4: "Focus groups will be established in order to better understand the needs of academically underperforming or chronically absent student groups"

--Added Service 7 to goal 1, Action 5: "Use comparison data from school districts with successful outcomes for African American students to find best practices that can be replicated"

Goal 2

Increase the level of student engagement and the level of school connectedness among pupils, staff, and families.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6, 7, 8

Local Priorities: [Add Local Priorities Here]

Annual Measureable Outcomes

Expected	Actual
100% of facilities will have good repair or higher rating with minimal deficiencies	Per the 2018 Williams Visit Facility Inspection Report, all school sites maintained ratings of good or higher.
MUSD will hold 4 opportunities for parents to give their input during quarterly LCAP meetings, as documented with invitations (flyers sent home, event calendars, social media, In-Touch K-12, etc.). School sites will hold 4 opportunities for parents to give their input during quarterly School Site Council Meetings as documented with invitations (flyers sent home, event calendars, social media, In-Touch K-12, etc.)	MUSD held 8 LCAP Community Forum meetings: Quarter 1: 10/09/2018 & 10/10/2018 Quarter 2: 12/11/2018 & 12/12/2018 Quarter 3: 03/26/2019 & 03/27/2019 Quarter 4: 05/21/2019 & 05/22/2019 School sites held a minimum of quarterly School Site Council meetings.
Parents of all students will have annual opportunities to participate in Parent-Teacher Conferences. We will increase the	Sign-in sheets contained 1,485 signatures for our parent teacher conferences scheduled during the 2018-19 school year.

Expected	Actual
% of parents participating in Parent-Teacher Conferences by 3% from 625 to 644.	
As documented using parent signature sheets, the district will continue to promote 100% involvement of parents of students with exceptional needs through annual parent meetings, IEP meetings, 504 meetings, and parent-teacher conferences	As documented by parent signature sheets, the districted continued to promote 100% of involvement of parents of students with exceptional needs through annual parent meetings, IEP meetings, and parent-teacher conferences.
Increase the district attendance rate up to 94%, with the following student rates: • EL: 95.64% • Foster: 94.07% • Homeless: 89.04% • Socioeconomically Disadvantaged: 94.01% • Students with Disabilities: 92.4% • African American: 92.93% • Hispanic: 94.79% • Two or More Races: 93.15% • White: 94.07%	The preliminary attendance rate for all students—based on local estimates—is at a 93.54% for the 2018-19 school year, with student groups at the following rates: • EL: 95.18% • Foster: 93.23% • Homeless: 89.70% • Socioeconomically Disadvantaged: 93.41% • Students with Disabilities: 91.47% • African American: 92.57% • Hispanic: 94.30% • Two or More Races: 93.34% • White: 93.53%
Decrease chronic absenteeism rate by 1%, down to 23.27%, with student groups at the following groups: • EL: 13.38% • Foster: 21.58% • Homeless: 44.71% • Socioeconomically Disadvantaged: 22.77% • Students with Disabilities: 31.33% • African American: 29.75% • Hispanic: 18.75% • Two or More Races: 21.14% • White: 22.41%	The preliminary MUSD chronic absentee rate for the 2018-19 school year is 25.02%, with student groups at the following rates: • EL: 17.06% • Foster: 25.00% • Homeless: 45.19% • Socioeconomically Disadvantaged: 25.34% • Students with Disabilities: 32.63% • African American: 31.31% • Hispanic: 22.00% • Two or More Races: 24.81% • White: 19.35%

Expected	Actual
Reduce suspension rate by 2% (from 8.01% down to 6.01%), with student groups at the following rates: • EL: 0.34% • Foster: 8.42% • Homeless: 3.85% • Socioeconomically Disadvantaged: 6.64% • Students with Disabilities: 8.32% • African American: 11.77% • Hispanic: 2.28% • Two or More Races: 5.28% • White: 4.42%	The preliminary MUSD suspension rate was 5.34% during the 2018-19 school year, with student groups at the following rates: • EL: 2.09% • Foster: 4.48% • Homeless: 6.21% • Socioeconomically Disadvantaged: 4.55% • Students with Disabilities: 7.77% • African American: 8.57% • Hispanic: 3.39% • Two or More Races: 4.02% • White: 4.61%
Maintain a student expulsion rate lower than 1.0% for all student groups	The 2018-19 expulsion rate was lower than 1% (an estimated 0.17%)
Increase by 3% the number of students who have a sense of safety and connectedness at school, as reported on surveys (up to a 51.87% of students with a sense of safety, and up to 61.1% with a sense of connectedness)	Based on survey data, the % of students with a sense of safety was 62.63%, and the % of students with a sense of connectedness was 73.10%.
As documented through master schedules (Secondary) and lesson plans (Elementary), 100% of students, including unduplicated pupils and all students with significant needs will have access to required areas of broad coursework as stated in Ed Code 51210 and Ed Code 51220	100% of students including unduplicated pupils and all students with significant needs, will have access to required areas of broad coursework as stated in Ed Code 51210 and Ed Code 51220
Increase by 1% students in the Healthy Fitness Zone (HFZ) in Aerobic Capacity (AC) and Body Composition (BC) • 5th Grade: AC 64.9%, BC-67.8% • 7th Grade: AC-68.9%, BC-64.1% • 9th Grade: AC-58.5%, BC-59.6%	5th Grade: AC 70.2%, BC-73.9% 7th Grade: AC-59.7%, BC-60.7% 9th Grade: AC-54.5%, BC-61.5%

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

Parent Input
 	
Sites and the district will actively invite parents to be engaged in advisory committees & the decision making process:
 	
1. Quarterly LCAP community input meetings will be held by the district
 	
2. A minimum of quarterly School Site Council meetings will be held at each school site
 	
3. Quarterly English Language Advisory Committee (ELAC) meetings will be held at each school site
 	
4. For sites that maintain Parent Teacher Organizations or Parent Teacher Groups—meetings should be held on a quarterly basis
 	
5. District English Language Advisory Committee meetings will be held at the district level at least four times per year
 	
6. Parent Involvement Committee meetings will be held annually at the district and site level
 	
7. Explore and implement necessary means (methods, committees, strategies, etc.) to actively engage
	Parents were actively invited to be engaged in advisory committees and the decision making process during the 2018-19 school year. This was accomplished in the following ways:
	
	• 8 LCAP Community Forums
	• The creation of an African American Advisory Council, with monthly meetings since November, 2019
	• Quarterly DELAC meetings
	• At least quarterly ELAC meetings
	• Multiple District Advisory Committee (DAC) LCAP input meetings
	• Parent Involvement Committee meetings
	• Quarterly Board presentations on the LCAP
	• School Site Council meetings on at least a quarterly basis at the sites, along with other site-level parent organizations such as PTO.
	• Special Education Parent Nights in Mojave and California City on 08/30/2018, and 09/27/2018.
		Amount
		A) $15,786
		Source
		A) TITLE I
		Budget Reference
		A)
		4000 - MAT & SUPP
		        $15,786
			Amount
			A) $15,786
			Source
			A) TITLE I
			Budget Reference
			A)
			4000 - MAT & SUPP
			        $15,786

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
the African American community in order to improve the engagement and connectedness of that student group.			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
FPM Compliance All appropriate federal and state regulations, as outlined in Federal Program Monitoring instruments, will be followed while conducting School Site Councils, English Language Advisory Committees, District Advisory Committees, Parent Teacher Organizations and Parent Teacher Groups in order to successfully engage stakeholders: 1. FPM compliance will be maintained and documented using current instruments on an ongoing basis, not only during years of review.	School sites remained in compliance with state and federal mandates. All principals attended a School Plan for Student Achievement (SPSA) training hosted by the Kern County Superintendent of Schools (focusing on the upcoming implementation of a new SPSA template), and also attended a local Mojave Unified School District training that reviewed School Site Council, SPSA, budget requirements and other FPM-related topics.	Amount A) $0.00 Source No Additional Cost Budget Reference N/A	Amount A) $0.00 Source No Additional Cost Budget Reference N/A

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increased Parent Participation (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 161)	Research shows that pupils greatly benefit when their schools actively invite parents to be engaged partners in the educational process. For that reason, the following actions and services were	Amount A) $0.00 B) $27,666 TOTAL $27,666	Amount A) $0.00 B) $27,666 TOTAL $27,666

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Sites and the district will actively invite parents to be engaged partners in the education of their children in order to narrow performance gaps among unduplicated student groups:
 	
 1. Explore the addition of a Community Resource Coordinator position (parent outreach, training, connections with foster, homeless and other unduplicated pupils)
 	
 2. Provide professional development for staff on the involvement of parents in the educational process
 	
 3. Add staff as necessary to improve services offered to families of unduplicated students
 	
 4. Offer parenting programs that assist families in engaging with their students in the educational process (bed times, nutrition, clothing, homework help, behavior, etc.).
 	
 5. Facilitate professional development for EL parents through CABE
 	
 6. Foster youth and homeless stakeholders will be represented on advisory committees to the fullest extent possible
 	
 7. Adult education programs will be developed and offered in the evenings when possible
 	
 8. Pilot alternative locations for parental access to technology
	conducted throughout the school year. Professional development was offered in August, 2018, on "Working with Parents" through Ruby Payne's "Aha!". Additionally, school sites used Professional Learning Communities for capacity building in the area of parent involvement (class dojo, remind101, etc.).
	
	 Staff conducted ongoing outreach and assistance activities with parents. Facebook, district/site websites, parent portal, class dojo, remind 101, in-touch k-12, and other methods were used for parent communication. Documents generated by schools and sent home for parents were translated into Spanish. In the 2018-19 school year the addition of a Director of Curriculum Integration and Educational Partnerships position improved MUSD's capacity to increase parent participation and assist parents in engaging with their students in the educational process. LCAP Parent Tools were created and translated into Spanish. Parent resources were also created and translated for the newly implemented 1st-5th grade standards based report card.
	
	 Additionally, adult education programs were offered and expanded throughout the 2018-19 school year in both Mojave and California City, including English as a Second Language, and classes leading to a GED/HS diploma.
		Source
		   A) S&C
		   B) Title I
		
		 Budget Reference
		 A)
		 4000 - MAT & SUPP
		     $0.00
		
		 B)
		 5000 - SERVICES
		     $27,666
			Source
			   A) S&C
			   B) Title I
			
			 Budget Reference
			 A)
			 4000 - MAT & SUPP
			     $0.00
			
			 B)
			 5000 - SERVICES
			     $27,666

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9. Use different electronic avenues to promote district events and enhance communication with parents (Facebook, Parent Portal, Class Dojo, Remind101, websites, In-Touch K12, etc.) 10. Administrators, teachers and office staff will work diligently with bilingual aides to translate 100% of all printed correspondence to be distributed to parents			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Parent Volunteers
 	
Sites and the district will actively invite parents to be volunteers:
 	
1. Sites will recruit highly-qualified volunteers by working with teachers and reaching out to the community (senior centers, etc.)
 	
2. Parent-volunteers will be trained using site handbooks, conduct agreements, and through feedback offered by site administration
 	
3. Sites will coordinate approved volunteers to match them with areas in the most need of assistance
	Volunteers were frequently recruited and approved throughout the school year. School sites train these volunteers and connect them with appropriate responsibilities/tasks. School site secretaries play an integral part throughout this entire process. Outreach efforts were increased this year using social media.	Amount
		   A) $458,146
		TOTAL $458,146
		Source
		A) BASE
		Budget Reference
		A)
		2000 - CLASS SALARY
		    $292,689
		3000 - BENEFITS
		    $165,457
			Amount
			   A) $457,999
			TOTAL $457,999
			Source
			A) BASE
			Budget Reference
			A)
			2000 - CLASS SALARY
			    $292,689
			3000 - BENEFITS
			    $165,309

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. Volunteers will receive notification when advisory committees and other parent groups are meeting or being formed			

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SPED Parent Involvement District will continue to provide increased opportunities for parents of students with exceptional needs to meet with Special Education staff: 1. Annual parent meetings will continue for information and parent input on issues related to updates on legal mandates, parent rights and new research developments for students with exceptional needs 2. All IEP timeline requirements will be met and documentation will be kept in compliance	All IEP requirements and mandates were kept in compliance; multiple parent nights for students with disabilities were held in both Mojave and California City during the 2018-19 school year in August and September.	Amount A) $0.00 Source No Additional Cost Budget Reference N/A	Amount A) $0.00 Source No Additional Cost Budget Reference N/A

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PBIS Implementation & Restorative Practices (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 161)	Student behavior is seriously influenced by adverse childhood experiences. This clear need is addressed with the actions and services implemented during the	Amount A) $295,529 B) $622,171 C) $465,536	Amount A) $309,458 B) $595,335 C) $443,536

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve the ongoing support, training and direction for Positive Behavior Intervention Supports (PBIS) implementation at all schools in order to better meet the significant social/emotional needs of our socioeconomically disadvantaged students, Foster Youth and English Learners: 1. Share goals and strategies used in PBIS with parents of unduplicated students 2. Provide professional development on PBIS strategies for classified staff 3. Expand implementation of PBIS to all three tiers, as guided by a hired coach/consultant 4. Expectations for all parts of campuses will be defined, frequently taught and acknowledged 5. Data will be analyzed frequently by PBIS teams and stakeholders, examining the progress of socioeconomically disadvantaged students, English Learners and Foster youth as compared to other student groups. 6. Systematic supervision will be implemented across all campuses 7. A welcoming environment will be maintained across campuses, and positive relationships and	2018-19 school year. The superintendent of MUSD chairs the PBIS committee, which includes representatives from each school site. This has been a particular area of focus for our district dating back multiple years, and reflects a shift from an emphasis on discipline toward intervention. PBIS professional development was held in July of 2018 for both classified and certificated staff. Discipline data was frequently analyzed at the site and district-level throughout the year, and reported to the board on a quarterly basis. School sites continued their implementation of Positive Behavior Intervention and Supports. Maintained staffing (or increased in some situations) was used to support this area—campus/playground supervision, Dean, behavior intervention, etc. Expectations for all parts of campuses have been defined and are frequently taught and acknowledged; Time to Teach was initiated as a way of bolstering PBIS and adding a systematic approach to teaching behavioral expectations. The Alternative to Suspension (ATS) program was maintained at CCMS to reduce the loss of student instructional time from suspensions. The social/emotional wellbeing of students was supported through the expanded use of restorative practices and use of behavior interventions that offer replacement behaviors.	TOTAL $1,383,236 Source A) BASE B) S&C C) Title I Budget Reference A) 1000 - CERT SALARY $0.00 2000 - CLASS SALARY $226,974 3000 - BENEFITS $68,555 B) 1000 - CERT SALARY $194,392 2000 - CLASS SALARY $191,362 3000 - BENEFITS $196,416 5000 - SERVICES $40,000 C) 1000 - CERT SALARY $174,319 2000 - CLASS SALARY $139,751 3000 - BENEFITS $117,467 5000 - SERVICES $33,999	TOTAL $1,348,329 Source A) BASE B) S&C C) Title I Budget Reference A) 1000 - CERT SALARY $0.00 2000 - CLASS SALARY $237,937 3000 - BENEFITS $71,521 B) 1000 - CERT SALARY $194,392 2000 - CLASS SALARY $177,304 3000 - BENEFITS $183,638 5000 - SERVICES $40,000 C) 1000 - CERT SALARY $174,319 2000 - CLASS SALARY $122,620 3000 - BENEFITS $112,598 5000 - SERVICES $33,999

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
interactions with unduplicated students will be an area of focus 8. Explore and implement restorative practices and alternative to suspension programs where possible to avoid the loss of instruction of our unduplicated student groups. ~~Continue to Implement ATS at California City Middle School.~~ 9. Continue to utilize School Resource Officers provided by local law enforcement agencies			

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Increased Sense of School Safety (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 161)
 	
Site administrators, staff members, students and stakeholders will maintain comprehensive school safety plans and implement other strategies to foster a healthy school climate and improve the sense of safety among unduplicated student groups:
 	
1. Safety teams, along with input from School Site Councils, will annually review and refine comprehensive school safety plans
	Local surveys have indicated that the Mojave Unified School District needs to improve the sense of safety among students in our schools. Attendance, Chronic Absenteeism, and suspension rates are other important indicators in this area, and reveal that increased attention needs to be given to school safety in order to improve the learning environment of our socioeconomically disadvantaged pupils.
	
	Staff was utilized to support this area, including crossing guards, health aides and—when appropriate—RNs—to coordinate with other school personnel to increase student safety. Staff also helped
		Amount
		  A) $208,885
		  B) $19,777
		  C) $99,075
		TOTAL $327,737
		Source
		  A) IDEA
		  B) S&C
		  C) BASE
		Budget Reference
		A)
		2000 - CLASS SALARY
		    $149,287
		3000 - BENEFITS
		    $59,598
			Amount
			  A) $152,930
			  B) $19,773
			  C) $99,040
			TOTAL $271,743
			Source
			  A) IDEA
			  B) S&C
			  C) BASE
			Budget Reference
			A)
			2000 - CLASS SALARY
			    $105,660
			3000 - BENEFITS
			    $47,269

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Each site will frequently practice safety-related procedures, as outlined in state and federal mandates (fire drills, lock down procedures, earth quake drills, bus evacuation drills, etc.). Crossing guards, health aides and—when appropriate—RNs—will coordinate with other school personnel to increase student safety. 3. Add staff to help sites develop safety plans, monitor compliance with the plans, identify or develop, and schedule and monitor, safety training requirements and protocols, perform regular site walks to identify safety concerns and ensure correction of any deficiencies in order to improve school climates.	sites develop safety plans, monitor compliance with the plans, identify or develop, and schedule and monitor, safety training requirements and protocols, perform regular site walks to identify safety concerns and ensure correction of any deficiencies in order to improve school climates. Comprehensive school safety plans were created by all sites and board approved. Safety procedures were revisited, revised and practiced at school sites. Get Safety Trained was used to offer safety trainings for employees.	B) 2000 - CLASS SALARY $6,682 3000 - BENEFITS $13,095 C) 2000 - CLASS SALARY $69,428 3000 - BENEFITS $29,647	B) 2000 - CLASS SALARY $6,682 3000 - BENEFITS $13,091 C) 2000 - CLASS SALARY $69,428 3000 - BENEFITS $29,612

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Cultural Awareness (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 161) Implement implicit-bias and cultural awareness training, as needed, to develop strategies for meeting the needs of a diverse population of unduplicated students, improving teacher-student	The Mojave Unified School District's student population is significantly diverse. In order to meet the varied needs of these pupils from a variety of backgrounds, improve teacher-student relationships and build school-community trust, MUSD Implemented implicit-bias and cultural awareness training. A book study was conducted throughout the first quarter of	Amount A) $35,213 B) $7,500 C) $43,965 TOTAL $86,678 Source A) TITLE I	Amount A) $35,213 B) $7,500 C) $43,965 TOTAL $86,678 Source A) TITLE I

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

relationships and building school-community trust:
 	
1. Professional development will be offered at the site and district level to improve teacher-student relationships and school-community trust in order to improve the behavioral and academic outcomes of unduplicated pupils
	the 2018-19 school year on "The New Jim Crow" in preparation for a training conducted in November on Implicit Bias by Dora Dome. In September, 2018, Cultural Awareness training was held on "How the African American Experience Effects the Classroom & Strategies for Success."	B) S&C
		C) TITLE II
		Budget Reference
		A)
		5000 - SERVICES
		         $35,213
		B)
		4000 - MAT & SUPP
		         $7,500
		C)
		5000 - SERVICES
		         $43,965
			B) S&C
			C) TITLE II
			Budget Reference
			A)
			5000 - SERVICES
			         $35,213
			B)
			4000 - MAT & SUPP
			         $7,500
			C)
			5000 - SERVICES
			         $43,965

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Sports and Recreation (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 161)
 	
Provide extracurricular, intramural, and organized sports activities to increase resilience, engagement, and self-efficacy of unduplicated students:
 	
1. Provide intramural activities for students during lunch
 	
2. Provide structured physical education for elementary students
 	
3. Support middle school sports stipends and middle school sports transportation to maintain and
	Extracurricular, intramural, and sports activities were organized and maintained at multiple sites during the school year. Structured PE was offered for elementary students. Over a dozen stipends allowed for Middle school sports programs and other clubs/activities to continue with full participation. The trips, equipment and supplies purchased for these teams and clubs enabled our students to have experiences that broadened their horizons and allowed them to build life-experiences, self-confidence, and a sense of pride in our community. These are engaging, structured and safe activities that our students might not otherwise have access to in such a remote area	Amount
		    A) $183,748
		    B) $183,920
		TOTAL $367,668
		Source
		    A) BASE
		    B) S&C
		Budget Reference
		A)
		1000 - CERT SALARY
		         $50,557
		2000 - CLASS SALARY
		         $33,778
		3000 - BENEFITS
		         $19,672
			Amount
			    A) $189,897
			    B) $162,792
			TOTAL $352,689
			Source
			    A) BASE
			    B) S&C
			Budget Reference
			A)
			1000 - CERT SALARY
			         $59,583
			2000 - CLASS SALARY
			         $30,131
			3000 - BENEFITS
			         $20,442

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
develop middle school sports programs to increase offerings for our unduplicated pupils who may not have access to similar activities 4. Continue to provide extracurricular clubs and activities	away from major cities. MUSD student-athletes are motivated at far higher rates to maintain high levels of academic and behavioral performance during the school day.	4000 - MAT & SUPP $79,742 B) 1000 - CERT SALARY $89,948 2000 - CLASS SALARY $47,616 3000 - BENEFITS $30,116 4000 - MAT & SUPP $16,240	4000 - MAT & SUPP $79,742 B) 1000 - CERT SALARY $73,991 2000 - CLASS SALARY $46,099 3000 - BENEFITS $26,462 4000 - MAT & SUPP $16,240

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increased Student Engagement (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 161) Provide classes that incorporate student interests and increase courses that include content areas that socioeconomically disadvantaged students, and others, do not have adequate access to in our remote community (visual, performing and industrial arts, technology, etc.): 1. Site and District personnel will monitor gradebook participation, transcripts and master schedules to verify that unduplicated students are enrolled in and have access to all required areas of coursework	In an effort to inspire increased academic success and graduation rates, the "Freshman Success" program empowers students to explore their interests and plan ahead for their futures. In order to enhance perseverance, problem solving, communication, and collaboration, the Project Lead the Way Engineering pathway was maintained at Mojave Jr./Sr. High School. Dual enrollment classes are offered, which empowers pupils to attend zero-cost college level courses within the access of their home school. Summer school credit retrieval is offered through APEX, and extended school year is offered to support students with disabilities and pupils that are falling behind. These programs allow	Amount A) $95,365 B) $773,831 TOTAL $869,196 Source A) IDEA B) S&C Budget Reference A) 1000 - CERT SALARY $35,623 2000 - CLASS SALARY $41,033 3000 - BENEFITS $18,710 B)	Amount A) $95,342 B) $759,746 TOTAL $855,088 Source A) IDEA B) S&C Budget Reference A) 1000 - CERT SALARY $35,623 2000 - CLASS SALARY $41,033 3000 - BENEFITS $18,687 B)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Expose all unduplicated students to visual and performing arts through cross-curricular projects and events 3. Increase access to high quality digital project based tools and resources for unduplicated students and staff 4. Continue to provide opportunities for middle school and high school unduplicated students to enhance their learning through electives 5. Solar academy instruction will be offered in all science classes utilizing renewable resource and conservation materials in order to increase the unduplicated student access to hands-on learning 6. Provide summer course offerings, including credit retrieval, and the Summer Science Academy, in order to combat the learning loss historically exhibited by out socioeconomically disadvantaged students, and others, over the summer break 7. Maintain and expand college dual enrollment offerings when possible 8. Provide the appropriate certificated training and supplies in order to offer Project Lead The Way pathways at the high school level	underperforming students to get back on track to graduate college/career ready. The summer renewable resources and conservation academy entered into its 6th year, providing hands-on science opportunities for students in grades 1st-11th, inspiring and motivating a diverse group of students to engage in rocket development, coding, robotics, astronomy, geology and more. Classes were provided to incorporate student interests and offer a balanced course of study—this included electives, a drama class at CCHS, and music courses at Hacienda Elementary School and California City Middle School. A tremendous amount of technology, equipment and resources (mobile labs, computer labs, promethean boards, google classrooms, etc.) were utilized to fuel digital projects. Computer classes were offered at the middle school to matriculate with the CTE program at the high school level. These improved/expanded services were designed with the intent of improving the outcomes of our students through increased student engagement.	1000 - CERT SALARY $537,634 2000 - CLASS SALARY $55,807 3000 - BENEFITS $142,560 4000 - MAT & SUPP $37,830 5000 - SERVICES $0.00	1000 - CERT SALARY $542,723 2000 - CLASS SALARY $24,608 3000 - BENEFITS $134,780 4000 - MAT & SUPP $37,830 5000 - SERVICES $19,504

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9. Maintain and expand high school workability programs for students with special needs			

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

WASC
 	
California City High School and Mojave Jr./Sr. High School will maintain their WASC accreditation:
 	
1. WASC Self-study activities will be performed on an ongoing basis, not just during years of review.
	WASC requirements were followed at Mojave Jr./Sr. High School and California City High School.	Amount
		  A) $0.00
		Source
		No Additional Cost
		Budget Reference
		N/A
			Amount
			  B) $0.00
			Source
			No Additional Cost
			Budget Reference
			N/A

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

High Reliability Schools
 	
Mojave Jr./Sr. High School will continue to pilot Marzano's High Reliability Schools System, producing a guaranteed and viable curriculum across multiple content areas:
 	
1. Leading and lagging indicators will be monitored and reviewed in the PLC setting to track HRS implementation and outcomes
	Mojave Jr./Sr. High School continued to pilot and expand their implementation of Marzano's High Reliability Schools system. Leading and lagging indicators were analyzed in order to track progress. This process has bolstered the Professional Learning Communities at that site, and has equipped them with a systematic plan of improvement.	Amount
		  A) $0.00
		Source
		No Additional Cost
		Budget Reference
		N/A
			Amount
			  B) $0.00
			Source
			No Additional Cost
			Budget Reference
			N/A

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Increased Attendance (Meets Identified Unduplicated Student Needs # 1 and 2 in Goal 2, page 161)
 	
Evaluate and refine best practices and methods used to reduce the level of chronic absenteeism of English Learners, Foster Youth and Socioeconomically Disadvantaged students, as compared to other student groups:
 	
1. Continue to implement district SARB process and contract with outside agencies when and if deemed necessary to provide additional resources
 	
2. Evaluate and refine the peer or buddy system at the transition grades
 	
3. Provide space and explore funding opportunities for a family resource center to assist struggling families with supplies needed to attend school
 	
4. Each site will maintain and implement an attendance improvement plan
 	
5. Teachers will submit timely and accurate attendance daily
 	
6. Automated phone calls will be used through the In Touch system to notify parents of absences
	Great efforts were made in the area of attendance improvement. SARB hearings were conducted for Mojave and California City—not as a punitive measure, rather, to actively engage families in the exchange of information to help students get to school. Often times, these meetings resulted in families connecting with resources and community groups that they were not previously aware of.
	
	Sites focused on attendance improvement and student engagement activities. In-Touch K12 was utilized for absence notification purposes. Front office staffs made ongoing attendance-related phone calls. Central enrollment created an attendance-incentive program (Strive for Five). Sites were also offered incentives for maintaining a monthly attendance rate of 94% or above. Over 450,000 meals were served and hundreds of thousands of miles were traveled transporting children. In a rural and impoverished area, these services are invaluable—providing nourishment for students and ensuring their access to education.
		Amount
		  A) $659,443
		  B) $229,289
		  C) $1,534,033
		TOTAL $2,422,765
		Source
		  A) BASE
		  B) IDEA
		  C) S&C
		Budget Reference
		A)
		2000 - CLASS SALARY
		     $410,245
		3000 - BENEFITS
		     $64,600
		4000 - MAT & SUPP
		     $81,321
		5000 - SERVICES
		     $29,024
		6000 - CAPITAL
		     $74,252
		
		B)
		2000 - CLASS SALARY
		     $150,797
		3000 - BENEFITS
		     $60,575
		6000 - CAPITAL
		     $17,917
		
		C)
		1000 - CERT SALARY
		     $342,097
		2000 - CLASS SALARY
		     $457,623
			Amount
			  A) $723,049
			  B) $231,617
			  C) $1,549,915
			TOTAL $2,504,581
			Source
			  A) BASE
			  B) IDEA
			  C) S&C
			Budget Reference
			A)
			2000 - CLASS SALARY
			     $402,863
			3000 - BENEFITS
			     $103,646
			4000 - MAT & SUPP
			     $106,502
			5000 - SERVICES
			     $35,786
			6000 - CAPITAL
			     $74,252
			
			B)
			2000 - CLASS SALARY
			     $149,971
			3000 - BENEFITS
			     $63,729
			6000 - CAPITAL
			     $17,917
			
			C)
			1000 - CERT SALARY
			     $355,341
			2000 - CLASS SALARY
			     $457,623

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7. Teachers and office staff will personally call parents to build relationships and monitor absences 8. Unduplicated student engagement—inside of the classroom and in other activities—should be prioritized to increase the desire to attend school 9. Continue to offer transportation to promote daily student attendance 10. Continue to offer nutritious meals at breakfast and lunch to promote daily unduplicated student attendance and improved wellness 11. Offer Saturday school as an option to make up lost instructional time and to reduce suspensions of unduplicated pupils		3000 - BENEFITS $404,746 4000 - MAT & SUPP $172,532 5000 - SERVICES $22,327 6000 - CAPITAL $134,706	3000 - BENEFITS $407,384 4000 - MAT & SUPP $172,532 5000 - SERVICES $22,327 6000 - CAPITAL $134,706

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facilities & Improved School Environment (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 161) Research and implement improved strategies and services to foster a healthy and positive school environment to bolster	Facility maintenance, upkeep, cleanliness and safety are significant elements of school climate, and the sense of safety or connectedness that students feel. Additionally, school cleanliness and upkeep are an important part of illness prevention. The urgency of this need is magnified when you consider that many of our students are between 40-60 miles away from major healthcare providers.	Amount A) $1,223,624 B) $1,048,442 C) $548,104 TOTAL $2,820,170 Source A) BASE B) RR&M C) S&C	Amount A) $1,221,325 B) $1,054,197 C) $542,757 TOTAL $2,818,279 Source A) BASE B) RR&M C) S&C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
the social and emotional progress of unduplicated students: 1. Perform ongoing routine repair and maintenance for all school sites and remote support facilities 2. Increase services where necessary to improve the learning environment for unduplicated pupils 3. Custodial Services: clean classrooms and offices every other day; clean restrooms daily and check them throughout the day 4. Grounds keeping: maintain "curb appeal" of seven school sites and four remote support facilities, safety and ambiance of student areas, and prepare fields for physical education and athletics. 5. Any complaints or other deficiencies identified will be promptly addressed 6. Information will be provided annually on progress toward meeting this standard to the local governing board at regularly scheduled meetings and to stakeholders and the public through the accountability dashboard 7. Provide district security patrols to monitor facilities after-hours.	State and local indicators highlight the fact that many of our pupils are in far greater need of a healthier school climate (as supported by maintenance, upkeep, cleanliness and safety) due to increased academic, social and emotional needs. Ongoing campus walkthroughs were conducted to assess facility needs. Information regarding facilities was reported to the School Board and updated in the California School Dashboard system. Per the August 2018 Williams Visit Facility Inspection Report, all schools were ranked as good or higher. Custodial, grounds and maintenance departments collaborated with site staff to ensure safety, cleanliness and curb appeal of school sites. Sports fields at California City High School had to be completely redone this year—allowing sports activities to continue, which keep a large percentage of our students motivated in school. Security patrols continued to monitor district properties after hours. This significantly reduced the occurrence of vandalism and break-ins, which have the degrading effect of being costly in terms of funds as well as the overall sense of safety. Although all students deserve to learn in a safe, clean learning environment—this type of structure is especially beneficial for our students with greater needs.	Budget Reference A) 2000 - CLASS SALARY $666,221 3000 - BENEFITS $311,560 4000 - MAT & SUPP $150,305 5000 - SERVICES $47,161 6000 - CAPITAL $48,376 B) 2000 - CLASS SALARY $379,663 3000 - BENEFITS $203,779 4000 - MAT & SUPP $94,471 5000 - SERVICES $41,514 6000 - CAPITAL $329,016 C) 2000 - CLASS SALARY $340,846 3000 - BENEFITS $207,259	Budget Reference A) 2000 - CLASS SALARY $647,743 3000 - BENEFITS $326,810 4000 - MAT & SUPP $174,235 5000 - SERVICES $24,161 6000 - CAPITAL $48,376 B) 2000 - CLASS SALARY $372,140 3000 - BENEFITS $201,475 4000 - MAT & SUPP $140,989 5000 - SERVICES $64,823 6000 - CAPITAL $274,770 C) 2000 - CLASS SALARY $336,805 3000 - BENEFITS $205,952

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Trauma Informed Practices Implement Trauma Informed Practices 1. Research Trauma Informed Practices 2. Develop a TIPS implementation plan 3. Train staff on TIPS 8. Incorporate TIPS as an area of focus in PBIS committee agendas	Trauma informed practices (TIPS) were explored, and included in our Continuous Improvement Practice (CIP) Action Plan. Staff were trained on TIPS at a January 7th, 2019 training.	Amount A) $7,080 B) $43,965 TOTAL $51,045 Source A) TITLE I B) TITLE II Budget Reference A) 4000 - MAT & SUPP $7,080 B) 5000 - SERVICES $43,965	Amount A) $7,080 B) $43,965 TOTAL $51,045 Source A) TITLE I B) TITLE II Budget Reference A) 4000 - MAT & SUPP $7,080 B) 5000 - SERVICES $43,965

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
At-Risk Identification/Communication Develop a system for identifying and communicating the social/emotional needs of individual students and student groups 1. Identify the criteria that will be used for categorizing students "At risk"	Sisense dashboards were designed that integrated a variety of data points to help identify students that were struggling academically or behaviorally.	Amount A) $0.00 Source No Additional Cost Budget Reference N/A	Amount A) $0.00 Source No Additional Cost Budget Reference N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Develop data dashboards that integrate the identified "at risk" criteria 3. Create contingency plans that trigger standard operating procedures for specific Adverse Childhood Experiences (such as homelessness) 9. Utilize SSTs at each site to address the needs of at-risk students (including homeless students)			

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Educational Partnerships (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 161)
 	
Provide increased community outreach efforts and coordinate input opportunities for community groups and organizations in order magnify outcomes for Foster Youth, English Learners and Unduplicated Students.
 	
1. Pursue community connections that can create increased curricular possibilities for unduplicated students
 	
2. Organize frequent opportunities for community participation in the development of the LCAP,
	Many of our pupils have an increased need of academic and emotional support. For that reason, having an expanded network of adults that are working together will increase outcomes. A Director of Curriculum Integration & Educational Partnerships position was established in the Mojave Unified School District during the 2018-19 year to support this consideration. Community outreach efforts were made through the addition of an African American Advisory Council (AAAC), eight Community LCAP forums were conducted, and social media, surveys and other resources were used to establish two-way communication with parents. Data was disaggregated and utilized at multiple parent meetings	Amount
		  A) $85,378
		Source
		  A) S&C
		Budget Reference
		A)
		1000 - CERT SALARY
		  $65,138
		3000 - BENEFITS
		  $20,060
			Amount
			  B) $84,907
			Source
			  B) S&C
			Budget Reference
			A)
			1000 - CERT SALARY
			  $64,928
			3000 - BENEFITS
			  $19,979

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
disaggregating annual expected measurable outcome data by student group in order to compare unduplicated pupils to other student groups 3. Provide outreach for hard-to-reach families 4. Utilize social media, surveys and other communication resources to actively seek unduplicated stakeholder feedback and organize community outreach activities 5. Manage and oversee compliance to federal, state and local laws, rules and regulations (Title I, FPM, CDE, OCR, etc.)	(DELAC, LCAP forums, AAAC, District Advisory Committee, etc.). Oversight was offered to ensure compliance to federal and state laws and regulations.		

Analysis—Goal 2

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall actions and services were implemented with fidelity:

--Foundational Elements (Actions 2, 7, 14): Facilities were kept in good repair; school safety was prioritized and monitored; schools and the district maintained compliance to federal regulations (FPM, etc.)

--Parent Connections (Actions 1, 3, 4, 5, 17): Parent input was frequently sought out; parent participation and volunteering was encouraged; and parents of students receiving special education were invited to all appropriate meetings as full participants. 8 LCAP community forum meetings were held, quarter board reports on LCAP progress, and an African American Advisory Council was established. DELAC, ELAC, School Site Council, Parent Involvement Committee, and the District Advisory Committee all held multiple meetings throughout the school year.

--School Culture/Climate (Actions 6, 8, 15, 16, 17): PBIS continued to be implemented and expanded with an emphasis on restorative practices and cultural awareness. A robust PD calendar was offered, including training on working with parents, cultural awareness, trauma informed practices, implicit bias, and PBIS implementation.

--Student Engagement & Course Access (Actions 9, 10, 11, 12, 13): High schools maintained all WASC requirements; Mojave Jr./Sr. High school continued its pilot of Marzano's High Reliability Schools; all actions related to attendance, student engagement and sports were fully implemented. Attendance incentives were put into place to motivate students to maintain an attendance rate of 94% or higher.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

For the 2018-19 school year, MUSD was able to meet or exceed the following Annual Measurable Outcomes for Goal #1:

--100% of facilities will have good repair or higher rating with minimal deficiencies

-- MUSD will hold 4 opportunities for parents to give their input during quarterly LCAP meetings, as documented with invitations (flyers sent home, event calendars, social media, In-Touch K-12, etc.).

--School sites will hold 4 opportunities for parents to give their input during quarterly School Site Council Meetings as documented with invitations (flyers sent home, event calendars, social media, In-Touch K-12, etc.)

-- Parents of all students will have annual opportunities to participate in Parent-Teacher Conferences

--As documented using parent signature sheets, the district will continue to promote 100% involvement of parents of students with exceptional needs through annual parent meetings, IEP meetings, 504 meetings, and parent-teacher conferences

--Reduce suspension rate by 2% (from 8.01% down to 6.01%)

-- Maintain a student expulsion rate lower than 1.0%

-- Increase by 3% the number of students who have a sense of connectedness at school, as reported on surveys

-- As documented through master schedules (Secondary) and lesson plans (Elementary), 100% of students, including unduplicated pupils and all students with significant needs, will have access to required areas of broad coursework as stated in Ed Code 51210 and Ed Code 51220

-- Increase by 1% students in the Healthy Fitness Zone (HFZ) in Aerobic Capacity (AC) and Body Composition (BC)

   5th Grade: AC 64.9%, BC-67.8%

   9th Grade: BC-59.6%

For the 2018-19 school year, MUSD did not meet the following Annual Measurable Outcomes for Goal #1:

-- Increase the district attendance rate up to 94%

-- Decrease chronic absenteeism rate by 1%, down to 23.27%

-- Increase by 1% students in the Healthy Fitness Zone (HFZ) in Aerobic Capacity (AC) and Body Composition (BC)

   7th Grade: AC-68.9%, BC-64.1%

   9th Grade: AC-58.5%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The variances between Budgeted Expenditures and Estimated Actual Expenditures in excess of 10% for Goal #2 are listed below:

Action 07 – Source IDEA   Budgeted $208,885   Estimated Actual $152,930   Variance -$55,955   -36.59%

Explanation: Re-configuration of Health Aide positions - effective reduction of 1 FTE

Action 09 – Source S&C   Budgeted $183,920   Estimated Actual $162,792   Variance -$21,128   -12.98%

Explanation: Several (6) Stipend positions were not filled during the school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The following changes were made to LCAP Goal # 2:

--Service 8 was added to Goal 2, Action 14: "Explore and implement technology enhanced security measures at campuses across the district."

--Language was added to service 4, of Goal 2, Action 6: "Utilize Time to Teach to facilitate the full implementation of PBIS and improve classroom management skills in order to better meet the needs of our socioeconomically disadvantaged students."

--Added service 5 to Goal 2, Action 9: "Expand extracurricular activities that focus on cultural and performing arts to increase student engagement, pride and confidence."

--Added "Intervention coordinators, and deans" to service 3 of Goal 2, Action 6: "Expand implementation of PBIS to all three tiers, as guided by a hired coach/consultant, intervention coordinators, and deans."

--Removed service 8, goal 2 action 6: "Continue to utilize School Resource Officers provided by local law enforcement agencies"

--Added to Goal 2, Action 3, Service 9: "Add an app-based Parent Portal option in order to increase accessibility and usage."

--Added "Ensure that students receive instructional support and opportunities to complete missed assignments during suspensions." To Goal 2, Action 6, service 8:

--Added Service 11 to Goal 2, Action 3: "Focus groups will be established in order to better understand the needs of academically underperforming or chronically absent student groups"

--Added Service 8 to goal 2, action 1: "Use comparison data from school districts with successful outcomes for African American students to find best practices that can be replicated"

--Added service 5 to Goal 2, action 4: "The district will explore methods to eliminate the financial burden of the volunteer approval process."

--Added language to Service 7 of Action 1 in Goal 2: "Partner with Umoja Community, and other community-based organizations."

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Eight LCAP community forum meetings were held throughout the school year, both in Mojave and in California City. Multiple DELAC and LCAP District Advisory Council (DAC) meetings were also conducted to engage parents in the planning process and get input toward the LCAP development. LCAP surveys were available to all parents, as well as students and staff. Quarterly ELAC and School Site Council meetings were held at the site-level. LCAP presentations/updates to the board were delivered on a quarterly basis with opportunities for input/questions. An African American Advisory Council was established (meeting on a monthly basis) and provided input and recommendations in to the LCAP development. Special Education parent nights were held in Mojave as well as California City. All of these opportunities for parents and stakeholders to participate in the planning process for this LCAP were heavily advertised on the district website, Facebook pages, and through using the in-touch messaging system, Class Dojo, the Remind app, flyers and marquee information.

Certificated and Classified staff, along with managers, principals, and administrators were given opportunities to provide input throughout the entire school year at PLC meetings, operations meetings, Administrative Council (AC) meetings, and more. CSEA and MFA leadership also met to review and provide LCAP input. LCAP/CIP presentations were delivered to each department and school site to communicate the new vision/mission of the LCAP and get feedback.

In addition, the Mojave Unified School District has participated in the Continuous Improvement Process over the last two school years, which has influenced the LCAP. The CIP team included parents, staff, teachers, site administrators, district leadership, and representation from the Governing Board. This process is ongoing and has required a deep-analysis of data following specific protocols, root-cause analysis, developing a Problem of Practice, refining a theory of action, and creating an action plan. This process was expanded in June of 2019 to include leadership teams from each school site.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Based on the stakeholder input described above, multiple modifications were made to the LCAP for this year's update. Specifically:

--A 4th service was added to Goal 1, Action 1: "Establish Teaching and Learning Teams (TLTs) to create, fine-tune and implement the pacing and prioritization of standards across all content areas."

--Service 2 of Goal 1, Action 24 was revised to state the following: "Establish Teaching and Learning Teams (TLTs) to develop units of study, pacing, and assessments in order to create a coherent system that ensures standards aligned instruction and assessments."

--Service 3 of Goal 1, Action 24 was revised to state the following: "Provide all students with an equitable level of standards aligned materials, as documented through Williams visits. Adopt Eureka Math for grades Kindergarten through 5th grade. Adopt CPM math for grades 6th-8th, Algebra I, Algebra II, and Geometry. Explore/pilot Integrated Science instructional materials."

--Service 8 was added to Goal 2, Action 14: "Explore and implement technology enhanced security measures at campuses across the district."

--Language was added to service 4, of Goal 2, Action 6: "Utilize Time to Teach to facilitate the full implementation of PBIS and improve classroom management skills in order to better meet the needs of our socioeconomically disadvantaged students."

--Added "and after school programs" to Goal 1, Action 7, Service 4: "Struggling unduplicated students will be identified for intervention services that may require additional resources—including technology enhanced instruction, and after school programs."

--Added service 5 to Goal 2, Action 9: "Expand extracurricular activities that focus on cultural and performing arts to increase student engagement, pride and confidence."

--Added "Intervention coordinators, and deans" to service 3 of Goal 2, Action 6: "Expand implementation of PBIS to all three tiers, as guided by a hired coach/consultant, intervention coordinators, and deans."

--Removed service 8, goal 2 action 6: "Continue to utilize School Resource Officers provided by local law enforcement agencies"

--Added "Develop a recruitment/retention plan" as a new service for Goal 1, action 21.

--Added "communication with Historically Black Colleges and Universities (HBCUs), exploration of AmeriCorps hiring programs" to Service 6 of Goal 1, Action 21: "Prioritize the recruitment of employees that match the diverse demographics of the student population

we serve (participation at bilingual and minority teacher recruitment fairs, communication with Historically Black Colleges and Universities (HBCUs), exploration of AmeriCorps hiring programs, etc.).”

--Added to Goal 2, Action 3, Service 9: “Add an app-based Parent Portal option in order to increase accessibility and usage.”

--Added “Ensure that students receive instructional support and opportunities to complete missed assignments during suspensions” to Goal 2, Action 6, service 8.

--Added Service 4, to Goal 1, Action 4, and added Service 11 to Goal 2, Action 3: “Focus groups will be established in order to better understand the needs of academically underperforming or chronically absent student groups”

--Added Service 7 to goal 1, Action 5, and added Service 8 to goal 2, action 1: “Use comparison data from school districts with successful outcomes for African American students to find best practices that can be replicated”

--Added service 5 to Goal 2, action 4: “The district will explore methods to eliminate the financial burden of the volunteer approval process.”

--Added language to Service 7 of Action 1 in Goal 2: “Partner with Umoja Community, and other community-based organizations.”

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Increase the number of students working at grade level in all core content areas, and who are on track to graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5

Local Priorities: Pacing, District Technology Plan, Early Literacy Plan

Identified Need:

Based on the most recent CA school dashboard, MUSD currently has a "red" status for English Language Arts (3-8 CAASPP) and a "red" status for Mathematics (3-8 CAASPP). Student group reports also reveal some achievement gaps in the areas of suspension, graduation and academic achievement on the CAASPP. The measurable outcomes and aligned actions and services are specifically designed, within our local context, to adjust these deficiencies. Reinforcement at each level of the teaching-and-learning process is addressed using the following conceptual flow:

PLCs→Goal Setting→ First Instruction→Assessment/Monitoring→Intervention→Special Education & 504s→Enrichment.

Embedded within that process is our plan of action for serving our unduplicated populations, but we have also set aside actions and services targeted directly to improve experiences for those students. The increased needs of our unduplicated pupils are clearly demonstrated with the following achievement data:

Identified Needs of Unduplicated Students

1. CAASPP Data: English Learners, Foster Youth and Socioeconomically Disadvantaged students ranked in the "Very low" status on the California School Dashboard for Math and ELA CAASPP performance
2. Estimated % of unduplicated students completing a-g coursework is low: English Learners—6.25%; Socioeconomically Disadvantaged—20.00%
3. English Learner Reclassification rate is low, at a 3.54% with only 59.7% of EL students achieving levels 3 or 4 on the ELPAC (moderately or well developed) according to the most recent California School Dashboard
4. Less than 9% of unduplicated 11th grade students scored a 4 on the ELA CAASP, and 0% of unduplicated 11th grade students scored a 4 on the Math CAASPP (college preparedness on EAP)
5. The estimated high school dropout rate for Socioeconomically Disadvantaged students is above 7%, and English Learners have an estimated dropout rate of nearly 7%
6. Socioeconomically Disadvantaged students have an estimated cohort graduation rate of less than 85%, and English Learners have a cohort graduation rate of less than 88%
7. Low levels of unduplicated pupils are ranked as "prepared" on the College/Career Indicator of the California School Dashboard: 18.8% of English Learners and 38.5% of Socioeconomically Disadvantaged students

MUSD has also been greatly affected by the statewide teacher shortage that we have experienced over the past few years. We have modified our strategies below to overcome these obstacles through teacher recruitment, capacity building, and teacher retention.

In order to fine-tune and focus our approach, MUSD has also put an emphasis on prioritizing and pacing out the CCSS, NGSS and content standards, creating a formal plan for addressing early literacy, and established a technology plan based on local needs and information provided by FCMAT.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1A Teachers appropriately assigned and fully	Based on our annual credential reports and information in EDMS, 90.1% of MUSD	90%+ of MUSD teachers will be appropriately assigned and fully	96%+ of MUSD teachers will be appropriately assigned and fully	90%+ of MUSD teachers will be appropriately assigned and fully

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
credentialed for assignment	teachers are fully credentialed	credentialed for assignment. **Actual: 95% of MUSD Teachers are appropriately assigned and fully credentialed**	credentialed for assignment. **Actual: 85.71% of MUSD Teachers are appropriately assigned and fully credentialed**	credentialed for assignment.
Priority 1B Pupil access to standards-aligned materials	100% of students have access to standards-aligned materials, including English Learners and students with disabilities	100% of students will have access to standards-aligned materials, including English Learners and students with disabilities	100% of students will have access to standards-aligned materials, including English Learners and students with disabilities **Actual: 100% of students have access to standards-aligned materials.**	100% of students will have access to standards-aligned materials, including English Learners and students with disabilities
Priority 2A Implementation of CA academic and performance standards	Based on principal observations of lesson plans, PLC minutes, and classroom walkthroughs, the following levels of implementation have been met: ELA: 100% Implementation Math: 100% Implementation NGSS: 86% Implementation California Content Standards: 100%	Establish full implementation of standards-aligned curriculum in all core content areas including CCSS ELA/ELD, CCSS mathematics, NGSS and the California Content standards.	Establish full implementation of standards-aligned curriculum in all core content areas including CCSS ELA/ELD, CCSS mathematics, NGSS and the California Content standards. **Actual: ELA/ELD: Full Implementation** **CA Content Standards: Full Implementation** **Math: Beginning Development**	Establish full implementation of standards-aligned curriculum in all core content areas including CCSS ELA/ELD, CCSS mathematics, NGSS and the California Content standards.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			NGSS: Beginning Development	
Priority 2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency	Based on the 2016-17 FPM review results, all elementary schools are currently meeting the requirements for EL instruction, and the ELD standards are being substantially implemented. Based on other local measures (observations, lesson plans, etc.), all secondary schools are also meeting these requirements	100% of EL students will receive daily integrated ELD in all content areas and designated ELD instruction. The CA ELD standards will be fully implemented.	100% of EL students will receive daily integrated ELD in all content areas and designated ELD instruction. Maintain full implementation of the CA ELD standards. **Actual: 100% of EL students received daily integrated ELD in all content areas and designated ELD instruction.**	100% of EL students will receive daily integrated ELD in all content areas and designated ELD instruction. Maintain full implementation of the CA ELD standards
Priority 4A Statewide Assessments	On the 2016 CAASPP, students scored an average of 80.9 points below level 3 on ELA, and 106.8 points below level 3 on Mathematics. Socioeconomically Disadvantaged students scored an average of 88 points below level 3 on ELA, and 113.1 points below level 3 on Mathematics.	Increase the average number of scaled score points on the Math CAASPP by 15 points or more & Increase the average number of scaled score points on the ELA CAASPP by 20 points or more. Actual: CAASPP data from the 2017 administration shows that our average DF3 in ELA improved by 5.8 points up to 75.1, and our average DF3 in	Increase the average number of scaled score points on the Math CAASPP by 5 points or more & Increase the average number of scaled score points on the ELA CAASPP by 5 points or more, with student groups at the following DF3 levels: Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA	Increase the average number of scaled score points on the Math CAASPP by 5 points or more & Increase the average number of scaled score points on the ELA CAASPP by 5 points or more, with student groups at the following DFS levels: Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	English Learners scored an average of 92.1 points below level 3 on ELA, and 116.5 points below level 3 on Mathematics. Students with Disabilities scored an average of 148.6 points below level 3 on ELA, and 178 points below level 3 on Mathematics.	MATH declined by 2.8 points to 109.6, with the following student group performance levels: Socioeconomically Disadvantaged: down 3.7 points on math to 116.8 points below level 3; up 4.4 points on ELA to 83.6 points below level 3 English Learners: down 4.5 points on math to 121 points below level 3; up 7.7 points on ELA to 84.4 points below level 3 Foster: 138 points below level 3 on math; 111.1 points below level 3 on ELA (change unavailable) Students with Disabilities: Up 3.9 points on math to 174.1 points below level 3; down 6.8 points on ELA to 155.4 points below level 3 African American: Down 5.4 points on math to 136.3 points below 3; down 1.6 points on ELA to 99.2 points below 3	English Learners: 116 DF3 in Math; 79.4 DF3 in ELA Foster: 133 DF3 in math; 106.1 DF3 in ELA Students with Disabilities: 169.1 DF3 in Math; 150.4 DF3 in ELA African American: 131.3 DF3 in Math; 94.2 DF3 in ELA Hispanic:103.2 DF3 in Math; 67.6 DF3 in ELA Two or More Races: 86.3 DF3 in Math; 42.8 DF3 in ELA White: 71.6 DF3 in Math; 44.5 DF3 in ELA <hr>**Actual:** **CAASPP data from the 2018 administration shows that overall MUSD Maintained its levels for ELA (down 1.9 points to -71 Distance from Standard [DFS]) and Math (down 0.3 points to -112.3 DFS), with student groups at the following levels:**	English Learners: -113.7 DFS in Math; -75.3 DFS in ELA Foster: -130 DFS in Math; -113.6 DFS in ELA Homeless: -105 DFS in Math; -79.9 DFS in ELA Students with Disabilities: -180.2 DFS in Math; -141.5 DFS in ELA African American: -135.5 DFS in Math; -95.5 DFS in ELA Hispanic: -101.9 DFS in Math; -58.1 DFS in ELA Two or More Races: -106.4 DFS in Math; -53.8 DFS in ELA White: -73.4 DFS in Math; -40.5 DFS in ELA

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Hispanic: Down 4.6 points on math to 108.2 points below 3; up 9.2 points in ELA to 72.6 points below 3 Two or More Races: Up 4 points on math to 91.3 points below 3; Up 5.6 points to 47.8 points below 3 White: Up 9.9 points on math to 75.6 points below 3; up 13.8 points to 49.5 points below 3	**Socioeconomically Disadvantaged: up 1.3 points in Math to -118 DFS; up 1.9 points in ELA to -77.2 DFS** **English Learners: up 7.2 points in Math to -118.7 DFS; up 4.6 points in ELA to -80.3 DFS** **Foster: up 3 points in Math to -135 DFS; down 7.6 points in ELA to -118.6 DFS** **Homeless: down 1.2 points in Math to -110 DFS; down 5.4 points in ELA to -84.9 DFS** **Students with Disabilities: down 4.7 points in Math to -185.2 DFS; up 6.1 points in ELA to -146.5 DFS** **African American: down 1.9 points in Math to -140.5 DFS; down 6.5 points in ELA to -100.5 DFS** **Hispanic: up 4 points in Math to -106.9 DFS; up 4.2 points in ELA to -63.1 DFS** **Two or More: down 24.1 points in Math to -**	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			111.4 DFS; down 21.1 points in ELA to -58.8 DFS **White: up 1.9 points in Math to -78.4 DFS; down 2.7 points in ELA to -45.5 DFS**	
Priority 4B Academic Performance Index (API)	California has currently suspended API information while it continues to develop a new accountability system	N/A	N/A	N/A
Priority 4C Percentage of pupils completing a-g or CTE sequences/programs	17% of 12th graders completed their A-G requirements during the 2016-17 school year	Increase by 2% the number of students completing their A-G requirements from 17% up to 19% Unofficial 2017-18 data shows a 24% A-G completion rate with student groups completing at the following preliminary rates: Socioeconomically Disadvantaged: 24.11% English Learner: 6.67% Foster: *Less than 10 Students in cohort*	Increase by 2% the number of students completing their A-G requirements from 24% up to 26%, with student groups completing at the following rates: Socioeconomically Disadvantaged: 26.11% English Learner: 8.67% Foster: *Less than 2 students in cohort* Students with Disabilities: 2% Hispanic: 29.16% African American: 25.53%	Increase by 2% the number of students completing their A-G requirements from 21.77% up to 23.77%, with student groups completing at the following rates: Socioeconomically Disadvantaged: 22.00% English Learner: 8.25% Foster: *Less than 2 students in cohort* Students with Disabilities: 2% Hispanic: 28.76%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Students with Disabilities: 0% Hispanic: 27.16% African American: 23.53% Two or More Races: *Less than 10 students in cohort* White: 17.95%	Two or More Races: *Less than 10 students in cohort* White: 19.95% **Estimated/unofficial:** **The preliminary A-G completion rate is 21.77%, with student groups at the following unofficial rates:** **Socioeconomically Disadvantaged: 20.00%** **English Learner: 6.25%** **Foster: *Less than 2 students in cohort*** **Students with Disabilities: 0.00%** **Hispanic: 26.76%** **African American: 10.00%** **Two or More Races: *Less than 10 students in cohort*** **White: 28.57%**	African American: 12.00% Two or More Races: *Less than 10 students in cohort* White: 30.57%
Priority 4D Percentage of EL pupils making progress toward English	MUSD currently has a 37.7% status for English Learner Progress (K-12) based on local data. 89 EL students advanced at least one level on the CELDT during 2016-17	Establish a new baseline based on transition to new testing procedures and the ELPAC	Increase the number of English Learners who make progress toward English proficiency based on the baseline established in 2017-18	Increase by 2% the English Learner students scoring in the Moderately Developed (3) or Well Developed (4) level on

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
proficiency (AMAO 1	compared to their scores in 2015-16 in MUSD. This will be updated when the final number is released by the CDE		**Actual:** ***ELPAC Baseline Pending*** • 59.7% Levels 3 or 4—Moderately or Well Developed • 25.8% Level 2 – Somewhat Developed • 14.5% Level 1 – Beginning Stage	the ELPAC, from a 59.7% up to a 61.7%
Priority 4E English Learner Reclassification Rate	Based on CDE reclassification data for the 2016-17 School year, MUSD had a reclassification rate of 4.52%	Increase the number of English Learners who are reclassified as English Proficient by 2% (from 4.52% to 6.52%) --- Actual: % of students reclassified as English Proficient: 3.7%	Increase the number of English Learners who are reclassified as English Proficient by 2% (from 3.7% to 5.7%) --- **Actual:% of students reclassified as English Proficient: 3.54%**	Increase the number of English Learners who are reclassified as English Proficient by 2% from 3.54% to 5.54%)
Priority 4F Percentage of pupils passing AP exam with 3 or higher	Although results for 2017-18 are pending, the most recent available data shows that 52% of students that took AP exams passed with a 3 or higher	Increase the % of tested students that pass AP exams with a 3 or higher to 55%	Increase the % of tested students that pass AP exams with a 3 or higher to 58% --- **N/A—Students did not take AP exams during the 2018-19 school year**	The Mojave Unified School District's plan for offering advanced courses does not include AP exams at this time; instead, Dual enrollment offerings are robust and expanding.
Priority 4G Percentage of pupils who	2016 CAASPP results reveal that 8.28% of 11th grade students	Increase the % of 11th graders scoring a 4 on	Increase the % of 11th graders scoring a 4 on the ELA CAASPP from	Increase the % of 11th graders scoring a 4 on the ELA CAASPP from an

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
participate in and demonstrate college preparedness on EAP	scored a 4 in ELA, and 2.13% of 11th grade students scored a 4 in Mathematics	the ELA CAASPP from an 8.28% up to a 9.28%	an 12.9% up to a 14.9%, with students groups at the following %:	9.15% up to a 11.15%, with students groups at the following %:

the ELA CAASPP from an 8.28% up to a 9.28%

Actual: 12.9%, 3.9% increase

Socioeconomically Disadvantaged: 9.35%

EL: 8.33%

Foster: 0%

Homeless: 0%

Students with Disabilities: 0%

African American: 6.06%

Hispanic: 8.75%

White: 19.44%

Increase the % of 11th graders scoring a 4 on the Math CAASPP from a 2.13% up to a 3.13%

Actual: .64%, 1.36% decrease

Socioeconomically Disadvantaged: 0%

EL: 0%

Foster: *Less than 10 students*

Homeless: 0%

Students with Disabilities: 0%

African American: 0%

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an 12.9% up to a 14.9%, with students groups at the following %:

Socioeconomically Disadvantaged: 11.35%

EL: 10.33%

Foster: 2%

Homeless: 2%

Students with Disabilities: 2%

African American: 8.06%

Hispanic: 10.75%

White: 21.44%

Actual: 9.15% of 11th graders scored a 4 on the ELA CAASPP in 2018, with student groups at the following rates:

Socioeconomically Disadvantaged: 8.77%

EL: 0%

Foster: *Less than 10 Students*

Homeless: *Less than 10 Students*

Students with Disabilities: 0%

African American: 2.70%

Hispanic: 10.29%

9.15% up to a 11.15%, with students groups at the following %:

Socioeconomically Disadvantaged: 10.77%

EL: 2%

Foster: N/A

Homeless: N/A

Students with Disabilities: 2%

African American: 4.70%

Hispanic: 12.29%

White: 16.81%

Increase the % of 11th graders scoring a 4 on the Math CAASPP from a 2.82% up to a 4.82%, with student groups at the following %:

Socioeconomically Disadvantaged: 5.51%

EL: 2%

Foster: N/A

Homeless: N/A

Students with Disabilities: 2%

African American: 2%

Hispanic: 3.49%

Two or More Races: N/A

White: 13.11%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Hispanic: 0% Two or More Races: *Less than 10 students* White: 2.78%	**Two or More Races: *Less than 10 Students*** **White: 14.81%** Increase the % of 11th graders scoring a 4 on the Math CAASPP from a 0.64% up to a 2.64%, with student groups at the following %: Socioeconomically Disadvantaged: 2% EL: 2% Foster: *Less than 10 students* Homeless: *Less than 10 students* Students with Disabilities: 2% African American: 2% Hispanic: 2% Two or More Races: *Less than 10 students* White: 4.78% **Actual: 2.82% of 11th graders scored a 4 on the Math CAASPP in 2018, with student groups at the following rates:**	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Socioeconomically Disadvantaged: 3.51% **EL: 0%** **Foster: *Less than 10 Students*** **Homeless: *Less than 10 Students*** **Students with Disabilities: 0%** **African American: 0%** **Hispanic: 1.49%** **Two or More Races: *Less than 10 Students*** **White: 11.11%**	
Priority 5C Middle School Dropout Rates	Most recent middle school dropout rate is 0.0%	Maintain a middle school dropout rate of 0%	Maintain a middle school dropout rate of 0%	Maintain a middle school dropout rate of 0%
Priority 5D High School Dropout Rates	Although the CDE has not yet reported the cohort dropout rate for 2016-17, local calculations show that 15% of students dropped out	Decrease the high school dropout rate by 1%, from 15% to 14% ***Please note: this % is a cohort dropout rate, which should be distinguished from the DataQuest Annual Adjusted Dropout Rate. MUSD has an annual adjusted dropout rate of 1.8% as of 2016-17—*	Decrease the high school dropout rate by 1%, from 9.26% to 8.26%, with the following rates for student groups: Socioeconomically Disadvantaged: 8.93%% English Learners: 5.67% Foster Students: *Less than 10 students in cohort*	Decrease the high school dropout rate by 1%, from 8.16% to 7.16%, with the following rates for student groups: Socioeconomically Disadvantaged: 6.41% English Learners: 5.25%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		*lower than both state and county rates*** Unofficial 2017-18 cohort dropout rate of 9.26%, with the following preliminary rates for student groups: Socioeconomically Disadvantaged: 9.93%% English Learners: 6.67% Foster Students: *Less than 10 students in cohort* Homeless: 5.88% Students with Disabilities: 14.29% Hispanic: 9.88% African American: 17.65% Two or More Races: *Less than 10 students in cohort* White: 2.56%	Homeless: 4.88% Students with Disabilities: 13.29% Hispanic: 8.88% African American: 16.65% Two or More Races: *Less than 10 students in cohort* White: 1.56% ***Please note: this % is a cohort dropout rate, which should be distinguished from the DataQuest Annual Adjusted Dropout Rate. MUSD has an annual adjusted dropout rate of 1.8% as of 2016-17— lower than both state and county rates*** **Estimated/Unofficial: Preliminary dropout rate of 8.16%, with the following estimated rates for student groups:** **Socioeconomically Disadvantaged: 7.41%** **English Learners: 6.25%**	Foster Students: *Less than 10 students in cohort* Homeless: *Less than 10 students in cohort* Students with Disabilities: 0% Hispanic: 6.04% African American: 4.00% Two or More Races: *Less than 10 students in cohort* White: 2.57%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Foster Students: *Less than 10 students in cohort* **Homeless: *Less than 10 students in cohort*** **Students with Disabilities: 0.00%** **Hispanic: 7.04%** **African American: 5.00%** **Two or More Races: *Less than 10 students in cohort*** **White: 3.57%**	
Priority 5E High School Graduation Rates	Although the CDE has not yet reported the cohort graduation rate for 2016-17, local calculations show that the figure will be nearly 84%	Increase high school graduation rate by 1.0%, from 84% up to an 85% Unofficial graduation rate of 90.12% for 2017-18, with the following preliminary student group graduation rates: Socioeconomically Disadvantaged: 89.36% English Learners: 93.33% Foster Students: *Less than 10 students in cohort*	Increase high school graduation rate by 1.0%, from 90.12% up to a 91.12%, with the following student group rates: Socioeconomically Disadvantaged: 90.36% English Learners: 94.33% Foster Students: *Less than 10 students in cohort* Homeless: 89.24%	Increase high school graduation rate by 1.0%, from 91.12% up to a 92.12%, with the following student group rates: Socioeconomically Disadvantaged: 91.36% English Learners: 95.33% Foster Students: *Less than 10 students in cohort* Homeless: 90.24% Students with Disabilities: 73.43% Hispanic: 92.12%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Homeless: 88.24% Students with Disabilities: 71.43% Hispanic: 90.12% African American: 82.35% Two or More Races: *Less than 10 students in cohort* White: 97.44%	Students with Disabilities: 72.43% Hispanic: 91.12% African American: 83.35% Two or More Races: *Less than 10 students in cohort* White: 98.44% **Preliminary/Unofficial:** **Estimated graduation rate of 88.44%, with student groups at the following preliminary rates:** **Socioeconomically Disadvantaged: 88.15%** **English Learners: 87.50%** **Foster Students: *Less than 10 students in cohort*** **Homeless: *Less than 10 students in cohort*%** **Students with Disabilities: 82.14%** **Hispanic: 90.14%** **African American: 87.50%** **Two or More Races: 80.00%**	African American: 84.35% Two or More Races: *Less than 10 students in cohort* White: 99.44%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Less than 10 students in cohort **White: 92.86%**	
(Local) District technology plan and purchase orders (as monitored on the district data dashboard)	The MUSD Technology plan is currently in revision and will be approved during the June 2017 board meetings.	100% of students and staff will have access to 21st century technology	100% of students and staff will have access to 21st century technology	100% of students and staff will have access to 21st century technology
(Local) Pacing guides for each grade level in Math, ELA and other Content Areas	Pacing guides for ELA and Math have been implemented at some grade levels, but not all. Other content areas are in need of pacing.	100% of curriculum will be CCSS, NGSS and content standard-aligned and have appropriate pacing calendars/guides	100% of curriculum will be CCSS-aligned and have a completed pacing calendars/guides	100% of curriculum will be CCSS-aligned and have a completed pacing calendars/guides
(Local) Administrator walkthroughs, lesson plans, PLC Minutes	The Early Literacy Plan was adopted at the 05/11/2017 meeting, and is not yet implemented.	Fully implement the district's Early Literacy Plan	Fully implement and revise the district's Early Literacy Plan during the 2018-19 school year	Fully implement and revise the district's Early Literacy Plan during the 2019-20 school year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Pacing, Essential Standards Standards will be prioritized and paced in each content area, with a focus on essential standards and critical concepts:	**Pacing, Essential Standards** Standards will be prioritized and paced in each content area, with a focus on essential standards and critical concepts:	**Pacing, Essential Standards** Standards will be prioritized and paced in each content area, with a focus on essential standards and critical concepts:

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Prioritize and pace the CCSS for Mathematics and English Language Arts by August of 2017	1. Review and revise (as necessary) the grade level pacing for Mathematics and English Language Arts	1. Review and revise (as necessary) the grade level pacing for Mathematics and English Language Arts
2. Ensure that ELA pacing guides are conducive to the new K-8 adopted curriculum	2. Review and revise the "scope and sequence" of essential standards—outlining the most important vocabulary, knowledge and skills.	2. Review and revise the "scope and sequence" of essential standards—outlining the most important vocabulary, knowledge and skills.
3. A "scope and sequence" of essential standards—outlining the most important vocabulary, knowledge and skills—will be defined and utilized for each grade level in Math and ELA. These will highlight what a student needs to master in order to be prepared for the next grade level, building up to college/career readiness.	3. Prioritize and pace the standards for all content areas, including NGSS	3. Review and revise (as necessary) the pacing for all content areas, including NGSS.
4. Prioritize and pace the standards for all content areas, including NGSS, by August of 2018		4. Establish Teaching and Learning Teams (TLTs) to create, fine-tune and implement the pacing and prioritization of standards across all content areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$118,360	$.00	$144,616
Source	BASE	No Additional Cost	LPSBG
Budget Reference	1000-CERT Salary $118,360	N/A	1000 - CERT SALARY $102,656 3000 - BENEFITS $25,151 4000 - MAT & SUPP $16,810

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools: Mojave Elementary School, Robert P. Ulrich Elementary

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Early Literacy Implement and monitor the district's Early Literacy Plan for 1st grade, focusing on	**Improved Early Literacy** (Meets Identified Unduplicated Student Needs # 1 and 3 in Goal 1, Pages 75-76)	**Improved Early Literacy** (Meets Identified Unduplicated Student Needs # 1 and 3 in Goal 1, Page 77)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
the following seven traits: strong leadership, positive belief and teacher dedication, data utilization and analysis, effective scheduling, professional development, scientifically based intervention programs and parent involvement:	Implement and monitor an Early Literacy Plan, in order to improve the academic performance of unduplicated pupils. This plan should focus on research based areas in order to increase its effectiveness, such as: strong leadership, positive belief and teacher dedication, data utilization and analysis, effective scheduling, professional development, scientifically based intervention programs and parent involvement:	Implement and monitor an Early Literacy Plan, in order to improve the academic performance of pupils. This plan should focus on research based areas in order to increase its effectiveness, such as: strong leadership, positive belief and teacher dedication, data utilization and analysis, effective scheduling, professional development, scientifically based intervention programs and parent involvement:

2017-18 Actions/Services:

1. Review and revise the Early Literacy Plan each October and February
2. STAR Early Literacy will be given 4 times a year, per district assessment calendar
3. STAR reading assessment will be given 2 times a year in February and May, per district assessment calendar
4. Leveled reading passages will be assessed 3 times a year, per district assessment calendar
5. CFAs will be given in regular intervals as determined by teachers through pacing and grade-level meetings
6. Regularly scheduled site meetings and PLCS will be held to determine student and instructional needs based on data
7. District-wide first grade meetings will be held monthly
8. New students will be tested when they arrive on campus
9. An uninterrupted ELA block will be maintained at each school site
10. Intervention, based on the adopted curriculum and research based strategies, will take place in the classroom and any

2018-19 Actions/Services:

1. Review and revise, utilizing disaggregated unduplicated and student group data, the Early Literacy Plan each October and February
2. STAR Early Literacy will be given 4 times a year, per district assessment calendar
3. STAR reading assessment will be given 2 times a year in February and May, per district assessment calendar
4. Leveled reading passages will be assessed 3 times a year, per district assessment calendar
5. CFAs will be given in regular intervals as determined by teachers through pacing and grade-level meetings
6. Regularly scheduled site meetings and PLCS will be held to determine unduplicated student and instructional needs based on data
7. District-wide first grade meetings will be held monthly to review the progress of Foster Youth, English Learners and Socioeconomically disadvantaged students as compared to other student groups

2019-20 Actions/Services:

1. Review and revise, utilizing disaggregated student group data, the Early Literacy Plan each October and February
2. STAR Early Literacy will be given 3 times a year, per district assessment calendar
3. STAR reading assessment will be given 2 times a year in February and May, per district assessment calendar
4. Leveled reading passages will be assessed 3 times a year, per district assessment calendar
5. CFAs will be given in regular intervals as determined by teachers through pacing and grade-level meetings
6. Regularly scheduled site meetings and PLCS will be held to determine instructional needs based on data
7. District-wide first grade meetings will be held monthly to review the progress of Foster Youth, English Learners and Socioeconomically disadvantaged students as compared to other student groups

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
additional intervention will take place outside of the scheduled reading block 11. Professional development should be ongoing, with a focus on curriculum, CFAs, PBIS, technology and differentiating instruction through effective reading groups 12. Kindergarten progress will be monitored on a frequent basis using ESGI to track mastery of beginning-literacy skills (Phonics, Decoding, Site Words, Letter knowledge, etc.) 13. Expand the current MUSD Early Literacy Plan to include a focus on 2nd grade	8. New students will be tested when they arrive on campus 9. An uninterrupted ELA block will be maintained at each school site. When possible, efforts to lower class sizes will be made with the intent of improving literacy opportunities for unduplicated or underperforming pupils. 10. Intervention, based on the adopted curriculum and research based strategies, will take place in the classroom and any additional intervention will take place outside of the scheduled reading block 11. Professional development should be ongoing, with a focus on curriculum, CFAs, PBIS, technology and differentiating instruction through effective reading groups 12. Kindergarten progress will be monitored on a frequent basis using ESGI to track mastery of beginning-literacy skills (Phonics, Decoding, Site Words, Letter knowledge, etc.)	8. New students will be tested when they arrive on campus 9. An uninterrupted ELA block will be maintained at each school site. When possible, efforts to lower class sizes will be made with the intent of improving social/emotional outcomes to leverage literacy opportunities for unduplicated or underperforming pupils. 10. Intervention, based on the adopted curriculum and research based strategies, will take place in the classroom and any additional intervention will take place outside of the scheduled reading block 11. Professional development should be ongoing, with a focus on curriculum, CFAs, PBIS, technology and differentiating instruction through effective reading groups 12. Kindergarten progress will be monitored on a frequent basis using ESGI to track mastery of beginning-literacy skills (Phonics, Decoding, Site Words, Letter knowledge, etc.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $2,728,567 B) $625,968 C) $78,704 TOTAL $3,433,239	A) 2,578,039 B) 674,974 C) 13,995 TOTAL $3,267,008	A) 2,566,218 B) 679,972 C) 14,510 TOTAL $3,250,701

Year	2017-18	2018-19	2019-20
Source	A) BASE B) S&C C) TITLE I	A) BASE B) S&C C) TITLE I	A) BASE B) S&C C) TITLE I
Budget Reference	A) 1000 - CERT SALARY $2,049,316 3000 - BENEFITS $679,252 B) 1000 - CERT SALARY $431,541 3000 - BENEFITS $156,427 4000 - MAT & SUPP $38,000 C) 5000 - SERVICES $78,704	A) 1000 - CERT SALARY $1,826,432 3000 - BENEFITS $751,607 B) 1000 - CERT SALARY $509,042 3000 - BENEFITS $98,932 4000 - MAT & SUPP $39,000 5000 - SERVICES $28,000 C) 5000 - SERVICES $13,995	A) 1000 - CERT SALARY $1,767,326 3000 - BENEFITS $788,892 B) 1000 - CERT SALARY $519,223 3000 - BENEFITS $100,911 4000 - MAT & SUPP $39,995 5000 - SERVICES $19,843 C) 5000 - SERVICES $14,510

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Learning Communities: Staff members will participate in weekly collaboration in the PLC Setting	**Improved Professional Learning Communities:** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Pages 75-76)	**Improved Professional Learning Communities:** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Page 77)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Weekly collaborative groups will meet with a heavy emphasis on data analysis, answering the four essential questions: 1) What do we expect our students to learn? 2) How will we know they are learning it? 3) How will we respond when they don't learn? 4) How will we respond if they already know it? 2. Principals will maintain agendas and minutes of PLC meetings, and review them with other principals in their own administrative PLC settings (principal meetings, AC meetings, retreats, etc.)	Staff members will participate in weekly collaboration in the PLC Setting, in order to disaggregate data and closely monitor the academic, attendance and behavioral progress of our socioeconomically disadvantaged students, foster youth and English Learners as compared to other student groups: 1. Weekly collaborative groups will meet with a heavy emphasis on unduplicated pupil data analysis (including the usage of SISENSE dashboards, and standardized data protocols), answering the four essential questions: 1) What do we expect our students to learn? 2) How will we know they are learning it? 3) How will we respond when they don't learn? 4) How will we respond if they already know it? 2. Principals will maintain agendas and minutes of PLC meetings, and review them with other principals in their own administrative PLC settings (principal meetings, AC meetings, retreats, etc.) in order to focus on the improved outcomes of unduplicated pupils	Staff members will participate in weekly collaboration in the PLC Setting, in order to disaggregate data and closely monitor the academic, attendance and behavioral progress of our student groups: 1. Weekly collaborative groups will meet with a heavy emphasis on data analysis (including the usage of SISENSE dashboards, and standardized data protocols), answering the four essential questions: 1) What do we expect our students to learn? 2) How will we know they are learning it? 3) How will we respond when they don't learn? 4) How will we respond if they already know it? 2. Principals will maintain agendas and minutes of PLC meetings, and review them with other principals in their own administrative PLC settings (principal meetings, AC meetings, retreats, etc.) in order to focus on the improved outcomes of pupils

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $52,101	A) $87,448	A) $35,280
Source	A) S&C	A) S&C	A) S&C

Year	2017-18	2018-19	2019-20
Budget Reference	A) 2000 - CLASS SALARY $41,604 3000 - BENEFITS $10,497	A) 2000 - CLASS SALARY $43,272 3000 - BENEFITS $12,176 5000 - SERVICES $32,000	A) 5000 - SERVICES $35,280

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Goal Setting Students will be encouraged to "own their learning" by setting personal achievement	**Goal Setting** Students will be encouraged to "own their learning" by setting personal achievement	**Goal Setting** Students will be encouraged to "own their learning" by setting personal achievement

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
goals and reflecting on their mastery of standards:	goals and reflecting on their mastery of standards:	goals and reflecting on their mastery of standards:
1. All graded work will be aligned with the CCSS pacing plans and entered into student grade books on at least a weekly basis, as outlined in district reporting requirements 2. Grade-books are established by teachers throughout the year with correct start and end dates according to district standards 3. 6th-12th grade students will gain access to Student Portal and have opportunities to check their progress frequently	1. All graded work will be aligned with the CCSS pacing plans and entered into student grade books on at least a weekly basis, as outlined in district reporting requirements 2. Grade-books are established by teachers throughout the year with correct start and end dates according to district standards 3. 6th-12th grade students will gain access to Student Portal and have opportunities to check their progress frequently	1. All graded work will be aligned with the CCSS pacing plans and entered into student grade books on at least a weekly basis, as outlined in district reporting requirements 2. Grade-books are established by teachers throughout the year with correct start and end dates according to district standards 3. 6th-12th grade students will gain access to Student Portal and have opportunities to check their progress frequently 4. Focus groups will be established in order to better understand the needs of academically underperforming or chronically absent student groups

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0.00	$0.00	$0.00
Source	No Additional Cost	No Additional Cost	No Additional Cost
Budget Reference	N/A	N/A	N/A

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| N/A | N/A |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners, Foster Youth, Low Income | LEA-Wide | All Schools |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
First Instruction High-quality first instruction and literacy focus to close the achievement gap and	**Improved Instruction** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Pages 75-76)	**Improved Instruction** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Page 77)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

decrease the number of students requiring special education:

1. Use multi-tiered, differentiated instruction to attain 80%+ mastery on covered standards with the support of paraprofessionals/aides

2. Implement Explicit Direct Instruction (EDI) strategies to engage students in the academic process

3. Students will be engaged through well-thought out pacing-aligned lesson plans and project-based learning that incorporates the 4 Cs (Creativity, Collaboration, Communication and Critical-thinking)

4. Tiered vocabulary instruction supported by the use of visuals will be purposefully integrated into lessons across all content areas (Tier 1: Common Vocabulary; Tier 2: Academic Vocabulary; Tier 3: Content-specific vocabulary)

5. Librarians/multimedia clerks will support the development of student literacy skills

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Improve instruction with an increased focus on literacy in order to close the achievement gap among unduplicated pupil groups:

1. Increase the accessibility of standards-aligned content for our unduplicated pupils through adding multi-tiered, differentiated instruction with the support of paraprofessionals/aides.

2. State and local data reveal a need to address the engagement of our unduplicated pupils. Research-based practices, such as Explicit Direct Instruction (ED), will be implemented with the intent of increasing the engagement of our Foster Youth, English Learners, and Socioeconomically Disadvantaged Students.

3. Unduplicated students will be engaged through well-thought out pacing-aligned lesson plans and project-based learning that incorporates the 4 Cs (Creativity, Collaboration, Communication and Critical-thinking). When possible, efforts to lower class sizes will be made with the intent of improving educational opportunities for unduplicated or underperforming pupils.

4. Tiered vocabulary instruction supported by the use of visuals will be purposefully integrated into lessons across all content areas in order to bolster the language development of English Learners and other student groups that have fallen behind, such as Socioeconomically Disadvantaged students and Foster Youth (Tier 1: Common Vocabulary; Tier 2: Academic Vocabulary; Tier 3: Content-specific vocabulary)

Improve instruction with an increased focus on literacy in order to close achievement gaps:

1. Increase the accessibility of standards-aligned content for our pupils through adding multi-tiered, differentiated instruction with the support of paraprofessionals/aides.

2. Research-based practices, such as Explicit Direct Instruction (ED), will be implemented with the intent of increasing the engagement of our students.

3. Students will be engaged through well-thought out pacing-aligned lesson plans and project-based learning that incorporates the 4 Cs (Creativity, Collaboration, Communication and Critical-thinking). When possible, efforts to lower class sizes will be made with the intent of improving social/emotional outcomes in order to leverage educational opportunities for unduplicated or underperforming pupils.

4. Tiered vocabulary instruction supported by the use of visuals will be purposefully integrated into lessons across all content areas in order to bolster the language development of English Learners and other student groups (Tier 1: Common Vocabulary; Tier 2: Academic Vocabulary; Tier 3: Content-specific vocabulary)

5. Increase the level of literacy development among our students through the strategic support of Librarians/Multimedia clerks.

6. Explore and implement necessary means (methods, committees, strategies, etc.) to actively engage the African American

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	5. Increase the level of literacy development among our unduplicated students through the strategic support of Librarians/Multimedia clerks. 6. Explore and implement necessary means (methods, committees, strategies, etc.) to actively engage the African American community in order to improve academic achievement among that student group.	community in order to improve academic achievement. 7. Use comparison data from school districts with successful outcomes for African American students to find best practices that can be replicated

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $4,890,079 B) $400,000 C) $52,592 D) $2,173,135 E) $564,573 F) $87,239 TOTAL $8,167,618	A) $5,868,138 B) $400,000 C) $53,696 D) $1,351,834 E) $566,265 F) $0.00 TOTAL $8,239,933	A) $6,576,766 B) $0 C) $137,751 D) $1,211,705 E) $452,716 F) $76,264 TOTAL $8,455,202
Source	A) BASE B) LOCAL C) LOTTERY D) S&C E) TITLE I F) TITLE II	A) BASE B) LOCAL C) LOTTERY D) S&C E) TITLE I F) TITLE II	A) BASE B) LOCAL C) LOTTERY D) S&C E) TITLE I F) TITLE II
Budget Reference	A) 1000 - CERT SALARY $2,772,129 2000 - CLASS SALARY $5,358 3000 - BENEFITS $1,674,649 4000 - MAT & SUPP $305,231 5000 - SERVICES $132,712	A) 1000 - CERT SALARY $3,285,158 2000 - CLASS SALARY $0.00 3000 - BENEFITS $1,934,185 4000 - MAT & SUPP $489,065 5000 - SERVICES $159,731	A) 1000 - CERT SALARY $3,804,822 2000 - CLASS SALARY $0.00 3000 - BENEFITS $2,030,325 4000 - MAT & SUPP $328,815 5000 - SERVICES $7,790

Year	2017-18	2018-19	2019-20
			7000 - OTHER $405,014
	B)	B)	B)
	1000 - CERT SALARY $400,000	1000 - CERT SALARY $400,000	1000 - CERT SALARY $0.00
	C)	C)	C)
	4000 - MAT & SUPP $52,592	4000 - MAT & SUPP $53,696	4000 - MAT & SUPP $137,751
	D)	D)	D)
	1000 - CERT SALARY $1,723,470	1000 - CERT SALARY $876,713	1000 - CERT SALARY $892,678
	2000 - CLASS SALARY $178,598	2000 - CLASS SALARY $148,973	2000 - CLASS SALARY $57,396
	3000 - BENEFITS $271,066	3000 - BENEFITS $326,148	3000 - BENEFITS $261,631
	E)	E)	E)
	2000 - CLASS SALARY $415,993	2000 - CLASS SALARY $304,589	2000 - CLASS SALARY $239,668
	3000 - BENEFITS $148,580	3000 - BENEFITS $138,102	3000 - BENEFITS $110,094
		4000 - MAT & SUPP $123,574	4000 - MAT & SUPP $5,084
			5000 - SERVICES $97,870
	F)	F)	F)
	1000 - CERT SALARY $87,239	1000 - CERT SALARY $0.00	1000 - CERT SALARY $76,218

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Assessment & Monitoring Continue to utilize the district benchmark system (School City) aligned with CCSS and CAASPP to gauge student progress,	**Improved Assessment & Monitoring** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Pages 75-76)	**Improved Assessment & Monitoring** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Page 77)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
and continue to implement standards-based report cards: 1. Evaluate and revise district benchmark assessments as needed 2. Progress will be monitored using frequent CFAs and district benchmarks. Data will be discussed in collaborative groups and will drive intervention and instruction efforts 3. Pilot CCSS aligned report cards, and continue their implementation into all grade levels.	Utilize the district benchmark system (School City) aligned with CCSS and CAASPP to gauge unduplicated student progress as compared to other student groups, and implement standards-based report cards: 1. Evaluate and improve district benchmark assessments as needed. Develop and implement assessment plans that spiral and scaffold content. Assessment results of unduplicated students will be reported to stakeholders. 2. Unduplicated student progress will be monitored using frequent CFAs and district benchmarks as compared to other student groups. Data will be discussed in collaborative groups and will drive intervention and instruction efforts 3. Expand the implementation of CCSS aligned report cards into additional grade levels.	Utilize the district benchmark system (School City) aligned with CCSS and CAASPP to gauge student progress, and implement standards-based report cards: 1. Evaluate and improve district benchmark assessments as needed. Develop and implement assessment plans that spiral and scaffold content. Assessment results of students will be disaggregated by student group and reported to stakeholders. 2. Student progress will be monitored using frequent CFAs and district benchmarks as compared to other student groups. Data will be discussed in collaborative groups and will drive intervention and instruction efforts 3. Expand the implementation of CCSS aligned report cards into additional grade levels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $0.00	A) $30,000	A) $31,401
Source	No Additional Cost	S&C	S&C
Budget Reference	N/A	5000 - SERVICES $30,000	5000 - SERVICES $31,401

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Intervention Continue to provide intervention support to students who are below grade level in ELA and mathematics in elementary,	**Intervention** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Pages 75-76)	**Intervention** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Page 77)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
middle and high school to close the achievement gap and decrease the number of students who require special education:	Use research-based intervention supports to improve the academic performance of our unduplicated pupil groups that are falling behind in English Language Arts and Mathematics:	Use research-based intervention supports to improve the academic performance of our pupil groups that are falling behind in English Language Arts and Mathematics:

2017-18 Actions/Services

1. Title I schools will leverage Supplemental Educational Services funding to increase academic achievement for all students, especially unduplicated significant subgroups

2. Implement RTI and intervention programs based on classroom and district data

3. Each Wednesday will be an early release day, utilized for PLC and collaboration time in order to analyze student data to inform intervention needs.

4. The struggling 15-20% of students will be identified for intervention services that may require additional resources—including technology enhanced instruction

5. Student Study Teams (SSTs) will be frequently conducted to assist struggling students, and significant subgroups— such as Foster youth and homeless youth, will be monitored on an even more frequent basis.

6. GPA monitoring and grade distribution analysis will occur frequently at the site level. Students performing under the 2.0 level will receive appropriate interventions as discussed in the SST process

2018-19 Actions/Services

1. Title I schools will leverage Supplemental Educational Services funding to increase academic achievement for all students, especially unduplicated significant subgroups

2. Use unduplicated student achievement data to inform RTI & intervention programs. Pilot Accelerated Math & monitor unduplicated student STAR Math scores to determine its effectiveness.

3. Each Wednesday will be an early release day, utilized for PLC and collaboration time. Student data will be disaggregated by student group in order to compare unduplicated student achievement with other populations.

4. Struggling unduplicated students will be identified for intervention services that may require additional resources— including technology enhanced instruction

5. Unduplicated students that are struggling will be entered into the Student Study Team (SST) process in order to better understand and meet their needs.

6. GPA monitoring and grade distribution analysis will occur frequently at the site level. Unduplicated students performing under the 2.0 level will receive appropriate interventions as discussed in the SST process

2019-20 Actions/Services

1. Title I schools will leverage Supplemental Educational Services funding to increase academic achievement for all students

2. Use student achievement data to inform RTI & intervention programs. Pilot Accelerated Math & monitor student STAR Math scores to determine its effectiveness.

3. Each Wednesday will be an early release day, utilized for PLC and collaboration time. Student data will be disaggregated by student group

4. Struggling students will be identified for intervention services that may require additional resources—including technology enhanced instruction, and after school programs.

5. Students that are struggling will be entered into the Student Study Team (SST) process in order to better understand and meet their needs.

6. GPA monitoring and grade distribution analysis will occur frequently at the site level. Students performing under the 2.0 level will receive appropriate interventions as discussed in the SST process

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $272,818 B) $680,192 C) D) TOTAL $953,009	A) $192,923 B) $242,620 C) D) TOTAL $435,544	A) $247,257 B) $377,869 C) $122,850 D) $23,033 TOTAL $747,430
Source	A)　　　S&C B)　　　TITLE I	A)　　　S&C B)　　　TITLE I	A)　　　S&C B)　　　TITLE I C)　　　ASES D)　　　LOTTERY
Budget Reference	A) 1000 - CERT SALARY: $212,904 3000 – BENEFITS $59,914 B) 1000 - CERT SALARY $278,638 3000 – BENEFITS $90,644 4000 - MAT & SUPP $39,161 5000 - SERVICES　　$271,748	A) 1000 - CERT SALARY $119,146 3000 - BENEFITS　　$31,777 4000 - MAT & SUPP　$14,000 5000 - SERVICES　　$28,000 B) 1000 - CERT SALARY $83,641 3000 - BENEFITS　　$30,670 4000 - MAT & SUPP　$0.00 5000 - SERVICES　　$128,308	A) 1000 - CERT SALARY $133,390 3000 - BENEFITS　　$36,549 4000 - MAT & SUPP　$45,564 5000 - SERVICES　　$31,754 B) 1000 - CERT SALARY $95,389 3000 - BENEFITS　　$34,792 4000 - MAT & SUPP　$0.00 5000 - SERVICES　　$247,688 C) 2000 - CLASS SALARY $11,574 3000 - BENEFITS　　$3,568 4000 - MAT & SUPP　$16,861 5000 - SERVICES　　$90,847 D) 5000 - SERVICES　　$23,033

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   8

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students to be Served	Location(s)
All	All Schools

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Special Education & 504s	**Special Education & 504s**	**Special Education & 504s**

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
IEPs and 504 plans will be kept in compliance:	IEPs and 504 plans will be kept in compliance:	IEPs and 504 plans will be kept in compliance:
1. Student needs and strengths will be considered, with heavy parent input, to design learning plans with the most beneficial goals, objectives and services for each child with additional needs. This will be done with the support of severe disabilities aides 2. The Least Restrictive Environment will always be facilitated, based on each child's individual needs and strengths. Special Education mainstream time will be supported using Universal Design for Learning strategies (UDL) 3. Continue to provide qualified specialists who are trained to identify and understand complications that impede learning and who can modify instruction to help students achieve their individual potential	1. Student needs and strengths will be considered, with heavy parent input, to design learning plans with the most beneficial goals, objectives and services for each child with additional needs. This will be done with the support of severe disabilities aides 2. The Least Restrictive Environment will always be facilitated, based on each child's individual needs and strengths. Special Education mainstream time will be supported using Universal Design for Learning strategies (UDL). When possible, efforts to lower class sizes will be made with the intent of improving educational opportunities. 3. Continue to provide qualified specialists who are trained to identify and understand complications that impede learning and who can modify instruction to help students achieve their individual potential	1. Student needs and strengths will be considered, with heavy parent input, to design learning plans with the most beneficial goals, objectives and services for each child with additional needs. This will be done with the support of severe disabilities aides 2. The Least Restrictive Environment will always be facilitated, based on each child's individual needs and strengths. Special Education mainstream time will be supported using Universal Design for Learning strategies (UDL). When possible, efforts to lower class sizes will be made with the intent of improving educational opportunities. 3. Continue to provide qualified specialists who are trained to identify and understand complications that impede learning and who can modify instruction to help students achieve their individual potential

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $5,925,931 B) $11,000 TOTAL $5,936,931	A) $6,293,934 B) $11,000 C) $39,000 TOTAL $6,343,934	A) $6,370,053 B) $11,000 C) $0.00 TOTAL $6,381,053
Source	A) IDEA B) LOCAL	A) IDEA B) LOCAL C) TITLE I	A) IDEA B) LOCAL C) TITLE I

Year	2017-18	2018-19	2019-20
Budget Reference	A) 1000 - CERT SALARY $2,576,418 2000 - CLASS SALARY $1,392,082 3000 - BENEFITS $1,424,489 4000 - MAT & SUPP -$41,622 5000 - SERVICES $319,564 7000 - OTHER $255,000 B) 5000 - SERVICES $11,000	A) 1000 - CERT SALARY $2,728,453 2000 - CLASS SALARY $1,644,969 3000 - BENEFITS $1,599,347 4000 - MAT & SUPP $106,165 5000 - SERVICES $0.00 7000 - OTHER $215,000 B) 5000 - SERVICES $11,000 C) 5000 - SERVICES $39,000	A) 1000 - CERT SALARY $2,662,523 2000 - CLASS SALARY $1,547,047 3000 - BENEFITS $1,673,326 4000 - MAT & SUPP $117,358 5000 - SERVICES $81,141 7000 - OTHER $288,657 B) 5000 - SERVICES $11,000 C) 5000 - SERVICES $0.00

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Enrichment Students that are meeting/exceeding standards in a subject will be provided with opportunities for enrichment:	**Targeted Learning Opportunities** (Meets Identified Unduplicated Student Needs # 1, 5, 6, and 7 in Goal 1, Pages 75-76)	**Targeted Learning Opportunities** (Meets Identified Unduplicated Student Needs # 1, 5, 6, and 7 in Goal 1, Page 77)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. If a student has mastered a class objective, differentiated instruction will be offered to allow them to continue their advancement into future content standards 2. When students are re-grouped for intervention, others should be given access to enrichment projects to deepen their learning	Many of our socioeconomically disadvantaged and other unduplicated students (especially in our remote area) will be first generation college students, and have not been exposed to the career possibilities that are open to them. These students will receive targeted instructional experiences that push their learning, develop interests, and engage them in the possibility of college and careers. 1. Differentiated instruction, including rigorous, challenging content for students that are at grade level or beyond, will be provided to increase the % of unduplicated pupils that are on track to be college and career ready	Many of our students (especially in our remote area) will be first generation college students, and have not been exposed to the career possibilities that are open to them. These students will receive targeted instructional experiences that push their learning, develop interests, and engage them in the possibility of college and careers. 1. Differentiated instruction, including rigorous, challenging content for students that are at grade level or beyond, will be provided to increase the % of pupils that are on track to be college and career ready

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $5,029	A) $5,117	A) $5,195
Source	A) S&C	A) S& C	A) S&C
Budget Reference	A) 1000 - CERT SALARY $4,260 3000 - BENEFITS $769	A) 1000 - CERT SALARY $4,260 3000 - BENEFITS $857	A) 1000 - CERT SALARY $4,260 3000 - BENEFITS $935

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| N/A |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| N/A |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| English Learners |

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| Limited to Unduplicated Student Group |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
EL Progress & Reclassification Increase the number of EL students making steady progress and reaching	**EL Progress & Reclassification** (Meets Identified Unduplicated Student Needs # 3 in Goal 1, Pages 75-76)	**EL Progress & Reclassification** (Meets Identified Unduplicated Student Needs # 3 in Goal 1, Page 77)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
proficiency (reclassification) within 5 years: 1. Provide training in ELD standards for teachers 2. Continue to implement the ELA/ELD framework with ELD instruction at all grade levels 3. Continue to monitor academic progress through PLC process and provide intervention programs during the school day where needed 4. Continue to offer EL parent education	Increase the number of EL students making steady progress and reaching proficiency (reclassification) within 5 years: 1. Provide training in ELD standards for teachers 2. Continue to implement the ELA/ELD framework with ELD instruction at all grade levels 3. Continue to monitor academic progress through PLC process and provide intervention programs during the school day where needed 4. Continue to offer EL parent education	Increase the number of EL students making steady progress and reaching proficiency (reclassification) within 5 years: 1. Provide training in ELD standards for teachers 2. Continue to implement the ELA/ELD framework with ELD instruction at all grade levels 3. Continue to monitor academic progress through PLC process and provide intervention programs during the school day where needed 4. Continue to offer EL parent education

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $48,640 B) $9,356 TOTAL $57,996	A) $44,859 B) $0.00 TOTAL $44,859	A) $47,293 B) $0.00 TOTAL $47,293
Source	A)　　S&C B)　　TITLE III	A)　　S&C B)　　TITLE III	A)　　S&C B)　　TITLE III
Budget Reference	A) 4000 - MAT & SUPP　　$48,640 B) 4000 - MAT & SUPP　　$9,356	A) 4000 - MAT & SUPP　　$44,859 B) 4000 - MAT & SUPP　　$0.00	A) 4000 - MAT & SUPP　　$47,293 B) 4000 - MAT & SUPP　　$0.00

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	Limited to Unduplicated Student Group	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Long Term EL Progress Long-Term English Language Students will be automatically entered into the SST process to determine additional	**Long Term EL Progress** (Meets Identified Unduplicated Student Needs # 3 in Goal 1, Pages 75-76)	**Long Term EL Progress** (Meets Identified Unduplicated Student Needs # 3 in Goal 1, Page 77)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
strategies, research-based assistance, or services the child needs to progress toward proficiency: 1. MUSD will continue to implement and revise its Long Term English Learner Plan	Long-Term English Language Students will be automatically entered into the SST process to determine additional strategies, research-based assistance, or services the child needs to progress toward proficiency: 1. MUSD will continue to implement and revise its Long Term English Learner Plan	Long-Term English Language Students will be automatically entered into the SST process to determine additional strategies, research-based assistance, or services the child needs to progress toward proficiency: 1. MUSD will continue to implement and revise its Long Term English Learner Plan

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $0.00	B) $0.00	A) $0.00
Source	No Additional Cost	No Additional Cost	No Additional Cost
Budget Reference	N/A	N/A	N/A

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	Limited to Unduplicated Student Group	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Reclassified EL Monitoring Reclassified students will be monitored for the state mandated timelines, and beyond if necessary:	**Reclassified EL Monitoring** (Meets Identified Unduplicated Student Needs # 3 in Goal 1, Pages 75-76)	**Reclassified EL Monitoring** (Meets Identified Unduplicated Student Needs # 3 in Goal 1, Page 77)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Bilingual aides, administration and teachers will work closely together to track the progress of reclassified EL students for a minimum of two years. 2. If a reclassified student is falling behind, they will be entered into the SST process to determine which interventions might help them catch up to their grade-level peers	Reclassified students will be monitored for the state mandated timelines, and beyond if necessary: 1. Bilingual aides, administration and teachers will work closely together to track the progress of reclassified EL students for a minimum of two years. 2. If a reclassified student is falling behind, they will be entered into the SST process to determine which interventions might help them catch up to their grade-level peers	Reclassified students will be monitored for the state mandated timelines, and beyond if necessary: 1. Bilingual aides, administration and teachers will work closely together to track the progress of reclassified EL students for a minimum of two years. 2. If a reclassified student is falling behind, they will be entered into the SST process to determine which interventions might help them catch up to their grade-level peers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $0.00	A) $0.00	A) $0.00
Source	No Additional Cost	No Additional Cost	No Additional Cost
Budget Reference	N/A	N/A	N/A

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SDAIE Teachers will craft lesson plans with an emphasis on language development:	**SDAIE** (Meets Identified Unduplicated Student Needs # 3 in Goal 1, Pages 75-76)	**SDAIE** (Meets Identified Unduplicated Student Needs # 3 in Goal 1, Page 77) Teachers will craft lesson plans with an emphasis on language development:

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Embedded SDAIE strategies will be used to support the progress of all students, but especially for English Learners 2. Tiered vocabulary instruction supported by the use of visuals will be purposefully integrated into lessons across all content areas (Tier 1: Common Vocabulary; Tier 2: Academic Vocabulary; Tier 3: Content-specific vocabulary)	Teachers will craft lesson plans with an emphasis on language development: 1. Embedded SDAIE strategies will be used to support the progress of all students, but especially for English Learners 2. Tiered vocabulary instruction supported by the use of visuals will be purposefully integrated into lessons across all content areas (Tier 1: Common Vocabulary; Tier 2: Academic Vocabulary; Tier 3: Content-specific vocabulary)	1. Embedded SDAIE strategies will be used to support the progress of all students, but especially for English Learners 2. Tiered vocabulary instruction supported by the use of visuals will be purposefully integrated into lessons across all content areas (Tier 1: Common Vocabulary; Tier 2: Academic Vocabulary; Tier 3: Content-specific vocabulary)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $0.00	A) $0.00	A) $0.00
Source	No Additional Cost	No Additional Cost	No Additional Cost
Budget Reference	N/A	N/A	N/A

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	Limited to Unduplicated Student Group	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
ELD Instruction Designated ELD instruction will be offered for all EL students:	**ELD Instruction** (Meets Identified Unduplicated Student Needs # 3 in Goal 1, pages 75-76)	**ELD Instruction** (Meets Identified Unduplicated Student Needs # 3 in Goal 1, page 77)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. English Learners will receive daily ELD instruction for a minimum of 30 minutes, as supported by bilingual aides 2. ELD instruction will be appropriately grouped, with no more than 2 consecutive proficiency levels receiving instruction at a given time	Designated ELD instruction based on research-based practices, the ELD frameworks, and ELD/ELA standards will be offered for all English Learners: 1. English Learners will receive daily ELD instruction for a minimum of 30 minutes. This instruction will be improved with the support of bilingual aides when possible. 2. ELD instruction will be appropriately grouped, with no more than 2 consecutive proficiency levels receiving instruction at a given time	Designated ELD instruction based on research-based practices, the ELD frameworks, and ELD/ELA standards will be offered for all English Learners: 1. English Learners will receive daily ELD instruction for a minimum of 30 minutes. This instruction will be improved with the support of bilingual aides when possible. 2. ELD instruction will be appropriately grouped, with no more than 2 consecutive proficiency levels receiving instruction at a given time

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $172,459	A) $230,312	A) $245,027
Source	A) S&C	A) S&C	A) S&C
Budget Reference	A) 2000 - CLASS SALARY $116,340 3000 - BENEFITS $56,119	A) 2000 - CLASS SALARY $146,015 3000 - BENEFITS $84,298	A) 2000 - CLASS SALARY $154,262 3000 - BENEFITS $90,764

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All Students	Specific Schools: California City Middle School and Mojave Jr./Sr. High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Middle School Drop Out Rate	**Middle School Drop Out Rate**	**Middle School Drop Out Rate**

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Improved record-keeping and attendance monitoring will be implemented to reduce the rate of middle-school dropouts:	Improved record-keeping and attendance monitoring will be implemented to reduce the rate of middle-school dropouts:	Improved record-keeping and attendance monitoring will be implemented to reduce the rate of middle-school dropouts:
1. Student attendance will be frequently monitored. Students that move away will be accurately tracked and correct data will be entered into the system	1. Student attendance will be frequently monitored. Students that move away will be accurately tracked and correct data will be entered into the system	1. Student attendance will be frequently monitored. Students that move away will be accurately tracked and correct data will be entered into the system
2. Improved efforts will be made by school sites to confirm when students move out of state	2. Improved efforts will be made by school sites to confirm when students move out of state	2. Improved efforts will be made by school sites to confirm when students move out of state
3. Implement the Get Focused, Stay Focused bridge program at CCMS to help middle school students achieve a successful transition into high school	3. Continue to implement the Get Focused, Stay Focused bridge program at CCMS to help middle school students achieve a successful transition into high school	3. Continue to implement the Get Focused, Stay Focused bridge program at CCMS to help middle school students achieve a successful transition into high school

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $0.00	A) $0.00	A) $0.00
Source	No Additional Cost	No Additional Cost	No Additional Cost
Budget Reference	N/A	N/A	N/A

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools: California City Middle School, California City High School, and Mojave. Jr./Sr. High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Credit Monitoring

Continue to closely monitor secondary students for credit deficiencies:

1. Evaluate and continue to provide parent education on traits/habits of high achieving students and navigating the higher education system and resources for incoming middle and high school parents
2. Continue to provide response to students who have credit deficiencies
3. Continue to provide counseling, both academic and/or socio-emotional, when necessary
4. Continue to implement the Get Focused Stay Focused student success program at CCHS, and beyond where feasible
5. Continue to implement senior portfolios to help students transition into college or careers

Credit Monitoring (Meets Identified Unduplicated Student Needs # 4, 5, 6, and 7 in Goal 1, Pages 75-76)

Continue to closely monitor secondary students for credit deficiencies:

1. Evaluate and continue to provide parent education on traits/habits of high achieving students and navigating the higher education system and resources for incoming middle and high school parents
2. Continue to provide response to students who have credit deficiencies
3. Continue to provide counseling, both academic and/or socio-emotional, when necessary
4. Continue to implement the Get Focused Stay Focused student success program at CCHS, and beyond where feasible
5. Continue to implement senior portfolios to help students transition into college or careers

Credit Monitoring (Meets Identified Unduplicated Student Needs # 4, 5, 6, and 7 in Goal 1, Page 77)

Continue to closely monitor secondary students for credit deficiencies:

1. Evaluate and continue to provide parent education on traits/habits of high achieving students and navigating the higher education system and resources for incoming middle and high school parents
2. Continue to provide response to students who have credit deficiencies
3. Continue to provide counseling, both academic and/or socio-emotional, when necessary
4. Continue to implement the Get Focused Stay Focused student success program at CCHS, and beyond where feasible
5. Continue to implement senior portfolios to help students transition into college or careers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $206,807 B) $172,679 TOTAL $379,486	A) $209,304 B) $189,747 TOTAL $399,051	A) $224,199 B) $192,912 C) $10,768 TOTAL $427,878
Source	A) BASE B) S&C	A) BASE B) S&C	A) BASE B) S&C C) IDEA

Year	2017-18	2018-19	2019-20
Budget Reference	A) 1000 - CERT SALARY $99,751 2000 - CLASS SALARY $49,629 3000 - BENEFITS $57,427 B) 1000 - CERT SALARY $77,364 2000 - CLASS SALARY $43,480 3000 - BENEFITS $51,835	A) 1000 - CERT SALARY $100,246 2000 - CLASS SALARY $50,565 3000 - BENEFITS $58,493 B) 1000 - CERT SALARY $80,135 2000 - CLASS SALARY $48,543 3000 - BENEFITS $61,069	A) 1000 - CERT SALARY $109,888 2000 - CLASS SALARY $50,565 3000 - BENEFITS $63,746 B) 1000 - CERT SALARY $82,281 2000 - CLASS SALARY $46,779 3000 - BENEFITS $63,851 C) 1000 - CERT SALARY $8,829 3000 - BENEFITS $1,938

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: California City Middle School, California City High School, Mojave Jr./Sr. High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Credit Retrieval and Blended Learning

2018-19 Actions/Services

Credit Retrieval and Blended Learning (Meets Identified Unduplicated Student

2019-20 Actions/Services

Credit Retrieval and Blended Learning (Meets Identified Unduplicated Student

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Secondary schools will provide students with alternative educational opportunities in order to complete the necessary coursework and credits for graduation: 1. Provide credit retrieval and independent study options for students who are credit-deficient 2. Continue to explore and implement blended learning approaches for students that are not on track to graduate	Needs # 4, 5, 6, and 7 in Goal 1, Pages 75-76) Secondary schools will provide students with alternative educational opportunities in order to complete the necessary coursework and credits for graduation: 1. Continue to provide credit retrieval and independent study options for students who are credit-deficient 2. Continue to explore and implement blended learning approaches for students that are not on track to graduate	Needs # 4, 5, 6, and 7 in Goal 1, Page 77) Secondary schools will provide students with alternative educational opportunities in order to complete the necessary coursework and credits for graduation: 1. Continue to provide credit retrieval and independent study options for students who are credit-deficient 2. Continue to explore and implement blended learning approaches for students that are not on track to graduate

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $20,740 B) $205,394 TOTAL $226,134	A) $10,605 B) $377,890 C) 10,988 TOTAL $399,483	A) $0.00 B) $339,291 C) $0.00 TOTAL $339,291
Source	A) IDEA B) S&C	A) IDEA B) S&C C) BASE	A) IDEA B) S&C C) BASE
Budget Reference	A) 1000 - CERT SALARY $17,569 3000 - BENEFITS $3,171 B) 1000 - CERT SALARY $125,448 2000 - CLASS SALARY $25,567	A) 1000 - CERT SALARY $8,829 3000 - BENEFITS $1,776 B) 1000 - CERT SALARY $291,557 2000 - CLASS SALARY $0.00	A) 1000 - CERT SALARY $0.00 3000 - BENEFITS $0.00 B) 1000 - CERT SALARY $255,497 2000 - CLASS SALARY $0.00

Year	2017-18	2018-19	2019-20
	3000 - BENEFITS $54,380	3000 - BENEFITS $86,332 C) 1000 - CERT SALARY $9,148 3000 - BENEFITS $1,840	3000 - BENEFITS $83,794 C) 1000 - CERT SALARY $0.00 3000 - BENEFITS $0.00

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools: California City Middle School, California City High School, Mojave Jr./Sr. High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Secondary Attendance Monitoring	**Secondary Attendance Monitoring** (Meets Identified Unduplicated Student	**Secondary Attendance Monitoring** (Meets Identified Unduplicated Student

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student attendance will be frequently monitored. Students that move away will be accurately tracked and correct data will be entered into the system: 1. Central Enrollment/Student Services will monitor the accuracy of records by utilizing the CALPADS system, and coordinating with sites. 2. Sites will regularly monitor attendance and information related to students that have dropped, or students that have periods of non-attendance	Needs # 5, & 6 in Goal 1, and Needs # 1 and 2 in Goal 2, Pages 75-76) MUSD unduplicated students have an average chronic absentee rate that exceeds 20%, which seriously compounds learning gaps and limits the effectiveness of other improved or increased services for our English Learners, Foster Youth and Socioeconomically Disadvantaged students. For that reason, the attendance and records of unduplicated students will be regularly monitored to reduce the level of dropouts, and targeted strategies will be applied to improve their attendance rates. 1. Central Enrollment/Student Services will continue to monitor the accuracy of unduplicated student records by utilizing the CALPADS system and coordinating information with sites. 2. Sites will continue to regularly monitor attendance and information related to unduplicated students that have dropped, or unduplicated students that have periods of non-attendance in order to apply research-based strategies to reduce chronic absenteeism and dropout rates.	Needs # 5, & 6 in Goal 1, and Needs # 1 and 2 in Goal 2, Page 77) MUSD students have an average chronic absentee rate that exceeds 24%, which seriously compounds learning gaps and limits the effectiveness of other improved or increased services. For that reason, the attendance and records of students will be regularly monitored to reduce the level of dropouts, and targeted strategies will be applied to improve their attendance rates. 1. Central Enrollment/Student Services will continue to monitor the accuracy of student records by utilizing the CALPADS system and coordinating information with sites. 2. Sites will continue to regularly monitor attendance and information related to students that have dropped, or students that have periods of non-attendance in order to apply research-based strategies to reduce chronic absenteeism and dropout rates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $131,739	A) $141,260	A) $129,795

Year	2017-18	2018-19	2019-20
Source	A) S&C	A) S&C	A) S&C
Budget Reference	A) 2000 - CLASS SALARY $94,456 3000 - BENEFITS $37,282	A) 2000 - CLASS SALARY $99,432 3000 - BENEFITS $41,828	A) 2000 - CLASS SALARY $88,626 3000 - BENEFITS $41,169

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students to be Served	Location(s)
All Students	All Schools

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student Acclimation Explore student orientation/intake opportunities to help new students make successful transitions:	**Student Acclimation** Explore student orientation/intake opportunities to help new students make successful transitions:	**Student Acclimation** Explore student orientation/intake opportunities to help new students make successful transitions:

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Institute methods of assessing students as soon as possible after enrollment 2. Institute methods of familiarizing students with essential staff members, PBIS, campus clubs/activities, and other school expectations	1. Institute methods of assessing students as soon as possible after enrollment 2. Institute methods of familiarizing students with essential staff members, PBIS, campus clubs/activities, and other school expectations	1. Institute methods of assessing students as soon as possible after enrollment 2. Institute methods of familiarizing students with essential staff members, PBIS, campus clubs/activities, and other school expectations

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $0.00	A) $0.00	A) $0.00
Source	No Additional Cost	No Additional Cost	No Additional Cost
Budget Reference	N/A	N/A	N/A

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **20**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools: California City High School, Mojave Jr./Sr. High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
College/Career Readiness: Monitor and expand the options that students can complete to become	**College/Career Readiness:** (Meets Identified Unduplicated Student Needs # 4, 5, 6, and 7 in Goal 1, Pages 75-76)	**College/Career Readiness:** (Meets Identified Unduplicated Student Needs # 4, 5, 6, and 7 in Goal 1, Page 77)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
"Prepared" for college and careers through the following: A) CTE Pathway + 3+ on ELA or Math CAASPP and a 2+ in the other subject area B) CTE Pathway + completion of 1 semester of Dual Enrollment with a passing grade C) At least a level 3 "Standard Met" on both ELA and MATH on CAASPP D) Completion of two semesters of Dual Enrollment with a passing grade E) Completion of courses that meet A-G criteria + [CTE Pathway Completion] or [a 3+ on ELA or Math CAASPP and a 2+ in the other subject area] or [1 semester of Dual Enrollment with passing grade] 1. Ongoing academic counseling will be offered to inform students and parents about college/career readiness 2. Students will be granted multiple opportunities to explore their interests in opportunities after high school (senior portfolio, Get Focused/Stay Focused) 3. Administrators, academic counselors, and staff will monitor A-G progress using transcript analysis and strategic master scheduling 4. A-G offerings will be expanded when possible	Many of our socioeconomically disadvantaged students and other pupils will be first time college students in their families. Our remote location, cost of college classes, and lack of career-interest development are also barriers to successful post-high school transitions. In order to mitigate this, MUSD will increase the options that unduplicated students can complete to become "Prepared" for college and careers through the following: A) CTE Pathway + 3+ on ELA or Math CAASPP and a 2+ in the other subject area B) CTE Pathway + completion of 1 semester of Dual Enrollment with a passing grade C) At least a level 3 "Standard Met" on both ELA and MATH on CAASPP D) Completion of two semesters of Dual Enrollment with a passing grade E) Completion of courses that meet A-G criteria + [CTE Pathway Completion] or [a 3+ on ELA or Math CAASPP and a 2+ in the other subject area] or [1 semester of Dual Enrollment with passing grade]	Many of our pupils will be first time college students in their families. Our remote location, cost of college classes, and lack of career-interest development are also barriers to successful post-high school transitions. In order to mitigate this, MUSD will increase the options that students can complete to become "Prepared" for college and careers through the following: A) CTE Pathway + 3+ on ELA or Math CAASPP and a 2+ in the other subject area B) CTE Pathway + completion of 1 semester of Dual Enrollment with a passing grade C) At least a level 3 "Standard Met" on both ELA and MATH on CAASPP D) Completion of two semesters of Dual Enrollment with a passing grade E) Completion of courses that meet A-G criteria + [CTE Pathway Completion] or [a 3+ on ELA or Math CAASPP and a 2+ in the other subject area] or [1 semester of Dual Enrollment with passing grade]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5. Continue the implementation of ERWC (Expository Reading and Writing Courses) 6. Maintain current CTE pathways offered at California City High School and Mojave Jr./Sr. High School, and expand them when possible. 7. Continue to offer and expand Dual Enrollment offerings at the secondary level 8. Increase the number and percent of students who demonstrate college preparedness pursuant to the Early Assessment Program	1. Ongoing academic counseling will be offered to inform unduplicated students and parents about college/career readiness 2. Unduplicated students will be guided to explore their interests in opportunities after high school (senior portfolio, Get Focused/Stay Focused). 3. Administrators, academic counselors, and staff will monitor A-G progress using transcript analysis and strategic master scheduling 4. A-G offerings will be expanded, when possible, to offer multiple opportunities for unduplicated students to become CSU/UC ready. 5. Continue the implementation of ERWC (Expository Reading and Writing Courses) 6. Maintain and expand CTE pathways in order to develop the Career readiness and interests of our unduplicated student populations 7. Continue to offer and expand Dual Enrollment offerings at the secondary level in order to increase the number of unduplicated pupils graduating high school having earned college credits. 8. Increase the number and percent of unduplicated students who demonstrate college preparedness pursuant to the Early Assessment Program	1. Ongoing academic counseling will be offered to inform students and parents about college/career readiness 2. Students will be guided to explore their interests in opportunities after high school (senior portfolio, Get Focused/Stay Focused). 3. Administrators, academic counselors, and staff will monitor A-G progress using transcript analysis and strategic master scheduling 4. A-G offerings will be expanded, when possible, to offer multiple opportunities for students to become CSU/UC ready. 5. Continue the implementation of ERWC (Expository Reading and Writing Courses) 6. Maintain and expand CTE pathways in order to develop the Career readiness and interests of our student populations 7. Continue to offer and expand Dual Enrollment offerings at the secondary level in order to increase the number of pupils graduating high school having earned college credits. 8. Increase the number and percent of students who demonstrate college preparedness pursuant to the Early Assessment Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $93,087 B) $176,422 C) $32,623 D) $338,339	A) $5,121 B) $74,874 C) $32,623 D) $319,138	A) $0.00 B) $0.00 C) $42,856 D) $285,728

Year	2017-18	2018-19	2019-20
	TOTAL $640,471	TOTAL $431,755	TOTAL $328,584
Source	A) BASE B) CTEIG C) Perkins D) S&C	A) BASE B) CTEIG C) Perkins D) S&C	A) BASE B) CTEIG C) Perkins D) S&C
Budget Reference	A) 1000 - CERT SALARY $67,460 3000 - BENEFITS $25,627 B) 1000 - CERT SALARY $9,000 3000 - BENEFITS $2,000 4000 - MAT & SUPP $78,674 5000 - SERVICES $40,000 6000 - CAPITAL $46,748 C) 4000 - MAT & SUPP $32,623 D) 1000 - CERT SALARY $252,434 3000 - BENEFITS $85,905	A) 1000 - CERT SALARY $5,121 3000 - BENEFITS $0.00 B) 1000 - CERT SALARY $56,111 3000 - BENEFITS $18,763 4000 - MAT & SUPP $0.00 5000 - SERVICES $0.00 6000 - CAPITAL $0.00 C) 4000 - MAT & SUPP $32,623 D) 1000 - CERT SALARY $228,118 3000 - BENEFITS $91,020	A) 1000 - CERT SALARY $0.00 3000 - BENEFITS $0.00 B) 1000 - CERT SALARY $0.00 3000 - BENEFITS $0.00 4000 - MAT & SUPP $0.00 5000 - SERVICES $0.00 6000 - CAPITAL $0.00 C) 4000 - MAT & SUPP $29,530 5000 - SERVICES $11,217 7000 - OTHER $2,109 D) 1000 - CERT SALARY $211,017 3000 - BENEFITS $74,711

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   21

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teacher Recruitment Implement recruiting strategy for specialized and/or difficult to fill positions:	**Teacher Recruitment** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Pages 75-76)	**Teacher Recruitment** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Page 77)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Review all teacher assignments at the beginning of each year for appropriate credentials 2. Complete hiring process, orientation, and training 3. Process disciplinary actions resulting in discharge 4. Adequately advertise open positions using a variety of digital and print resources, and engage local universities to connect with potential employee candidates 5. Interview questions need to be revised and standardized to align with early-literacy, technology, college-career-readiness, and CCSS/NGSS implementation	Research shows that the learning of socioeconomically disadvantaged students is negatively impacted at greater rates than other student groups when faced with disruptions to the learning environment. MUSD will implement a recruiting strategy for specialized and/or difficult-to-fill positions in order to improve the consistency and quality of instruction of unduplicated pupils and avoid disruptions to their progress: 1. Review all teacher assignments at the beginning of each year for appropriate credentials 2. Complete hiring process, orientation, and training. When possible, these orientations and trainings will include a focus on our local context and how to better serve our high percentage of unduplicated students. 3. Process disciplinary actions resulting in discharge 4. Adequately advertise open positions using a variety of digital and print resources, and engage local universities to connect with potential employee candidates. Utilize a Credential Support Program to fill positions that might otherwise remain vacant, which would seriously inhibit the progress of unduplicated pupils. Prioritize the recruitment of employees that match the diverse demographics of the student population we serve (participation at bilingual and minority teacher recruitment fairs, etc.).	MUSD will implement a recruiting strategy for specialized and/or difficult-to-fill positions in order to improve the consistency and quality of instruction and avoid disruptions to pupil progress: 1. Develop a recruitment/retention plan 2. Review all teacher assignments at the beginning of each year for appropriate credentials 3. Complete hiring process, orientation, and training. When possible, these orientations and trainings will include a focus on our local context and how to better serve our high percentage of unduplicated students. 4. Process disciplinary actions resulting in discharge 5. Adequately advertise open positions using a variety of digital and print resources, and engage local universities to connect with potential employee candidates. Utilize a Credential Support Program to fill positions that might otherwise remain vacant, which would seriously inhibit the progress of pupils. 6. Prioritize the recruitment of employees that match the diverse demographics of the student population we serve (participation at bilingual and minority teacher recruitment fairs, communication with Historically Black Colleges and Universities (HBCUs), exploration of AmeriCorps hiring programs, etc.).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $53,513	A) $157,500 B) $279,238 TOTAL $436,738	A) $50,600 B) $106,524 C) $49,109 TOTAL $206,233
Source	A) BASE	A) BASE B) S&C	A) BASE B) S&C C) TITLE V
Budget Reference	A) 5000 - SERVICES $53,513	A) 1000 - CERT SALARY $82,000 3000 - BENEFITS $22,000 5000 - SERVICES $53,500 B) 5000 - SERVICES $279,238	A) 1000 - CERT SALARY $0.00 3000 - BENEFITS $0.00 5000 - SERVICES $50,600 B) 5000 - SERVICES $106,524 C) 5000 - SERVICES $49,109

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   22

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| **Location(s):** |
| (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Scope of Services:** | **Location(s):** |
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Capacity Building Use site-based mentor and orientation programs to help build the capacity of	**Capacity Building** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Pages 75-76)	**Capacity Building** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Page 77)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
new employees and retain talented individuals:	Use site-based mentor and orientation programs to help build the capacity of new employees in order to better prepare them to meet the increased needs of socioeconomically disadvantaged students, foster youth and English Learners:	Use site-based mentor and orientation programs to help build the capacity of new employees in order to better prepare them to meet the needs of our students:

2017-18 Actions/Services

new employees and retain talented individuals:

1. Each new teacher will attend the district orientation
2. Each new teacher will be paired with a "mentor teacher" at their site
3. New teachers will complete TIPS (formerly BTSA) requirements
4. District and sites will support interns and pre-interns with appropriate mentors
5. Site administrators will meet frequently with new teachers, offering them professional development, support and timely feedback from walkthroughs
6. Teachers in need of an improvement plan will be entered into the PAR process to offer assistance and support

2018-19 Actions/Services

Use site-based mentor and orientation programs to help build the capacity of new employees in order to better prepare them to meet the increased needs of socioeconomically disadvantaged students, foster youth and English Learners:

1. Each new teacher will attend the district orientation in order to become acquainted with the unique needs of MUSD unduplicated pupil groups and the context of our school district
2. Each new teacher will be paired with a "mentor teacher" at their site to better equip them for meeting the needs of our unduplicated students
3. New teachers will complete TIPS (formerly BTSA) requirements
4. District and sites will support interns and pre-interns with appropriate mentors with an emphasis on the research-based practices that have been shown to meet the needs of our unduplicated pupils
5. Site administrators will meet frequently with new teachers, offering them professional development, support and timely feedback from walkthroughs in order to improve outcomes of unduplicated pupils
6. Teachers in need of an improvement plan will be entered into the PAR process to offer assistance and support

2019-20 Actions/Services

Use site-based mentor and orientation programs to help build the capacity of new employees in order to better prepare them to meet the needs of our students:

1. Each new teacher will attend the district orientation in order to become acquainted with the unique needs of MUSD pupil groups and the context of our school district
2. Each new teacher will be paired with a "mentor teacher" at their site to better equip them for meeting the needs of our students
3. New teachers will complete TIPS (formerly BTSA) requirements
4. District and sites will support interns and pre-interns with appropriate mentors with an emphasis on the research-based practices that have been shown to meet the needs of our pupils
5. Site administrators will meet frequently with new teachers, offering them professional development, support and timely feedback from walkthroughs in order to improve outcomes
6. Teachers in need of an improvement plan will be entered into the PAR process to offer assistance and support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $34,777 B) $13,117 TOTAL $47,894	A) $6,966 B) $5,000 C) 12,000 TOTAL $23,966	A) $37,074 B) $0.00 C) 40,351 TOTAL $77,425
Source	A) S&C B) Title I	A) S&C B) Title I C) BASE	A) S&C B) Title I C) BASE
Budget Reference	A) 1000 - CERT SALARY $5,800 3000 - BENEFITS $1,047 5000 - SERVICES $27,930 B) 5000 - SERVICES $13,117	A) 1000 - CERT SALARY $5,800 3000 - BENEFITS $1,166 5000 - SERVICES $0.00 B) 5000 - SERVICES $5,000 C) 1000 - CERT SALARY $12,000	A) 1000 - CERT SALARY $30,400 3000 - BENEFITS $6,674 5000 - SERVICES $0.00 B) 5000 - SERVICES $0.00 C) 1000 - CERT SALARY $12,000 5000 - SERVICES $28,351

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   23

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
CCSS Materials and Implementation Teacher lesson plans will incorporate board adopted curriculum, supplemental	**CCSS Materials and Improved Implementation** (Meets Identified Unduplicated Student Needs # 1, 3, 4, and 6 in Goal 1, Pages 75-76)	**CCSS Materials and Improved Implementation** (Meets Identified Unduplicated Student Needs # 1, 3, 4, and 6 in Goal 1, Page 77)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

materials, and units of study to fully implement state mandated standards:

1. Professional development will be offered for the K-8 ELA adopted curriculum

2. Principals will monitor teacher lesson plans weekly, which should be standardized by grade level

3. Principals will conduct frequent classroom walkthroughs with a focus on standards-aligned instruction and the 4 Cs—providing teachers with meaningful and timely feedback

4. Programs and curriculum adopted by the Curriculum and Instruction committee and by the board shall be followed with fidelity

5. Standard-aligned lessons, units of study, and performance tasks should emphasize the 4 Cs (Communication, Collaboration, Creativity, and Critical thinking)

6. Information regarding the implementation of CCSS and other mandated standards will be reported frequently to the board, and to other stakeholders using the accountability dashboard

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Teacher lesson plans will increase their fidelity to standards-aligned curriculum and units of study in order to improve the academic achievement of our Socioeconomically Disadvantaged students, Foster Youth and English Learners.

1. Professional development (created by the sites) will be offered for the K-8 ELA adopted curriculum, with an emphasis on how this curriculum can be tailored, mapped, and paced to meet the needs of our unduplicated students.

2. Principals will monitor teacher lesson plans weekly, which should be standardized by grade level

3. Principals will conduct frequent classroom walkthroughs with a focus on standards-aligned instruction and research-based practices that have been shown to improve unduplicated pupil outcomes (for example, the 4 Cs—Communication, Collaboration, Creativity and Critical Thinking). Principals will provide teachers with meaningful and timely feedback.

4. Programs and curriculum adopted by the Curriculum and Instruction committee and by the board shall be followed with fidelity

5. Standard-aligned lessons, units of study, and performance tasks should emphasize the 4 Cs (Communication, Collaboration, Creativity, and Critical thinking)

6. Information regarding the implementation of CCSS and other mandated standards will be reported frequently to the board, and to other stakeholders using the accountability dashboard and analyzing data for our English Learners, Foster

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Teacher lesson plans will increase their fidelity to standards-aligned curriculum and units of study in order to improve the academic achievement of our students

1. Professional development (created by the sites) will be offered for the K-8 ELA adopted curriculum, with an emphasis on how this curriculum can be tailored, mapped, and paced to meet the needs of our students.

2. Principals will monitor teacher lesson plans weekly, which should be standardized by grade level

3. Principals will conduct frequent classroom walkthroughs with a focus on standards-aligned instruction and research-based practices that have been shown to improve pupil outcomes (for example, the 4 Cs—Communication, Collaboration, Creativity and Critical Thinking). Principals will provide teachers with meaningful and timely feedback.

4. Programs and curriculum adopted by the Curriculum and Instruction committee and by the board shall be followed with fidelity

5. Standard-aligned lessons, units of study, and performance tasks should emphasize the 4 Cs (Communication, Collaboration, Creativity, and Critical thinking)

6. Information regarding the implementation of CCSS and other mandated standards will be reported frequently to the board, and to other stakeholders using the accountability dashboard and analyzing data for our student groups.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Youth and Socioeconomically Disadvantaged students.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $255,717 B) $39,352 TOTAL $295,069	A) $268,466 B) $33,999 TOTAL $302,465	A) $227,035 B) $0.00 C) $786 D) $17,418 TOTAL $245,239
Source	A) S&C B) Title I	A) S&C B) Title I	A) S&C B) Title I C) BASE D) LPSBG
Budget Reference	A) 1000 - CERT SALARY $152,306 2000 - CLASS SALARY $39,144 3000 - BENEFITS $64,268 B) 5000 - SERVICES $39,352	A) 1000 - CERT SALARY $156,943 2000 - CLASS SALARY $40,786 3000 - BENEFITS $70,738 B) 5000 - SERVICES $33,999	A) 1000 - CERT SALARY $108,327 2000 - CLASS SALARY $51,385 3000 - BENEFITS $67,323 B) 5000 - SERVICES $0.00 C) 5000 - SERVICES $786 C) 5000 - SERVICES $17,418

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   24

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Instructional and supplemental materials in ELA/ELD & Math	**Instructional and supplemental materials in ELA/ELD & Math**	**Instructional and supplemental materials in ELA/ELD & Math** (Meets identified Unduplicated Student Needs # 1-7 in Goal 1, pages 75-76)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monitor CCSS aligned instructional and supplemental materials in ELA/ELD and Mathematics: 1. Continue to provide professional development on CCSS aligned materials and resources as needed 2. Provide additional time for teachers to develop teaching modules and units of study in CCSS ELA/ELD and math 3. Provide all students with an equitable level of standards-aligned materials, as documented through Williams visits 4. Maintain the electronic housing system (S-Drive) for CCSS & NGSS modules in ELA, Math and Science 5. Any complaints or other deficiencies identified will be promptly addressed 6. Information will be provided annually on progress meeting this standard to the local governing board at regularly scheduled meetings and to stakeholders and the public through the accountability dashboard	Monitor CCSS aligned instructional and supplemental materials in ELA/ELD and Mathematics: 1. Continue to provide professional development on CCSS aligned materials and resources as needed 2. Provide additional time for teachers to develop teaching modules and units of study in CCSS ELA/ELD and math 3. Provide all students with an equitable level of standards-aligned materials, as documented through Williams visits. Explore/pilot CPM and Integrated science instructional materials, and use Eureka math as a supplemental resource for K-5 Math 4. Maintain the electronic housing system (S-Drive) for CCSS & NGSS modules in ELA, Math and Science 5. Any complaints or other deficiencies identified will be promptly addressed 6. Information will be provided annually on progress meeting this standard to the local governing board at regularly scheduled meetings and to stakeholders and the public through the accountability dashboard	Monitor CCSS aligned instructional and supplemental materials in ELA/ELD and Mathematics: 1. Continue to provide professional development on CCSS aligned materials and resources as needed 2. Establish Teaching and Learning Teams (TLTs) to develop units of study, pacing, and assessments in order to create a coherent system that ensures standards aligned instruction and assessments. 3. Provide all students with an equitable level of standards aligned materials, as documented through Williams visits. Adopt Eureka Math for grades Kindergarten through 5th grade. Adopt CPM math for grades 6th-8th, Algebra I, Algebra II, and Geometry. Explore/pilot Integrated Science instructional materials. 4. Maintain the electronic housing system (S-Drive) for CCSS & NGSS modules in ELA, Math and Science 5. Any complaints or other deficiencies identified will be promptly addressed 6. Information will be provided annually on progress meeting this standard to the local governing board at regularly scheduled meetings and to stakeholders and the public through the accountability dashboard

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $26,235	A) $22,666 B) $9,000 TOTAL $31,666	A) $0.00 B) $139,802 C) $7,000 D) $40,445 E) $11,293 F) $40,657 TOTAL $239,197
Source	A) TITLE I	A) TITLE I B) BASE	A) TITLE I B) BASE C) LPSBG D) S&C E) TITLE II F) TITLE IV
Budget Reference	A) 5000 - SERVICES $26,235	A) 5000 - SERVICES $22,666 B) 4000 – MAT & SUPP $9,000	A) 5000 - SERVICES $0.00 B) 4000 – MAT & SUPP $139,802 C) 4000 – MAT & SUPP $7,000 D) 4000 – MAT & SUPP $40,445 E) 5000 - SERVICES $11,293 F) 5000 - SERVICES $40,657

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **25**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
District Technology Fully implement the district technology plan: 1. Review and revise the district technology plan annually 2. The district technology plan will align with site technology plans and Single Plans for Student Achievement (SPSAs) 3. Provide ongoing professional development to fully optimize the use of technology 4. Standardize technology, where possible, at the site and grade levels 5. Explore the effective and safe uses of Google services to leverage higher rates of student achievement 6. Provide increased number of computers and tablets in schools for students and staff for digital project based tools 7. Explore and implement the expansion of Wi-Fi access, including to the public (guests) 8. Teachers will support the development of technological skills outlined in a scope and sequence technology outline, implement the National Education Technology Standards, and offer practice CAASPP testing 9. Stipends will be offered for site technology support teachers in order to support the use of technology 10. Align software, hardware or network/internet capacity to current needs (as outlined in district and site technology plans)	**District Technology** (Meets Identified Unduplicated Student Needs # 1, 2, 3, 4, and 7 in Goal 1, Pages 75-76) Implement a district technology plan in order to guide the improvement of technology-based instruction to increase unduplicated student engagement and academic outcomes: 1. Review and revise the district technology plan annually-including planned activities that address the 2016 FCMAT Technology Review findings and recommendations 2. The district technology plan will align with site technology plans and Single Plans for Student Achievement (SPSAs) 3. Provide ongoing professional development to fully optimize the use of technology 4. Standardize technology, where possible, at the site and grade levels 5. Explore the effective and safe uses of Google services to leverage higher rates of unduplicated student achievement 6. Provide increased number of computers and tablets in schools for students and staff for digital project based tools 7. Explore and implement the expansion of Wi-Fi access, including to the public (guests) 8. Teachers will support the development of technological skills outlined in a scope and sequence technology outline, implement the National Education Technology Standards, and offer practice CAASPP testing to improve outcomes for students that may not have access to technology in the home, such as socioeconomically disadvantaged students	**District Technology** (Meets Identified Unduplicated Student Needs # 1, 2, 3, 4, and 7 in Goal 1, Page 77) Implement a district technology plan in order to guide the improvement of technology-based instruction to increase student engagement and academic outcomes: 1. Review and revise the district technology plan annually-including planned activities that address the 2016 FCMAT Technology Review findings and recommendations 2. The district technology plan will align with site technology plans and Single Plans for Student Achievement (SPSAs) 3. Provide ongoing professional development to fully optimize the use of technology 4. Standardize technology, where possible, at the site and grade levels 5. Explore the effective and safe uses of Google services to leverage higher rates of student achievement 6. Provide increased number of computers and tablets in schools for students and staff for digital project based tools 7. Explore and implement the expansion of Wi-Fi access, including to the public (guests) 8. Teachers will support the development of technological skills outlined in a scope and sequence technology outline, implement the National Education Technology Standards, and offer practice CAASPP testing to improve outcomes for

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	9. Stipends will be offered for site technology support teachers in order to support the use of technology to improve instruction and increase outcomes of unduplicated students 10. Align software, hardware or network/internet capacity to current needs (as outlined in district and site technology plans)	students that may not have access to technology in the home 9. Stipends will be offered for site technology support teachers in order to support the use of technology to improve instruction and increase outcomes 10. Align software, hardware or network/internet capacity to current needs (as outlined in district and site technology plans)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $233,008 B) $231,440 C) $61,560 D) $26,235 E) $29,200 F) TOTAL $581,442	A) $415,978 B) $290,465 C) $119,594 D) $22,666 E) $28,508 F) TOTAL $877,210	A) $361,457 B) $507,179 C) $267,278 D) $0.00 E) $29,556 F) $23,501 TOTAL $1,188,971
Source	A) BASE B) Lottery C) S&C D) Title I E) Title II	A) BASE B) Lottery C) S&C D) Title I E) Title II	A) BASE B) Lottery C) S&C D) Title I E) Title II F) Title IV
Budget Reference	A) 2000 - CLASS SALARY $153,842 3000 - BENEFITS $79,166 B) 4000 - MAT & SUPP $104,892	A) 2000 - CLASS SALARY $121,724 3000 - BENEFITS $64,586 4000 - MAT & SUPP $94,031 5000 - SERVICES $135,636 B) 4000 - MAT & SUPP $163,076	A) 2000 - CLASS SALARY $136,859 3000 - BENEFITS $72,299 4000 - MAT & SUPP $78,200 5000 - SERVICES $74,100 B) 4000 - MAT & SUPP $380,548

Year	2017-18		2018-19		2019-20	
	5000 - SERVICES	$66,548	5000 - SERVICES	$67,389	5000 - SERVICES	$66,632
	6000 - CAPITAL	$60,000	6000 - CAPITAL	$60,000	6000 - CAPITAL	$60,000
	C)		C)		C)	
			2000 - CLASS SALARY	$13,582	2000 - CLASS SALARY	$60,890
			3000 - BENEFITS	$15,036	3000 - BENEFITS	$30,209
	4000 - MAT & SUPP	$61,560	4000 - MAT & SUPP	$54,400	4000 - MAT & SUPP	$138,700
			5000 - SERVICES	$36,575	5000 - SERVICES	$37,480
	D)		D)		D)	
	5000 - SERVICES	$26,235	5000 - SERVICES	$22,666	5000 - SERVICES	$0.00
	E)		E)		E)	
	1000 - CERT SALARY	$24,735	1000 - CERT SALARY	$23,735	1000 - CERT SALARY	$24,235
	3000 - BENEFITS	$4,465	3000 - BENEFITS	$4,773	3000 - BENEFITS	$5,321
					F)	
					5000 - SERVICES	$23,501

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   26

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| N/A |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| N/A |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| English Learners, Foster Youth, Low Income |

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| LEA-wide |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	**Curriculum Integration** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Pages 75-76)	**Curriculum Integration** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Page 77)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Provide increased support, training, and oversight to leverage increased academic gains for unduplicated students.	Provide increased support, training, and oversight to leverage increased academic gains.
	1. Provide increased support and training to special education and/or general education staff members and site administrators in "high leverage" areas that are likely to improve outcomes for our unduplicated pupils, such as: behavior management and intervention, general education participation, IEP development, compliance with laws, rules and regulations, curriculum and standards alignment, instructional practices (Universal Design for Learning, etc.) and Professional Learning Communities	1. Provide increased support and training to special education and/or general education staff members and site administrators in "high leverage" areas that are likely to improve outcomes for our pupils, such as: behavior management and intervention, general education participation, IEP development, compliance with laws, rules and regulations, curriculum and standards alignment, instructional practices (Universal Design for Learning, etc.) and Professional Learning Communities
	2. Conduct research and analysis related to LCAP metrics, State 5X5 progress, and monitoring of unduplicated student progress as compared with other student groups	2. Conduct research and analysis related to LCAP metrics, State 5X5 progress, and monitoring of student progress disaggregated by student group
	3. Assist site administrators with the implementation of Student Support Teams and Response to Intervention (RtI) in order to address the academic needs of unduplicated students who are in need of increased support	3. Assist site administrators with the implementation of Student Support Teams and Response to Intervention (RtI) in order to address the academic needs of students who are in need of increased support
		4. site administrators and district leadership in pursuing grant opportunities

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	4. site administrators and district leadership in pursuing grant opportunities—especially those related to increasing the achievement of unduplicated students 5. Provide staff development and training for administrative, instructional and support personnel throughout the district, especially in the area of Individualized Education Program (IEP) development, educational benefit, behavioral interventions, general education participation and classroom management 6. Increase the support provided to teachers in order to improve classroom management skills and better meet the needs of our socioeconomically disadvantaged students.	5. Provide staff development and training for administrative, instructional and support personnel throughout the district, especially in the area of Individualized Education Program (IEP) development, educational benefit, behavioral interventions, general education participation and classroom management 6. Increase the support provided to teachers in order to improve classroom management skills and better meet the needs of our students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $0.00	A) $85,378	A) $88,450
Source	No Additional Cost	A) S&C	A) S&C

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	A) 1000 - CERT SALARY $65,138 3000 - BENEFITS $20,060	A) 1000 - CERT SALARY $66,849 3000 - BENEFITS $21,601

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Increase the level of student engagement and the level of school connectedness among pupils, staff, and families.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6, 7, 8

Local Priorities: List Local Priorities here

Identified Need:

MUSD has a deep belief in the power of connecting with the community we serve. Parent involvement is not currently at the level that we would like to achieve. Therefore, our plan emphasizes the district's efforts to recruit parent input, parent participation and parent volunteers. The district's chronic absenteeism levels are far too high. Our approach below takes advantage of the covariance between student engagement, PBIS implementation, and school safety in order to achieve school climates that are conducive to learning, and will address the significant needs of our English Learners, Foster Youth, and Socioeconomically Disadvantaged students as described below.

1. School attendance rates are low for Foster Youth—93.23% and Socioeconomically Disadvantaged students—93.41%

2. Chronic Absentee rates are significantly high for unduplicated student groups: English Learners—17.06%; Foster Youth—25%; Socioeconomically Disadvantaged—25.34%

3. Suspension rates fall within the "high" or "very high" categories of the California State Dashboard for Foster Youth—4.48% and Socioeconomically Disadvantaged students—4.55%

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1C School facilities maintained in good repair	Based on the August 2016 Williams Visit FIT reports, 100% of facilities are in good repair or higher	100% of facilities will have good repair or higher rating with minimal deficiencies.	100% of facilities will have good repair or higher rating with minimal deficiencies.	100% of facilities will have good repair or higher rating with minimal deficiencies.
Priority 3A Efforts to seek parent input in making decisions for district and school sites	All MUSD Sites currently seek out input from parents on at least a quarterly basis through various advisory committees (SSC, ELAC, DELAC, PTG, PIC, and LCAP) and other opportunities	MUSD will hold 4 opportunities for parents to give their input during quarterly LCAP meetings, as documented with invitations (flyers sent home, event calendars, social media, In-Touch K-12, etc.). School sites will hold 4 opportunities for parents to give their input during quarterly School Site Council Meetings as	MUSD will hold 4 opportunities for parents to give their input during quarterly LCAP meetings, as documented with invitations (flyers sent home, event calendars, social media, In-Touch K-12, etc.). School sites will hold 4 opportunities for parents to give their input during quarterly School Site Council Meetings as	MUSD will hold 4 opportunities for parents to give their input during quarterly LCAP meetings, as documented with invitations (flyers sent home, event calendars, social media, In-Touch K-12, etc.). School sites will hold 4 opportunities for parents to give their input during quarterly School Site Council Meetings as documented with

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		documented with invitations (flyers sent home, event calendars, social media, In-Touch K-12, etc.)	documented with invitations (flyers sent home, event calendars, social media, In-Touch K-12, etc.)	invitations (flyers sent home, event calendars, social media, In-Touch K-12, etc.)
Priority 3B How district promotes participation of parents for unduplicated pupils	Parent-Teacher conferences are scheduled annually throughout MUSD. Each school site promotes this event, as well as multiple others, through Facebook posts, In-Touch K12 messages, newsletters, flyers and beyond.	Parents of all students will have annual opportunities to participate in Parent-Teacher Conferences. Using school site sign-in sheets, a baseline will be established during 2017-18 to measure how many parents attend annual Parent-Teacher Conferences Actual: During the 2017-18 school year 625 parents/guardians attended the annual Parent-Teacher Conferences	Parents of all students will have annual opportunities to participate in Parent-Teacher Conferences. We will increase the % of parents participating in Parent-Teacher Conferences by 3% from 625 to 644. **Actual: Sign-in sheets contained 1,485 signatures for our parent teacher conferences scheduled during the 2018-19 school year.**	Parents of all students will have annual opportunities to participate in Parent-Teacher Conferences. We will increase the % of parents participating in Parent-Teacher Conferences by 3%, with 1530 signatures on sign-in sheets for parent teacher conferences
Priority 3C How district promotes participation of parents for pupils with exceptional needs	Based on signed IEPS, 504 plans, and parent conference logs, 100% of parents of students with exceptional needs have at least an annual meeting with school personnel and appropriate service providers	As documented using parent signature sheets, the district will continue to promote 100% involvement of parents of students with exceptional needs through annual parent meetings, IEP meetings, 504 meetings, and	As documented using parent signature sheets, the district will continue to promote 100% involvement of parents of students with exceptional needs through annual parent meetings, IEP meetings, 504 meetings, and	As documented using parent signature sheets, the district will continue to promote 100% involvement of parents of students with exceptional needs through annual parent meetings, IEP meetings, 504 meetings,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		parent-teacher conferences	parent-teacher conferences	and parent-teacher conferences
Priority 5A School attendance rates	Based on 2016-17 attendance information, MUSD currently has an average attendance rate of 92%	Increase the district attendance rate by 2% (up to 94%) <hr> Unofficial 2017-18 data: Increased the attendance rate by 0.95% up to 93.46%, with the following student group rates: EL: 95.1% Foster: 93.53% Homeless: 88.5% Socioeconomically Disadvantaged: 93.47% Students with Disabilities: 91.86% African American: 92.39% Hispanic: 94.25% Two or More Races: 92.61% White: 93.53%	Increase the district attendance rate up to 94%, with the following student rates: EL: 95.64% Foster: 94.07% Homeless: 89.04% Socioeconomically Disadvantaged: 94.01% Students with Disabilities: 92.4% African American: 92.93% Hispanic: 94.79% Two or More Races: 93.15% White: 94.07% <hr> **Unofficial 2018-19 data: Attendance rate of 93.54% with the following student group rates:** **EL: 95.18%** **Foster: 93.23%** **Homeless: 89.70%** **Socioeconomically Disadvantaged: 93.41%** **Students with Disabilities: 91.47%**	Increase the district attendance rate up to 94%, with the following student rates: EL: 95.64% Foster: 93.69% Homeless: 90.16% Socioeconomically Disadvantaged: 93.87% Students with Disabilities: 91.93% African American: 93.03% Hispanic: 94.76% Two or More Races: 93.80% White: 93.99%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			African American: 92.57% **Hispanic: 94.3%** **Two or More Races: 93.34%** **White: 93.53%**	
Priority 5B Chronic absenteeism rates	Based on 2016-17 attendance information, MUSD currently has a chronic absenteeism rate of 27%	Decrease chronic absenteeism rate by 1%, down to 26%, for all subgroups. Unofficial 2017-18 Data: Decreased the chronic absentee rate down to 24.27%, with student groups at the following rates: EL: 14.38% Foster: 22.58% Homeless: 45.71% Socioeconomically Disadvantaged: 23.77% Students with Disabilities: 32.33% African American: 30.75% Hispanic: 19.75% Two or More Races: 22.14%	Decrease chronic absenteeism rate by 1%, down to 23.27%, with student groups at the following groups: EL: 13.38% Foster: 21.58% Homeless: 44.71% Socioeconomically Disadvantaged: 22.77% Students with Disabilities: 31.33% African American: 29.75% Hispanic: 18.75% Two or More Races: 21.14% White: 22.41% **Unofficial 2018-19 Data: Chronic Absentee rate increased to 25.02%,**	Decrease chronic absenteeism rate by 1%, down to 24.02%, with student groups at the following rates: EL: 16.06% Foster: 24.00% Homeless: 44.19% Socioeconomically Disadvantaged: 24.34% Students with Disabilities: 31.63% African American: 30.31% Hispanic: 21.00% Two or More Races: 23.81% White: 18.35%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		White: 23.41%	**with student groups at the following rates:** **EL: 17.06%** **Foster: 25.00%** **Homeless: 45.19%** **Socioeconomically Disadvantaged: 25.34%** **Students with Disabilities: 32.63%** **African American: 31.31%** **Hispanic: 22.00%** **Two or More Races: 24.81%** **White: 19.35%**	
Priority 6A Pupil suspension rates	The 2016-17 suspension rate for MUSD was 11.69%	Reduce suspension rate by 2% (from 11.69% to 9.69%) Unofficial 2017-18 data: Reduced suspension rate from 11.69% down to 8.01%, with student groups at the following rates: EL: 2.34% Foster: 10.42% Homeless: 5.85% Socioeconomically Disadvantaged: 8.64% Students with Disabilities: 10.32%	Reduce suspension rate by 2% (from 8.01% down to 6.01%), with student groups at the following rates: EL: 0.34% Foster: 8.42% Homeless: 3.85% Socioeconomically Disadvantaged: 6.64% Students with Disabilities: 8.32% African American: 11.77% Hispanic: 2.28%	Reduce suspension rate by 0.5% (from 5.34% to 4.84%), with student groups at the following rates: EL: 1.59% Foster: 3.98% Homeless: 5.71% Socioeconomically Disadvantaged: 4.05% Students with Disabilities: 7.27% African American: 8.07% Hispanic: 2.89%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		African American: 13.77% Hispanic: 4.28% Two or More Races: 7.28% White: 6.42%	Two or More Races: 5.28% White: 4.42% **Unofficial 2018-19 data: Reduced suspension rate down to 5.34%, with student groups at the following rates:** **EL: 2.09%** **Foster: 4.48%** **Homeless: 6.21%** **Socioeconomically Disadvantaged: 4.55%** **Students with Disabilities: 7.77%** **African American: 8.57%** **Hispanic: 3.39%** **Two or More Races: 4.02%** **White: 4.61%**	Two or More Races: 3.52% White: 4.11%
Priority 6B Pupil expulsion rates	The current MUSD expulsion rate is 24 students out of a cumulative enrollment of 3,277, or 0.7%	Maintain a student expulsion rate lower than 1.0% Actual: 0.53% expulsion rate, with the following student group rates; EL: 0.16% Foster: 0%	Maintain a student expulsion rate lower than 1.0% for all student groups **Estimated expulsion rate for 2018-19: 0.17% with all student groups below 1%.**	Maintain a student expulsion rate lower than 1.0% for all student groups

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Homeless: 0% Socioeconomically Disadvantaged: 0.46% Students with Disabilities: 0.63% African American: 1.04% Hispanic: 0.21% Two or More Races: 0% White: 0.52%		
Priority 6C Other local measures on sense of safety and school connectedness	Two student LCAP surveys were administered during the 2016-17 school year to measure the sense of safety and connectedness. 54.1% of the total number of students surveyed felt safe and had a sense of well-being at school, and 54.8% report a sense of "connectedness."	Increase by 3% the number of students who have a sense of safety and connectedness at school, as reported on surveys (up to 57% each) Actual: Students who have a sense of safety: 48.87% Students who have a sense of connectedness: 58.1%	Increase by 3% the number of students who have a sense of safety and connectedness at school, as reported on surveys (up to a 51.87% of students with a sense of safety, and up to 61.1% with a sense of connectedness) **Actual: Students who have a sense of safety: 62.63%** **Students who have a sense of connectedness: 73.10%**	Increase by 3% the number of students who have a sense of safety and connectedness at school, as reported on surveys (up to a 65.63% of students with a sense of a safety, and up to a 76.10% with a sense of connectedness)
Priority 7A, 7B and 7C Extent to which pupils have access to and are	Based on master schedules (Secondary) and lesson plans (Elementary), 100% of students have access to	As documented through master schedules (Secondary) and lesson plans (Elementary), 100% of students, including unduplicated	As documented through master schedules (Secondary) and lesson plans (Elementary), 100% of students, including unduplicated	As documented through master schedules (Secondary) and lesson plans (Elementary), 100% of students, including unduplicated pupils and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
enrolled in a broad course of study Ed Code 51210/51220, including unduplicated pupils and pupils with exceptional needs	required areas of a broad course of study	pupils and all students with significant needs, will have access to required areas of broad coursework as stated in Ed Code 51210/51220	pupils and all students with significant needs will have access to required areas of broad coursework as stated in Ed Code 51210/51220	all students with significant needs will have access to required areas of broad coursework as stated in Ed Code 51210/51220
Priority 8A Pupil outcomes in subjects described in Ed Code 51210/51220	The most recent results of the Physical Fitness Test reveal the following percentages of students in the "Healthy Fitness Zone (HFZ) in Aerobic Capacity and Body Composition: 5th Grade: AC 45.5%, BC-61.2% 7th Grade: AC-67.7%, BC-66.6% 9th Grade: AC-40.4%, BC-63.4%	Increase by 1% students in the Healthy Fitness Zone (HFZ) in Aerobic Capacity (AC) and Body Composition (BC) 5th Grade: AC 46.5%, BC-62.2% 7th Grade: AC-68.7%, BC-67.6% 9th Grade: AC-41.4%, BC-64.4% Actual: 5th Grade: AC 63.9%, BC-66.8% 7th Grade: AC-67.9%, BC-63.1% 9th Grade: AC-57.5%, BC-58.6%	Increase by 1% students in the Healthy Fitness Zone (HFZ) in Aerobic Capacity (AC) and Body Composition (BC) 5th Grade: AC 64.9%, BC-67.8% 7th Grade: AC-68.9%, BC-64.1% 9th Grade: AC-58.5%, BC-59.6% **Actual:** **5th Grade:** **AC 70.2%, BC-73.9%** **7th Grade:** **AC-59.7%, BC-60.7%** **9th Grade:** **AC-54.5%, BC-61.5%**	Increase by 1% students in the Healthy Fitness Zone (HFZ) in Aerobic Capacity (AC) and Body Composition (BC) 5th Grade: AC 65.9%, BC-68.8% 7th Grade: AC-69.9%, BC-65.1% 9th Grade: AC-59.5%, BC-60.6%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Input Sites and the district will actively invite parents to be engaged in advisory	**Parent Input** Sites and the district will actively invite parents to be engaged in advisory	**Parent Input** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
committees & the decision making process: 1. Quarterly LCAP community input meetings will be held by the district 2. A minimum of quarterly School Site Council meetings will be held at each school site 3. Quarterly English Language Advisory Committee (ELAC) meetings will be held at each school site 4. For sites that maintain Parent Teacher Organizations or Parent Teacher Groups—meetings should be held on a quarterly basis 5. District English Language Advisory Committee meetings will be held at the district level at least four times per year 6. Parent Involvement Committee meetings will be held annually at the district and site level	committees & the decision making process: 1. Quarterly LCAP community input meetings will be held by the district 2. A minimum of quarterly School Site Council meetings will be held at each school site 3. Quarterly English Language Advisory Committee (ELAC) meetings will be held at each school site 4. For sites that maintain Parent Teacher Organizations or Parent Teacher Groups—meetings should be held on a quarterly basis 5. District English Language Advisory Committee meetings will be held at the district level at least four times per year 6. Parent Involvement Committee meetings will be held annually at the district and site level 7. Explore and implement necessary means (methods, committees, strategies, etc.) to actively engage the African American community in order to improve the engagement and connectedness of that student group.	Sites and the district will actively invite parents to be engaged in advisory committees & the decision making process: 1. Quarterly LCAP community input meetings will be held by the district 2. A minimum of quarterly School Site Council meetings will be held at each school site 3. Quarterly English Language Advisory Committee (ELAC) meetings will be held at each school site 4. For sites that maintain Parent Teacher Organizations or Parent Teacher Groups—meetings should be held on a quarterly basis 5. District English Language Advisory Committee meetings will be held at the district level at least four times per year 6. Parent Involvement Committee meetings will be held annually at the district and site level 7. Explore and implement necessary means (methods, committees, strategies, etc.) to actively engage the African American community in order to improve the engagement and connectedness of that student group. Partner with Umoja Community, and other community-based organizations. 8. Use comparison data from school districts with successful outcomes for African American students to find best practices that can be replicated

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $17,490	A) $15,786	A) $15,786 B) $70,000 TOTAL $85,786
Source	A) TITLE I	A) TITLE I	A) TITLE I B) S&C
Budget Reference	A) 4000 - MAT & SUPP $17,490	A) 4000 - MAT & SUPP $15,786	A) 4000 - MAT & SUPP $15,786 B) 5000 - SERVICES $70,000

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
FPM Compliance All appropriate federal and state regulations, as outlined in Federal Program Monitoring instruments, will be	**FPM Compliance** All appropriate federal and state regulations, as outlined in Federal Program Monitoring instruments, will be	**FPM Compliance** All appropriate federal and state regulations, as outlined in Federal Program Monitoring instruments, will be

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
followed while conducting School Site Councils, English Language Advisory Committees, District Advisory Committees, Parent Teacher Organizations and Parent Teacher Groups in order to successfully engage stakeholders: 1. FPM compliance will be maintained and documented using current instruments on an ongoing basis, not only during years of review.	followed while conducting School Site Councils, English Language Advisory Committees, District Advisory Committees, Parent Teacher Organizations and Parent Teacher Groups in order to successfully engage stakeholders: 1. FPM compliance will be maintained and documented using current instruments on an ongoing basis, not only during years of review.	followed while conducting School Site Councils, English Language Advisory Committees, District Advisory Committees, Parent Teacher Organizations and Parent Teacher Groups in order to successfully engage stakeholders: 1. FPM compliance will be maintained and documented using current instruments on an ongoing basis, not only during years of review.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $0.00	A) $0.00	A) $0.00
Source	No Additional Cost	No Additional Cost	No Additional Cost
Budget Reference	N/A	N/A	N/A

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| N/A |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| N/A |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Participation Sites and the district will actively invite parents to be engaged partners in the education of their children:	**Increased Parent Participation** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 161)	**Increased Parent Participation** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Explore the addition of a Community Resource Coordinator position (parent outreach, training, connections with foster, homeless and other unduplicated pupils) 2. Provide professional development for staff on the involvement of parents in the educational process 3. Add staff as necessary to improve services offered to families of unduplicated students 4. Offer parenting programs that assist families in engaging with their students in the educational process (bed times, nutrition, clothing, homework help, behavior, etc.). 5. Facilitate professional development for EL parents through CABE 6. Foster youth and homeless stakeholders will be represented on advisory committees to the fullest extent possible 7. Adult education programs will be developed and offered in the evenings when possible 8. Pilot alternative locations for parental access to technology 9. Use different electronic avenues to promote district events and enhance communication with parents (Facebook, Parent Portal, Class Dojo, websites, In-Touch K12, etc.) 10. Administrators, teachers and office staff will work diligently with bilingual aides to translate 100% of all printed correspondence to be distributed to parents	Sites and the district will actively invite parents to be engaged partners in the education of their children in order to narrow performance gaps among unduplicated student groups: 1. Explore the addition of a Community Resource Coordinator position (parent outreach, training, connections with foster, homeless and other unduplicated pupils) 2. Provide professional development for staff on the involvement of parents in the educational process 3. Add staff as necessary to improve services offered to families of unduplicated students 4. Offer parenting programs that assist families in engaging with their students in the educational process (bed times, nutrition, clothing, homework help, behavior, etc.). 5. Facilitate professional development for EL parents through CABE 6. Foster youth and homeless stakeholders will be represented on advisory committees to the fullest extent possible 7. Adult education programs will be developed and offered in the evenings when possible 8. Pilot alternative locations for parental access to technology 9. Use different electronic avenues to promote district events and enhance communication with parents (Facebook, Parent Portal, Class Dojo, Remind101, websites, In-Touch K12, etc.)	Sites and the district will actively invite parents to be engaged partners in the education of their children: 1. Explore the addition of a Community Resource Coordinator position (parent outreach, training, connections) 2. Provide professional development for staff on the involvement of parents in the educational process 3. Add staff as necessary to improve services offered to families of unduplicated students 4. Offer parenting programs that assist families in engaging with their students in the educational process (bed times, nutrition, clothing, homework help, behavior, etc.). 5. Facilitate professional development for EL parents through CABE 6. Foster youth and homeless stakeholders will be represented on advisory committees to the fullest extent possible 7. Adult education programs will be developed and offered in the evenings when possible 8. Pilot alternative locations for parental access to technology 9. Use different electronic avenues to promote district events and enhance communication with parents (Facebook, Parent Portal, Class Dojo, Remind101, websites, In-Touch K12, etc.). Add an app-based Parent Portal option in order to increase accessibility and usage. 10. Administrators, teachers and office staff will work diligently with bilingual aides

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	10. Administrators, teachers and office staff will work diligently with bilingual aides to translate 100% of all printed correspondence to be distributed to parents	(and outside translation services/contractors as necessary) to translate 100% of all printed correspondence to be distributed to parents 11. Focus groups will be established in order to better understand the needs of academically underperforming or chronically absent student groups

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $34,109 B) $31,481 TOTAL $65,590	A) $0.00 B) $27,666 TOTAL $27,666	A) $28.000 B) $33,199 TOTAL $61,199
Source	A) S&C B) Title I	A) S&C B) Title I	A) S&C B) Title I
Budget Reference	A) 4000 - MAT & SUPP $34,109 B) 5000 - SERVICES $31,481	A) 4000 - MAT & SUPP $0.00 B) 5000 - SERVICES $27,666	A) 5000 - SERVICES $28,000 B) 5000 - SERVICES $33,199

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   4

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Volunteers Sites and the district will actively invite parents to be volunteers:	**Parent Volunteers** Sites and the district will actively invite parents to be volunteers:	**Parent Volunteers** Sites and the district will actively invite parents to be volunteers:

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Sites will recruit highly-qualified volunteers by working with teachers and reaching out to the community (senior centers, etc.) 2. Parent-volunteers will be trained using site handbooks, conduct agreements, and through feedback offered by site administration 3. Sites will coordinate approved volunteers to match them with areas in the most need of assistance 4. Volunteers will receive notification when advisory committees and other parent groups are meeting or being formed	1. Sites will recruit highly-qualified volunteers by working with teachers and reaching out to the community (senior centers, etc.) 2. Parent-volunteers will be trained using site handbooks, conduct agreements, and through feedback offered by site administration 3. Sites will coordinate approved volunteers to match them with areas in the most need of assistance 4. Volunteers will receive notification when advisory committees and other parent groups are meeting or being formed	1. Sites will recruit highly-qualified volunteers by working with teachers and reaching out to the community (senior centers, etc.). 2. Parent-volunteers will be trained using site handbooks, conduct agreements, and through feedback offered by site administration 3. Sites will coordinate approved volunteers to match them with areas in the most need of assistance 4. Volunteers will receive notification when advisory committees and other parent groups are meeting or being formed 5. The district will explore methods to eliminate the financial burden of the volunteer approval process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $412,510 TOTAL $412,510	A) $458,146 TOTAL $458,146	A) $470,284 TOTAL $470,284
Source	A)　　BASE	A)　　BASE	A)　　BASE
Budget Reference	A) 2000 - CLASS SALARY $275,698 3000 - BENEFITS　　$136,811	A) 2000 - CLASS SALARY $292,689 3000 - BENEFITS　　$165,457	A) 2000 - CLASS SALARY $295,954 3000 - BENEFITS　　$174,330

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students with Disabilities	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SPED Parent Involvement District will continue to provide increased opportunities for parents of students with	**SPED Parent Involvement** District will continue to provide increased opportunities for parents of students with	**SPED Parent Involvement** District will continue to provide increased opportunities for parents of students with

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
exceptional needs to meet with Special Education staff: 1. Annual parent meetings will continue for information and parent input on issues related to updates on legal mandates, parent rights and new research developments for students with exceptional needs 2. All IEP timeline requirements will be met and documentation will be kept in compliance	exceptional needs to meet with Special Education staff: 1. Annual parent meetings will continue for information and parent input on issues related to updates on legal mandates, parent rights and new research developments for students with exceptional needs 2. All IEP timeline requirements will be met and documentation will be kept in compliance	exceptional needs to meet with Special Education staff: 1. Annual parent meetings will continue for information and parent input on issues related to updates on legal mandates, parent rights and new research developments for students with exceptional needs 2. All IEP timeline requirements will be met and documentation will be kept in compliance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A)　　　$0.00	A)　　　$0.00	A)　　　$0.00
Source	No Additional Cost	No Additional Cost	No Additional Cost
Budget Reference	N/A	N/A	N/A

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| N/A | N/A |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
PBIS Implementation & Restorative Practices Continue to provide ongoing support, training and direction for Positive	**PBIS Implementation & Restorative Practices** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 161)	**PBIS Implementation & Restorative Practices** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Behavior Intervention Supports (PBIS) implementation at all schools:

1. Share goals and strategies used in PBIS with parents and community members

2. Provide professional development on PBIS strategies for classified staff

3. Expand implementation of PBIS to all three tiers, as guided by a hired coach/consultant

4. Expectations for all parts of campuses will be defined, frequently taught and acknowledged

5. Data will be analyzed frequently by PBIS teams and stakeholders

6. Systematic supervision will be implemented across all campuses

7. A welcoming environment will be maintained across campuses, and positive relationships and interactions with students will be an area of focus

8. Explore and implement restorative practices and alternative to suspension programs where possible. Continue to implement ATS at California City Middle School.

9. Continue to utilize School Resource Officers provided by local law enforcement agencies

Improve the ongoing support, training and direction for Positive Behavior Intervention Supports (PBIS) implementation at all schools in order to better meet the significant social/emotional needs of our socioeconomically disadvantaged students, Foster Youth and English Learners:

1. Share goals and strategies used in PBIS with parents of unduplicated students

2. Provide professional development on PBIS strategies for classified staff

3. Expand implementation of PBIS to all three tiers, as guided by a hired coach/consultant

4. Expectations for all parts of campuses will be defined, frequently taught and acknowledged

5. Data will be analyzed frequently by PBIS teams and stakeholders, examining the progress of socioeconomically disadvantaged students, English Learners and Foster youth as compared to other student groups.

6. Systematic supervision will be implemented across all campuses

7. A welcoming environment will be maintained across campuses, and positive relationships and interactions with unduplicated students will be an area of focus

8. Explore and implement restorative practices and alternative to suspension programs where possible to avoid the loss of instruction of our unduplicated student groups. Implement ATS at California City

Improve the ongoing support, training and direction for Positive Behavior Intervention Supports (PBIS) implementation at all schools in order to better meet the significant social/emotional needs of our students:

1. Share goals and strategies used in PBIS with parents of students

2. Provide professional development on PBIS strategies for classified staff

3. Expand implementation of PBIS to all three tiers, as guided by a hired coach/consultant, intervention coordinators, and deans.

4. Expectations for all parts of campuses will be defined, frequently taught and acknowledged. Utilize Time to Teach to facilitate the full implementation of PBIS and improve classroom management skills in order to better meet the needs of our students.

5. Data will be analyzed frequently by PBIS teams and stakeholders.

6. Systematic supervision will be implemented across all campuses

7. A welcoming environment will be maintained across campuses, and positive relationships and interactions with students will be an area of focus

8. Explore and implement restorative practices and alternative to suspension programs where possible to avoid the loss of instruction of our student groups. Implement ATS at California City Middle School.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Middle School. Ensure that students receive instructional support and opportunities to complete missed assignments during suspensions. 9. Continue to utilize School Resource Officers provided by local law enforcement agencies	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $261,216 B) $326,270 C) $255,328 TOTAL $842,815	A) $295,529 B) $622,171 C) $465,536 TOTAL $1,383,236	A) $302,369 B) $626,638 C) $448,946 D) $173,034 E) 32,347 TOTAL $1,583,335
Source	A) BASE B) S&C C) Title I	A) BASE B) S&C C) Title I	A) BASE B) S&C C) Title I D) Title II E) Title IV
Budget Reference	A) 1000 - CERT SALARY $1,081 2000 - CLASS SALARY $199,513 3000 - BENEFITS $60,622 B) 1000 - CERT SALARY $82,560 2000 - CLASS SALARY $133,089 3000 - BENEFITS $110,621 C)	A) 1000 - CERT SALARY $0.00 2000 - CLASS SALARY $226,974 3000 - BENEFITS $68,555 B) 1000 - CERT SALARY $194,392 2000 - CLASS SALARY $191,362 3000 - BENEFITS $196,416 5000 - SERVICES $40,000 C)	A) 1000 - CERT SALARY $0.00 2000 - CLASS SALARY $217,936 3000 - BENEFITS $71,756 4000 - MAT & SUP $12,677 B) 1000 - CERT SALARY $197,661 2000 - CLASS SALARY $208,530 3000 - BENEFITS $179,945 5000 - SERVICES $40,501 C)

Year	2017-18	2018-19	2019-20
		1000 - CERT SALARY $174,319	1000 - CERT SALARY $179,442
	2000 - CLASS SALARY $140,242	2000 - CLASS SALARY $139,751	2000 - CLASS SALARY $127,494
	3000 - BENEFITS $75,734	3000 - BENEFITS $117,467	3000 - BENEFITS $106,759
	5000 - SERVICES $39,352	5000 - SERVICES $33,999	5000 - SERVICES C) $35,251
			5000 - SERVICES C) $173,034
			4000 - MAT & SUPP $32,347

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School Safety Site administrators, staff members, students and stakeholders will maintain	**Increased Sense of School Safety** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 161)	**Increased Sense of School Safety** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

comprehensive school safety plans for each site:

1. Safety teams, along with input from School Site Councils, will annually review and refine comprehensive school safety plans

2. Each site will frequently practice safety-related procedures, as outlined in state and federal mandates (fire drills, lock down procedures, earth quake drills, bus evacuation drills, etc.). Crossing guards, health aides and—when appropriate—RNs—will coordinate with other school personnel to increase student safety.

3. Add staff to help sites develop safety plans, monitor compliance with the plans, identify or develop, and schedule and monitor, safety training requirements and protocols, perform regular site walks to identify safety concerns and ensure correction of any deficiencies.

Site administrators, staff members, students and stakeholders will maintain comprehensive school safety plans and implement other strategies to foster a healthy school climate and improve the sense of safety among unduplicated student groups:

1. Safety teams, along with input from School Site Councils, will annually review and refine comprehensive school safety plans

2. Each site will frequently practice safety-related procedures, as outlined in state and federal mandates (fire drills, lock down procedures, earth quake drills, bus evacuation drills, etc.). Crossing guards, health aides and—when appropriate—RNs—will coordinate with other school personnel to increase student safety.

3. Add staff to help sites develop safety plans, monitor compliance with the plans, identify or develop, and schedule and monitor, safety training requirements and protocols, perform regular site walks to identify safety concerns and ensure correction of any deficiencies in order to improve school climates.

Site administrators, staff members, students and stakeholders will maintain comprehensive school safety plans and implement other strategies to foster a healthy school climate and improve the sense of safety:

1. Safety teams, along with input from School Site Councils, will annually review and refine comprehensive school safety plans

2. Each site will frequently practice safety-related procedures, as outlined in state and federal mandates (fire drills, lock down procedures, earth quake drills, bus evacuation drills, etc.). Crossing guards, health aides and—when appropriate—RNs—will coordinate with other school personnel to increase student safety.

3. Add staff to help sites develop safety plans, monitor compliance with the plans, identify or develop, and schedule and monitor, safety training requirements and protocols, perform regular site walks to identify safety concerns and ensure correction of any deficiencies in order to improve school climates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $192,470 B) $106,041	A) $208,885 B) $19,777 C) $99,075	A) $122,751 B) $20,180 C) $103,592

Year	2017-18	2018-19	2019-20
	TOTAL $298,511	TOTAL $327,737	TOTAL $246,524
Source	A) IDEA B) S&C C) BASE	A) IDEA B) S&C C) BASE	A) IDEA B) S&C C) BASE
Budget Reference	A) 2000 - CLASS SALARY $144,992 3000 - BENEFITS $47,478 B) 2000 - CLASS SALARY $73,936 3000 - BENEFITS $32,105	A) 2000 - CLASS SALARY $149,287 3000 - BENEFITS $59,598 B) 2000 - CLASS SALARY $6,682 3000 - BENEFITS $13,095 C) 2000 - CLASS SALARY $69,428 3000 - BENEFITS $29,647	A) 2000 - CLASS SALARY $78,484 3000 - BENEFITS $44,267 B) 2000 - CLASS SALARY $6,682 3000 - BENEFITS $13,499 C) 2000 - CLASS SALARY $71,511 3000 - BENEFITS $32,081

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Cultural Awareness Implement cultural awareness training, as needed, to develop strategies for meeting the needs of a diverse population:	**Cultural Awareness** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 161)	**Cultural Awareness** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Professional development will be offered at the site and district level to improve teacher-student relationships and school-community trust	Implement implicit-bias and cultural awareness training, as needed, to develop strategies for meeting the needs of a diverse population of unduplicated students, improving teacher-student relationships and building school-community trust: 1. Professional development will be offered at the site and district level to improve teacher-student relationships and school-community trust in order to improve the behavioral and academic outcomes of unduplicated pupils	Implement implicit-bias and cultural awareness training, as needed, to develop strategies for meeting the needs of a diverse population of students, improving teacher-student relationships and building school-community trust: 1. Professional development will be offered at the site and district level to improve teacher-student relationships and school-community trust in order to improve the behavioral and academic outcomes of pupils

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $7,870	A) $35,213 B) $7,500 C) $43,965 TOTAL $86,678	A) $45,451 B) $0.00 C) $29,170 D) $40,105 TOTAL $114,725
Source	A) TITLE I	A) TITLE I B) S&C C) TITLE II	A) TITLE I B) S&C C) TITLE II D) TITLE IV
Budget Reference	A) 5000 - SERVICES $7,870	A) 5000 - SERVICES $35,213 B) 4000 - MAT & SUPP $7,500 C)	A) 5000 - SERVICES $45,451 B) 4000 - MAT & SUPP $0.00 C)

Year	2017-18	2018-19	2019-20
		5000 - SERVICES $43,965	5000 - SERVICES $29,170 D) 5000 - SERVICES $40,105

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Sports and Recreation Provide extracurricular, intramural, and organized sports activities for students to increase resilience and engagement:	**Sports and Recreation** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 161)	**Sports and Recreation** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Provide intramural activities for students during lunch 2. Provide structured physical education for elementary students 3. Support middle school sports stipends and middle school sports transportation to maintain and develop middle school sports programs 4. Continue to provide extracurricular clubs and activities	Provide extracurricular, intramural, and organized sports activities to increase resilience, engagement, and self-efficacy of unduplicated students: 1. Provide intramural activities for students during lunch 2. Provide structured physical education for elementary students 3. Support middle school sports stipends and middle school sports transportation to maintain and develop middle school sports programs to increase offerings for our unduplicated pupils who may not have access to similar activities 4. Continue to provide extracurricular clubs and activities	Provide extracurricular, intramural, and organized sports activities to increase resilience, engagement, and self-efficacy of students: 1. Provide intramural activities for students during lunch 2. Provide structured physical education for elementary students 3. Support middle school sports stipends and middle school sports transportation to maintain and develop middle school sports programs to increase offerings for our pupils who may not have access to similar activities 4. Continue to provide extracurricular clubs and activities 5. Expand extracurricular activities that focus on cultural and performing arts to increase student engagement, pride and confidence.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $154,501 B) $239,937 TOTAL $394,438	A) $183,748 B) $183,920 TOTAL $367,668	A) $166,880 B) $171,459 TOTAL $338,339
Source	A) BASE B) S&C	A) BASE B) S&C	A) BASE B) S&C
Budget Reference	A) 1000 - CERT SALARY $57,534 2000 - CLASS SALARY $29,417	A) 1000 - CERT SALARY $50,557 2000 - CLASS SALARY $33,778	A) 1000 - CERT SALARY $62,100 2000 - CLASS SALARY $31,648

Year	2017-18		2018-19		2019-20	
	3000 - BENEFITS	$17,807	3000 - BENEFITS	$19,672	3000 - BENEFITS	$23,390
	4000 - MAT & SUPP B)	$49,742	4000 - MAT & SUPP B)	$79,742	4000 - MAT & SUPP B)	$49,742
	1000 - CERT SALARY	$130,894	1000 - CERT SALARY	$89,948	1000 - CERT SALARY	$80,096
	2000 - CLASS SALARY	$46,008	2000 - CLASS SALARY	$47,616	2000 - CLASS SALARY	$45,297
	3000 - BENEFITS	$47,835	3000 - BENEFITS	$30,116	3000 - BENEFITS	$29,667
	4000 - MAT & SUPP	$15,200	4000 - MAT & SUPP	$16,240	4000 - MAT & SUPP	$16,399

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| N/A |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| N/A |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| English Learners, Foster Youth, Low Income |

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| LEA-wide |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student Engagement Continue to provide classes that incorporate student interests and gives students access to a balanced course of	**Increased Student Engagement** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 161)	**Increased Student Engagement** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
study which includes visual, performing and industrial arts and technology: 1. Site and District personnel will monitor gradebook participation, transcripts and master schedules to verify that students are enrolled in and have access to all required areas of coursework 2. Expose all students to visual and performing arts through cross-curricular projects and events 3. Increase access to high quality digital project based tools and resources for students and staff 4. Continue to provide opportunities for middle school and high school students to enhance their learning through electives 5. Solar academy instruction will be offered in all science classes utilizing renewable resource and conservation materials 6. Provide summer course offerings, including credit retrieval, the Summer Science Academy, and extended school year for students with special needs according to IEPs 7. Maintain and expand college dual enrollment offerings when possible 8. Provide the appropriate certificated training and supplies in order to offer Project Lead The Way pathways at the high school level 9. Maintain and expand high school workability programs for students with special needs	Provide classes that incorporate student interests and increase courses that include content areas that socioeconomically disadvantaged students, and others, do not have adequate access to in our remote community (visual, performing and industrial arts, technology, etc.): 1. Site and District personnel will monitor gradebook participation, transcripts and master schedules to verify that unduplicated students are enrolled in and have access to all required areas of coursework 2. Expose all unduplicated students to visual and performing arts through cross-curricular projects and events 3. Increase access to high quality digital project based tools and resources for unduplicated students and staff 4. Continue to provide opportunities for middle school and high school unduplicated students to enhance their learning through electives 5. Solar academy instruction will be offered in all science classes utilizing renewable resource and conservation materials in order to increase the unduplicated student access to hands-on learning 6. Provide summer course offerings, including credit retrieval, and the Summer Science Academy, in order to combat the learning loss historically exhibited by our socioeconomically disadvantaged students, and others, over the summer break	Provide classes that incorporate student interests and increase courses that include content areas that students might not otherwise have adequate access to in our remote community (visual, performing and industrial arts, technology, etc.): 1. Site and District personnel will monitor gradebook participation, transcripts and master schedules to verify that students are enrolled in and have access to all required areas of coursework 2. Expose all students to visual and performing arts through cross-curricular projects and events 3. Increase access to high quality digital project based tools and resources for students and staff 4. Continue to provide opportunities for middle school and high school students to enhance their learning through electives 5. Solar academy instruction will be offered in all science classes utilizing renewable resource and conservation materials in order to increase student access to hands-on learning 6. Provide summer course offerings, including credit retrieval, and the Summer Science Academy, in order to combat the learning loss historically exhibited over the summer break 7. Maintain and expand college dual enrollment offerings when possible 8. Provide the appropriate certificated training and supplies in order to offer Project Lead The Way pathways at the high school level

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	7. Maintain and expand college dual enrollment offerings when possible 8. Provide the appropriate certificated training and supplies in order to offer Project Lead The Way pathways at the high school level 9. Maintain and expand high school workability programs for students with special needs	9. Maintain and expand high school workability programs for students with special needs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $174,203 B) $699,809 TOTAL $874,012	A) $95,365 B) $773,831 TOTAL $869,196	A) $118,701 B) $741,506 TOTAL $860,207
Source	A) IDEA B) S&C	A) IDEA B) S&C	A) IDEA B) S&C
Budget Reference	A) 1000 - CERT SALARY $76,342 2000 - CLASS SALARY $67,141 3000 - BENEFITS $30,720 B) 1000 - CERT SALARY $436,969 2000 - CLASS SALARY $59,780 3000 - BENEFITS $166,959 4000 - MAT & SUPP $36,100	A) 1000 - CERT SALARY $35,623 2000 - CLASS SALARY $41,033 3000 - BENEFITS $18,710 B) 1000 - CERT SALARY $537,634 2000 - CLASS SALARY $55,807 3000 - BENEFITS $142,560 4000 - MAT & SUPP $37,830	A) 1000 - CERT SALARY $50,370 2000 - CLASS SALARY $43,778 3000 - BENEFITS $24,553 B) 1000 - CERT SALARY $507,765 2000 - CLASS SALARY $47,904 3000 - BENEFITS $125,282 4000 - MAT & SUPP $40,395 5000 - SERVICES $20,160

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	Specific Schools: California City High School, Mojave Jr./Sr. High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
WASC	**WASC**	**WASC**

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
California City High School and Mojave Jr./Sr. High School will maintain their WASC accreditation: 1. WASC Self-study activities will be performed on an ongoing basis, not just during years of review.	California City High School and Mojave Jr./Sr. High School will maintain their WASC accreditation: 1. WASC Self-study activities will be performed on an ongoing basis, not just during years of review.	California City High School and Mojave Jr./Sr. High School will maintain their WASC accreditation: 1. WASC Self-study activities will be performed on an ongoing basis, not just during years of review.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $0.00	A) $0.00	A) $0.00
Source	No Additional Cost	No Additional Cost	No Additional Cost
Budget Reference	N/A	N/A	N/A

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	Specific Schools: Mojave Jr./Sr. High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
High Reliability Schools Mojave Jr./Sr. High School will continue to pilot Marzano's High Reliability Schools System, producing a guaranteed and	**High Reliability Schools** Mojave Jr./Sr. High School will continue to pilot Marzano's High Reliability Schools System, producing a guaranteed and	**High Reliability Schools** Mojave Jr./Sr. High School will continue to pilot Marzano's High Reliability Schools System, producing a guaranteed and

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
viable curriculum across multiple content areas: 1. Leading and lagging indicators will be monitored and reviewed in the PLC setting to track HRS implementation and outcomes	viable curriculum across multiple content areas: 1. Leading and lagging indicators will be monitored and reviewed in the PLC setting to track HRS implementation and outcomes	viable curriculum across multiple content areas: 1. Leading and lagging indicators will be monitored and reviewed in the PLC setting to track HRS implementation and outcomes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $0.00	A) $0.00	A) $0.00
Source	No Additional Cost	No Additional Cost	No Additional Cost
Budget Reference	N/A	N/A	N/A

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Attendance Evaluate and refine best practices and methods used to reduce the level of chronic absenteeism:	**Increased Attendance** (Meets Identified Unduplicated Student Needs # 1 and 2 in Goal 2, Page 161)	**Increased Attendance** (Meets Identified Unduplicated Student Needs # 1 and 2 in Goal 2, Page 162)

2017-18 Actions/Services

1. Continue to implement district SARB process and contract with outside agencies when and if deemed necessary to provide additional resources
2. Evaluate and refine the peer or buddy system at the transition grades
3. Provide space and explore funding opportunities for a family resource center to assist struggling families with supplies needed to attend school
4. Each site will maintain and implement an attendance improvement plan
5. Teachers will submit timely and accurate attendance daily
6. Automated phone calls will be used through the In Touch system to notify parents of absences
7. Teachers and office staff will personally call parents to build relationships and monitor absences
8. Student engagement—inside of the classroom and in other activities—should be prioritized to increase the desire to attend school
9. Continue to offer transportation to promote daily student attendance
10. Continue to offer nutritious meals at breakfast and lunch to promote daily student attendance and improved wellness
11. Offer Saturday school as an option to make up lost instructional time and to reduce suspensions

2018-19 Actions/Services

Evaluate and refine best practices and methods used to reduce the level of chronic absenteeism of English Learners, Foster Youth and Socioeconomically Disadvantaged students, as compared to other student groups:

1. Continue to implement district SARB process and contract with outside agencies when and if deemed necessary to provide additional resources
2. Evaluate and refine the peer or buddy system at the transition grades
3. Provide space and explore funding opportunities for a family resource center to assist struggling families with supplies needed to attend school
4. Each site will maintain and implement an attendance improvement plan
5. Teachers will submit timely and accurate attendance daily
6. Automated phone calls will be used through the In Touch system to notify parents of absences
7. Teachers and office staff will personally call parents to build relationships and monitor absences
8. Unduplicated student engagement—inside of the classroom and in other activities—should be prioritized to increase the desire to attend school
9. Continue to offer transportation to promote daily student attendance
10. Continue to offer nutritious meals at breakfast and lunch to promote daily

2019-20 Actions/Services

Evaluate and refine best practices and methods used to reduce the level of chronic absenteeism:

1. Continue to implement district SARB process and contract with outside agencies when and if deemed necessary to provide additional resources
2. Evaluate and refine the peer or buddy system at the transition grades
3. Provide space and explore funding opportunities for a family resource center to assist struggling families with supplies needed to attend school
4. Each site will maintain and implement an attendance improvement plan
5. Teachers will submit timely and accurate attendance daily
6. Automated phone calls will be used through the In Touch system to notify parents of absences
7. Teachers and office staff will personally call parents to build relationships and monitor absences
8. Student engagement—inside of the classroom and in other activities—should be prioritized to increase the desire to attend school
9. Continue to offer transportation to promote daily student attendance
10. Continue to offer nutritious meals at breakfast and lunch to promote daily student attendance and improved wellness

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	unduplicated student attendance and improved wellness 11. Offer Saturday school as an option to make up lost instructional time and to reduce suspensions of unduplicated pupils	11. Offer Saturday school as an option to make up lost instructional time and to reduce suspensions of pupils

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $1,772,338 B) $198,592 C) $7,603 TOTAL $1,978,533	A) $659,443 B) $229,289 C) $1,534,033 TOTAL $2,422,765	A) $798,053 B) $244,593 C) $1,485,945 TOTAL $2,528,591
Source	A) BASE B) IDEA C) S&C	A) BASE B) IDEA C) S&C	A) BASE B) IDEA C) S&C
Budget Reference	A) 2000 - CLASS SALARY $997,500 3000 - BENEFITS $427,300 4000 - MAT & SUPP $302,324 5000 - SERVICES $45,213 6000 - CAPITAL $0 B) 2000 - CLASS SALARY $143,114 3000 - BENEFITS $55,477 6000 - CAPITAL $0 C)	A) 2000 - CLASS SALARY $410,245 3000 - BENEFITS $64,600 4000 - MAT & SUPP $81,321 5000 - SERVICES $29,024 6000 - CAPITAL $74,252 B) 2000 - CLASS SALARY $150,797 3000 - BENEFITS $60,575 6000 - CAPITAL $17,917 C) 1000 - CERT SALARY $342,097 2000 - CLASS SALARY $457,623 3000 - BENEFITS $404,746 4000 - MAT & SUPP $172,532	A) 2000 - CLASS SALARY $436,873 3000 - BENEFITS $158,865 4000 - MAT & SUPP $98,065 5000 - SERVICES $35,082 6000 - CAPITAL $69,167 B) 2000 - CLASS SALARY $159,860 3000 - BENEFITS $84,734 6000 - CAPITAL $0 C) 1000 - CERT SALARY $275,431 2000 - CLASS SALARY $478,416 3000 - BENEFITS $395,498 4000 - MAT & SUPP $171,157

Year	2017-18	2018-19	2019-20
	5000 - SERVICES $7,603	5000 - SERVICES $22,327 6000 - CAPITAL $134,706	5000 - SERVICES $23,032 6000 - CAPITAL $142,410

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Facilities Continue to conduct quarterly audits of facilities to assess facility needs:	**Facilities & Improved School Environment** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 161)	**Facilities & Improved School Environment** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Perform ongoing routine repair and maintenance for all school sites and remote support facilities 2. Increase services where necessary to improve the learning environment for unduplicated pupils 3. Custodial Services: clean classrooms and offices every other day; clean restrooms daily and check them throughout the day 4. Grounds keeping: maintain "curb appeal" of seven school sites and four remote support facilities, safety and ambiance of student areas, and prepare fields for physical education and athletics. 5. Any complaints or other deficiencies identified will be promptly addressed 6. Information will be provided annually on progress toward meeting this standard to the local governing board at regularly scheduled meetings and to stakeholders and the public through the accountability dashboard 7. Provide district security patrols to monitor facilities after-hours.	Research and implement improved strategies and services to foster a healthy and positive school environment to bolster the social and emotional progress of unduplicated students: 1. Perform ongoing routine repair and maintenance for all school sites and remote support facilities 2. Increase services where necessary to improve the learning environment for unduplicated pupils 3. Custodial Services: clean classrooms and offices every other day; clean restrooms daily and check them throughout the day 4. Grounds keeping: maintain "curb appeal" of seven school sites and four remote support facilities, safety and ambiance of student areas, and prepare fields for physical education and athletics. 5. Any complaints or other deficiencies identified will be promptly addressed 6. Information will be provided annually on progress toward meeting this standard to the local governing board at regularly scheduled meetings and to stakeholders and the public through the accountability dashboard 7. Provide district security patrols to monitor facilities after-hours.	Research and implement improved strategies and services to foster a healthy and positive school environment to bolster the social and emotional progress of students: 1. Perform ongoing routine repair and maintenance for all school sites and remote support facilities 2. Increase services where necessary to improve the learning environment for pupils 3. Custodial Services: clean classrooms and offices every other day; clean restrooms daily and check them throughout the day 4. Grounds keeping: maintain "curb appeal" of seven school sites and four remote support facilities, safety and ambiance of student areas, and prepare fields for physical education and athletics. 5. Any complaints or other deficiencies identified will be promptly addressed 6. Information will be provided annually on progress toward meeting this standard to the local governing board at regularly scheduled meetings and to stakeholders and the public through the accountability dashboard 7. Provide district security patrols to monitor facilities after-hours. 8. Explore and implement technology enhanced security measures at campuses across the district

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $1,105,737 B) $980,999 C) $445,601 TOTAL $2,532,601	A) $1,223,624 B) $1,048,442 C) $548,104 TOTAL $2,820,170	A) $1,256,246 B) $1,151,979 C) $588,236 D) $595,657 E) $150,000 TOTAL $3,742,117
Source	A) BASE B) RR&M C) S&C	A) BASE B) RR&M C) S&C	A) BASE B) RR&M C) S&C D) PROP 39 E) LOCAL
Budget Reference	A) 2000 - CLASS SALARY $669,525 3000 - BENEFITS $379,933 4000 - MAT & SUPP $44,910 5000 - SERVICES $11,370 6000 - CAPITAL $0 B) 2000 - CLASS SALARY $361,766 3000 - BENEFITS $171,977 4000 - MAT & SUPP $107,806 5000 - SERVICES $80,062 6000 - CAPITAL $259,388 C) 2000 - CLASS SALARY $307,493 3000 - BENEFITS $138,109	A) 2000 - CLASS SALARY $666,221 3000 - BENEFITS $311,560 4000 - MAT & SUPP $150,305 5000 - SERVICES $47,161 6000 - CAPITAL $48,376 B) 2000 - CLASS SALARY $379,663 3000 - BENEFITS $203,779 4000 - MAT & SUPP $94,471 5000 - SERVICES $41,514 6000 - CAPITAL $329,016 C) 2000 - CLASS SALARY $340,846 3000 - BENEFITS $207,259	A) 2000 - CLASS SALARY $697,194 3000 - BENEFITS $351,882 4000 - MAT & SUPP $134,235 5000 - SERVICES $23,953 6000 - CAPITAL $48,982 B) 2000 - CLASS SALARY $381,497 3000 - BENEFITS $214,549 4000 - MAT & SUPP $140,889 5000 - SERVICES $62,714 6000 - CAPITAL $352,331 C) 2000 - CLASS SALARY $358,476 3000 - BENEFITS $229,759 D) 6000 - CAPITAL $595,657 E) 6000 - CAPITAL $150,000

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	**Trauma Informed Practices** Implement Trauma Informed Practices	**Trauma Informed Practices** Implement Trauma Informed Practices

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	1. Research Trauma Informed Practices 2. Develop a TIPS implementation plan 3. Train staff on TIPS 4. Incorporate TIPS as an area of focus in PBIS committee agendas	1. Research Trauma Informed Practices 2. Develop a TIPS implementation plan 3. Train staff on TIPS 4. Incorporate TIPS as an area of focus in PBIS committee agendas

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $0.00	A) $7,080 B) $43,965 TOTAL $51,045	A) $45,451 B) $0.00 TOTAL $45,451
Source	No Additional Cost	A) TITLE I B) TITLE II	A) TITLE I B) TITLE II
Budget Reference	N/A	A) 4000 - MAT & SUPP $7,080 B) 5000 - SERVICES $43,965	A) 5000 - SERVICES $45,451 B) 5000 - SERVICES $0.00

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| **Location(s):** |
| (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	**At-Risk Identification/Communication** Develop a system for identifying and communicating the social/emotional	**At-Risk Identification/Communication** Develop a system for identifying and communicating the social/emotional

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	needs of individual students and student groups

1. Identify the criteria that will be used for categorizing students "At risk"
2. Develop data dashboards that integrate the identified "at risk" criteria
3. Create contingency plans that trigger standard operating procedures for specific Adverse Childhood Experiences (such as homelessness)
4. Utilize SSTs at each site to address the needs of at-risk students (including homeless students) | needs of individual students and student groups

1. Identify the criteria that will be used for categorizing students "At risk"
2. Develop data dashboards that integrate the identified "at risk" criteria
3. Create contingency plans that trigger standard operating procedures for specific Adverse Childhood Experiences (such as homelessness)
4. Utilize SSTs at each site to address the needs of at-risk students (including homeless students) |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $0.00	A) $0.00	A) $0.00
Source	No Additional Cost	No Additional Cost	No Additional Cost
Budget Reference	N/A	N/A	N/A

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| N/A |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| N/A |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	**Educational Partnerships** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 161)	**Educational Partnerships** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Provide increased community outreach efforts and coordinate input opportunities for community groups and organizations in order magnify outcomes for Foster Youth, English Learners and Unduplicated Students.	Provide increased community outreach efforts and coordinate input opportunities for community groups and organizations in order magnify outcomes:
	1. Pursue community connections that can create increased curricular possibilities for unduplicated students	1. Pursue community connections that can create increased curricular possibilities
	2. Organize frequent opportunities for community participation in the development of the LCAP, disaggregating annual expected measurable outcome data by student group in order to compare unduplicated pupils to other student groups	2. Organize frequent opportunities for community participation in the development of the LCAP, disaggregating annual expected measurable outcome data by student group
	3. Provide outreach for hard-to-reach families	3. Provide outreach for hard-to-reach families
	4. Utilize social media, surveys and other communication resources to actively seek unduplicated stakeholder feedback and organize community outreach activities	4. Utilize social media, surveys and other communication resources to actively seek stakeholder feedback and organize community outreach activities
	5. Manage and oversee compliance to federal, state and local laws, rules and regulations (Title I, FPM, CDE, OCR, etc.)	5. Manage and oversee compliance to federal, state and local laws, rules and regulations (Title I, FPM, CDE, OCR, etc.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) $0.00	A) $85,378	A) $88,450
Source	No Additional Cost	A) S&C	A) S&C
Budget Reference	N/A	A) 1000 - CERT SALARY $65,138 3000 - BENEFITS $20,060	A) 1000 - CERT SALARY $66,849 3000 - BENEFITS $21,601

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

2019-20: $ 7,718,405

2018-19: $ 7,209,044

2017-18: $ 6,241,269

Percentage to Increase or Improve Services

2019-20: 34.18%

2018-19: 32.64%

2017-18: 31.79 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2019-20 LCAP

The Mojave Unified School District (MUSD) had an unduplicated rate of 82.19% during the 2016-17 school year, 84.88% during the 2017-18 school year, 86.50% during the 2018-19 school year, and projects 88.12% for the 2019-20 school year. The certified 2017-18 CALPADS unduplicated rates for each of our six school sites are listed below:

California City High School: 82.69%

Mojave Jr./Sr. High School: 90.24%

California City Middle School: 90.47%

Hacienda Elementary School: 88.18%

Robert. P. Ulrich Elementary School: 90.13%

Mojave Elementary School: 92.61%

For the 2019-20 school year the district is projected to receive $7,718,405 in supplemental and concentration funds. MUSD intends to fully utilize this allotment to increase and improve our services for the students that need it the most: our English Language Learners, our Foster Youth, and our students who are Socioeconomically Disadvantaged. This document was shaped with opportunities for direct input from representatives from each stakeholder group to guarantee that we have crafted a plan that prioritizes educational equity and the closing of any achievement gaps. The Mojave Unified School District is participating, with the support of Kern County Superintendent of Schools, in the Continuous Improvement Process. This process is a rigorous, data-driven approach of identifying a problem of practice, root causes, and developing a theory of action. The data protocols that we followed throughout this process included a significant amount of time considering the needs, conditions or circumstances of our unduplicated pupils, and considering how we could increase their expected outcomes. This, of course, greatly influenced the development of our LCAP. Our plan for increasing/improving services for our unduplicated pupils focuses on two main areas: 1) Achievement and 2) Engagement & Connections.

1—Achievement:

We believe that certain foundational elements are absolutely crucial when it comes to school improvement, or in this case the improvement of services for a particular group. These include pacing out and prioritizing critical concepts and content to meet the needs of struggling students, implementing curriculum and materials that are aligned to CCSS, ELD standards, and NGSS, offering professional development for educators and staff on how to better serve unduplicated pupils, and increasing access to 21st century technology as guided by our newly adopted technology plan—to engage and motivate the students that need it the most. These elements are explicitly defined in Goal 1, within actions 21, 22, 23, 25, and 26. Building up from the foundation, we intend to bolster the Response to Intervention Process to set meaningful goals, provide improved first instruction with an emphasis on literacy, and constantly monitor unduplicated student progress to offer appropriate intervention and enrichment. This will be facilitated in the context of collaborative groups (PLCS), with a heavy emphasis on data analysis and action studies. With the foundational elements in place, and improved instructional components (as outlined in Goal 1, actions 2, 3, 5, 6, 7 and 9), we hope to leverage unduplicated student achievement up to 80% mastery. Some students, such as English Learners, still may need more intensive and increased supports, which is where ELD instruction, SDAIE, and other intervention pieces come in to play. Goal 1, Actions 10-14 create the framework for these intensive supports. Finally, the pieces discussed thus far would culminate in unduplicated students being on grade level and eventually graduating our system being ready for college or careers. This will require an improved focus on credit monitoring, credit retrieval/ blended learning opportunities, attendance monitoring, and student acclimation (see Goal 1, actions 16-20). The following table explains how these actions, along with the attached funding, are principally directed to increase and improve services for the increased outcomes of our unduplicated pupils:

Actions/Services	Consideration of Needs, Conditions or Circumstances of Unduplicated Pupil Groups	Expected Outcomes due to improved/increased services
Goal 1, Action 2 (Meets identified Unduplicated Student Needs # 1 and 3 in Goal 1, page 77)	Research shows that socioeconomically disadvantaged students who have experienced the effects of poverty and other adverse situations (such as the contexts that often surround the need to live in a foster setting) enter school further behind academically than their peers. By the time that these pupils enter 3rd grade, these achievement gaps are widened (MUSD English Learners, Foster Youth and Socioeconomically Disadvantaged students rank in the very low status according to the state of California on the Math CAASPP and ELA CAASPP). Early intervention is a best practice for closing these achievement gaps. Additionally, when possible, efforts to lower class sizes should be made with the intent of improving literacy opportunities for unduplicated pupils. Likewise, early intervention has been proven as a key element of successful language acquisition for English Learners. The practices outlined within our Early Literacy Plan, as detailed in the 10 sub-actions under Goal 1, Action 2, were crafted with this in mind, and seek to boost the early literacy skills of these student groups, who have historically entered school behind and struggled to get caught up. This action includes extended opportunities for intervention at the kindergarten level. Considering all factors, the Mojave Unified School District—in collaboration with our stakeholders—believe that increasing and improving these services are likely to result in an increased educational benefit for our unduplicated pupils.	Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA
Goal 1, Action 3 (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, page 77)	An essential practice in modern education reform is the effective use of the Professional Learning Community (PLC). The PLC allows for collaborative groups to delve deeply into data in order to constantly improve practices. For a district that serves a high population of unduplicated pupils with significant needs (EL, Foster and SED students scoring in the very low or low range on ELA and Math CAASPP; graduation rates below 88% for EL students and below 89% for SED pupils; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; less than 7% of EL students completing a-g or CTE sequences/programs) improving the PLC process is necessary. The use of Sisense data dashboards improves our PLC process by allowing collaborative groups to utilize high-quality, readily available student group data. Given that the progress or decline of unduplicated pupils is more volatile and influenced by a number of stressful factors, this type of ongoing, fine-tuned, monitoring and collaboration is extraordinarily important, and is likely to produce improved outcomes based on PLC research.	Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 22.00% Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 2% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 10.77% ELA, 5.51% Math

		Priority 5C, Middle School Dropout Rate
		MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils
		Priority 5D, High School Dropout Rates
		MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 6.41%
		Priority 5E, High School Graduation Rates
		MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 88.50% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 89.15%
		Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency
		Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18
		Priority 4E, English Learner Reclassification Rate
		Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.54%
Goal 1, Action 5 (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, page 77)	The Mojave Unified School District believes that improving instruction using research based strategies and practices will close the achievement deficits demonstrated among our unduplicated pupils (EL, Foster and SED students scoring in the very low or low range on ELA and Math CAASPP; graduation rates below 88% for EL students and below 89% for SED pupils; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; less than 7% of EL students completing a-g or CTE sequences/programs). In order to narrow the gap, our unduplicated students need additional support, through the use of instructional activities para professionals, research-backed intervention programs like Read 180, increased development of literacy skills by librarians/multimedia clerks, and—when possible—lowering class sizes with the intent of improving educational opportunities. Renewable Resources and Conservation Academy projects will be made available, principally to connect our unduplicated students to more engaging, hands-on learning that they otherwise might not have access to. As our English Learners, Foster Youth and Socioeconomically Disadvantaged pupils are likely to benefit from this bolstered level of support during instruction, we believe it warrants the increase/improvement of these services for their gains.	Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 22.00% Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 2% ELA, 2% Math

		• Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 10.77% ELA, 5.51% Math Priority 5C, Middle School Dropout Rate MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 6.41% Priority 5E, High School Graduation Rates MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 88.50% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 89.15% Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 Priority 4E, English Learner Reclassification Rate Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.54%
Goal 1, Action 6 (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, page 77)	As highlighted in our discussion of the efficacy of Professional Learning Communities in meeting the unique needs of unduplicated pupils, the ability to closely monitor student progress is crucial. However, a prerequisite to utilizing data in the PLC setting is delivering high-quality ongoing assessments that empower teachers and students to have immediate feedback. The use of School City fuels the ability to access improved assessments, offers quick results, and allows teachers to connect unduplicated students with targeted instructional experiences to meet their unique and demonstrated needs (EL, Foster and SED students scoring in the very low or low range on ELA and Math CAASPP; graduation rates below 88% for EL students and below 89% for SED pupils; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; less than 7% of EL students completing a-g or CTE sequences/programs).	Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 22.00% Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP

		MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 2% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 10.77% ELA, 5.51% Math Priority 5C, Middle School Dropout Rate MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 6.41% Priority 5E, High School Graduation Rates MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 88.50% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 89.15% Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 Priority 4E, English Learner Reclassification Rate Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.54%
Goal 1, Action 7 (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, page 77)	Local and state data reveal that the English Learners, Foster Youth, and Socioeconomically disadvantaged students in the Mojave Unified School District are in need of intervention to bring these student groups up to grade level (EL, Foster and SED students scoring in the very low or low range on ELA and Math CAASPP; graduation rates below 88% for EL students and below 89% for SED pupils; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; less than 7% of EL students completing a-g or CTE sequences/programs). MUSD—in collaboration with stakeholders—believe that intervention instruction using research-based programs such as Accelerated Math allows unduplicated pupils to receive increased, targeted instructional experiences that are correlated with improved educational achievement. This process will be magnified when all unduplicated stakeholders work together through Professional Learning Communities (PLCS) and Student Study Teams (SST) to monitor student progress and develop data-driven strategies.	Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 22.00%

		Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP
		MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 2% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 10.77% ELA, 5.51% Math Priority 5C, Middle School Dropout Rate MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 6.41% Priority 5E, High School Graduation Rates MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 88.50% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 89.15% Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 Priority 4E, English Learner Reclassification Rate Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.54%
Goal 1, Action 9 (Meets Identified Unduplicated Student Needs # 1, 5, 6, and 7 in Goal 1, page 77)	Recent CDE data show that English Learners, Foster Youth, and Socioeconomically Disadvantaged pupils are less likely to graduate college and career ready (EL, Foster and SED students scoring in the very low or low range on ELA and Math CAASPP; graduation rates below 88% for EL students and below 89% for SED pupils; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; less than 7% of EL students completing a-g or CTE sequences/programs). In order to remedy this, unduplicated pupils should be engaged in targeted instructional opportunities that push their learning, develop interests, and engage them in the possibility of college and careers. This should be done through differentiated instruction, intervention for students that are behind, and also through increased rigor and challenging content for students that are at grade level or beyond. These actions are designed with the intent of leading	Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels:

	to improved academic and college/career readiness outcomes for our unduplicated pupils.	• English Learners: 8.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 22.00% Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 2% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 10.77% ELA, 5.51% Math Priority 5C, Middle School Dropout Rate MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 6.41% Priority 5E, High School Graduation Rates MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 88.50% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 89.15% Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 Priority 4E, English Learner Reclassification Rate Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.54%
Goal 1, Action 10 (Meets Identified Unduplicated Student Needs # 3 in Goal 1, page 77)	English Learners will attain English Proficiency at higher rates when they are acquiring language in classrooms with highly trained teachers utilizing ELD framework aligned instruction, as monitored through PLCs. In order to ensure that this is happening with fidelity and consistency, ongoing professional development and collaboration should be utilized.	Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 Priority 4E, English Learner Reclassification Rate Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.54%

Goal 1, Action 11 (Meets Identified Unduplicated Student Needs # 3 in Goal 1, page 77)	Long-Term English Language Students not demonstrating progress would benefit from being entered into the SST process. SST teams are gatherings of parents, teachers, and other staff—such as psychologists—that conduct thorough data and needs reviews to determine the strategies and interventions that would most benefit the referred student. These best practices will increase the likelihood of EL students achieving proficiency.	Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 Priority 4E, English Learner Reclassification Rate Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.54%
Goal 1, Action 12 (Meets Identified Unduplicated Student Needs # 3 in Goal 1, page 77)	Although reclassified EL students have achieved proficiency in English, there is a clear need to continue monitoring their progress and offering support for students that begin to fall behind through the SST process and other methods.	Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.25% Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 2% ELA, 2% Math Priority 5C, Middle School Dropout Rate MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.25% Priority 5E, High School Graduation Rates MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 88.50% Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 Priority 4E, English Learner Reclassification Rate

		Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.54%
Goal 1, Action 13 (Meets Identified Unduplicated Student Needs # 3 in Goal 1, page 77)	Teacher lesson plans will incorporate SDAIE (Specially Designed Academic Instruction in English) to meet student needs and state requirements. A primary component of this is the explicit direct instruction of vocabulary and essential academic terms utilizing visuals in order to front load concepts and content in order to meet the language acquisition needs of English Learners.	<u>Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency</u> Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 <u>Priority 4E, English Learner Reclassification Rate</u> Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.54%
Goal 1, Action 14 (Meets Identified Unduplicated Student Needs # 3 in Goal 1, page 77)	ELD instruction—utilizing appropriate groupings of students—Is a necessary component of leveraging increased levels of English proficiency. We believe that an increased level of support, with the assistance of bilingual aides, allows students to increase their proficiency in reading, writing, listening and speaking in English at an accelerated rate.	<u>Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency</u> Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 <u>Priority 4E, English Learner Reclassification Rate</u> Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.54%
Goal 1, Action 16 (Meets Identified Unduplicated Student Needs $ 4, 5, 6, and 7 in Goal 1, page 77)	Local data highlight the need to have counselors that closely monitor the credits of our English Learners (less than 7% completing a-g or CTE sequences, estimated 6.25% dropout rate), Foster Youth (high levels of mobility); and Socioeconomically Disadvantaged pupils (nearly an 8% dropout rate). This monitoring should include connecting students and parents with appropriate resources. Get Focused Stay Focused program is a program that will be implemented in order to purposefully instruct students on the importance of education and having a plan for success that is tailored to their interests. School and senior portfolios will be implemented district-wide, integrating technology and requiring students to explore their career interests.	<u>Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs</u> MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 22.00% <u>Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP</u> MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 2% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 10.77% ELA, 5.51% Math <u>Priority 5D, High School Dropout Rates</u> MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 6.41% <u>Priority 5E, High School Graduation Rates</u> MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 88.50%

		• Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 89.15%
Goal 1, Action 17 (Meets Identified Unduplicated Student Needs # 4, 5, 6 ,and 7 in Goal 1, page 77)	With an unduplicated pupil count of over 86%, and an extreme level of mobility (over 600 students enrolled in and out of our district this year, which represents approximately 18% of our cumulative enrollment), many of our students enter our schools with credit deficiencies. In order to meet this incredible need and improve/increase services for our unduplicated pupils, MUSD will offer both extended (Saturday school, summer school) and blended (independent study, APEX, etc.) learning opportunities.	<u>Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs</u> MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 22.00% <u>Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP</u> MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 2% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 10.77% ELA, 5.51% Math <u>Priority 5D, High School Dropout Rates</u> MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 6.41% <u>Priority 5E, High School Graduation Rates</u> MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 88.50% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 89.15%
Goal 1, Action 18 (Meets Identified Unduplicated Student Needs # 5 and 6 in Goal 1, page 77)	Unduplicated students are at a greater risk of having higher levels of chronic absenteeism (Estimated MUSD Chronic Absentee Rates: English Learners—17.06%, Foster Youth—25.00% and Socioeconomically Disadvantaged—25.34%), reducing their access to crucial educational services and intervention opportunities. Research shows that students who are chronically absent or have high levels of mobility are at an increased risk of becoming dropouts and entering the school-to-prison pipeline. The increased and improved services outlined throughout this section of the MUSD LCAP are absolutely necessary for our unduplicated students—if those students are missing 10% or more of the school year due to chronic	<u>Priority 5D, High School Dropout Rates</u> MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 6.41%

	absenteeism, then the effectiveness of these services is dramatically reduced, thus compounding achievement gaps. Given the gravity of this situation, unduplicated student attendance and other records must be carefully monitored.	**Priority 5E, High School Graduation Rates** MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 88.50% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 89.15% **Priority 5A, School Attendance Rates** MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth:93.69% • Socioeconomically Disadvantaged: 93.87% **Priority 5B, Chronic Absenteeism Rates** MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 16.06% • Foster Youth: 24% • Socioeconomically Disadvantaged: 24.34%
Goal 1, Action 20 (Meets Identified Unduplicated Student Needs # 4, 5, 6, and 7 in Goal 1, page 77)	CDE data clearly demonstrates that unduplicated pupils are significantly less likely to achieve college/career readiness (Graduation rates below 88% for EL students and below 89% for SED pupils; less than 15% of unduplicated pupils demonstrating college preparedness on EAP; less than 6.25% of EL students completing a-g or CTE sequences/programs). Utilizing Sisense dashboards and other AERIES information (A-G completion, transcript analysis, master scheduling), college and career readiness will be monitored by school staff on an ongoing basis. EWRC, Get Focused, Stay Focused, senior portfolios and academic counseling can be used to leverage increased college/career readiness among unduplicated pupil groups. CTE and Dual enrollment offerings should continue to expand to support these student groups. Business, computer, and welding classes will not only increase the options for unduplicated students to become ready for college/careers, but they offer an increased benefit for these students that do not have access to enrichment programs in our remote and impoverished area.	**Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs** MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 22.00% **Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP** MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 2% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 10.77% ELA, 5.51% Math **Priority 5D, High School Dropout Rates** MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 6.41%

		Priority 5E, High School Graduation Rates
		MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 88.50% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 89.15%
Goal 1, Action 21 (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, page 77)	All students suffer academically when teaching vacancies go unfilled, or highly qualified instructors cannot be found; however, students that are academically behind, learning English as a second language, or face adverse situations (unduplicated pupils, ELs, Foster Youth, Socioeconomically Disadvantaged students) are effected to a much greater degree. For that reason, increased services (such as a credential support program) will be provided to support the recruitment and retention of teachers.	Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 22.00% Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 2% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 10.77% ELA, 5.51% Math Priority 5C, Middle School Dropout Rate MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 6.41% Priority 5E, High School Graduation Rates

		MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels:
		• English Learners: 88.50% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 89.15% Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 Priority 4E, English Learner Reclassification Rate Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.54%
Goal 1, Action 22 (Meets Identified Unduplicated Student needs # 1-7 in Goal 1, page 77)	Opportunities for mentorship are essential at MUSD—as more than 40% of our teachers have been here for less than 5 years. Newer educators are far more likely to narrow the demonstrated achievement gaps among unduplicated pupils (EL, Foster and SED students scoring in the very low or low range on ELA and Math CAASPP; graduation rates below 88% for EL students and below 89% for SED pupils; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; less than 7% of EL students completing a-g or CTE sequences/programs) if they are supported by administrators and fellow educators. New teachers will attend a district orientation in order to become acquainted with the unique needs of MUSD unduplicated pupil groups and the context of our school district.	Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 22.00% Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 2% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 10.77% ELA, 5.51% Math Priority 5C, Middle School Dropout Rate MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.25% • Foster Youth: *Less than 10 students in cohort*

		• Socioeconomically Disadvantaged: 6.41% Priority 5E, High School Graduation Rates MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 88.50% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 89.15% Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 Priority 4E, English Learner Reclassification Rate Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.54%
Goal 1, Action 23 (Meets Identified Unduplicated Student Needs # 1, 3, 4, and 6 in Goal 1, page 77)	Through our participation in the Kern County Superintendent of Schools Continuous Improvement Process (CIP), we have identified that our unduplicated student groups are in need of a more cohesive academic system (EL, Foster and SED students scoring in the very low range on ELA and Math CAASPP; graduation rates below 88% for EL students and below 89% for SED pupils; less than 15% of unduplicated pupils demonstrating college preparedness on EAP; less than 7% of EL students completing a-g or CTE sequences/programs). This emphasizes the need for increasing professional development offerings, monitoring the fidelity of programs and curriculum, increasing the focus on standards alignment, and creating additional oversight of the development of differentiated units of study.	Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 22.00% Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 2% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 10.77% ELA, 5.51% Math Priority 5C, Middle School Dropout Rate MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils Priority 5D, High School Dropout Rates

		MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels:
		- English Learners: 5.25% - Foster Youth: *Less than 10 students in cohort* - Socioeconomically Disadvantaged: 6.41%
		Priority 5E, High School Graduation Rates
		MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels:
		- English Learners: 88.50% - Foster Youth: *Less than 10 students in cohort* - Socioeconomically Disadvantaged: 89.15%
		Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency
		Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18
		Priority 4E, English Learner Reclassification Rate
		Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.54%
Goal 1, Action 24 (Meets identified Unduplicated Student Needs # 1-7 in Goal 1, pages 75-76)	Research has shown that schools facing high levels of poverty tend to experience higher rates of teacher turnover, or have teachers that have fewer years of experience. Developing cohesive systems that preserve high quality instructional plans establishes continuity despite potential changes in staffing to better meet the needs of unduplicated pupils. For that reason, a Shared Drive will be maintained and accessible to teachers to house instructional resources. Capacity building will be conducted during PLCs related to newly adopted, standards-aligned system components (Standards-Based Gradebooks, pacing, assessments, data protocols, etc.) and Teaching and Learning Teams (TLTs) will provide teachers an opportunity to develop and fine tune modules and units of study that better meet the unduplicated needs identified on pages 75-76.	Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: - English Learners: 116 DF3 in Math; 79.4 DF3 in ELA - Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA - Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: - English Learners: 8.67% - Foster Youth: *Less than 10 students in cohort* - Socioeconomically Disadvantaged: 26.11% Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: - English Learners: 10.33% ELA, 2% Math - Foster Youth: *Less than 10 students in cohort* - Socioeconomically Disadvantaged: 11.35% ELA, 2% Math Priority 5C, Middle School Dropout Rate

		MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils
		Priority 5D, High School Dropout Rates
		MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 8.93%
		Priority 5E, High School Graduation Rates
		MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 94.33% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 90.36%
		Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency
		Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18
		Priority 4E, English Learner Reclassification Rate
		Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.7%
Goal 1, Action 25 (Meets Identified Unduplicated Student Needs # 1, 2, 3, 4, and 7 in Goal 1, page 77)	Our unduplicated students have multiple needs that can be met through the expanded and improved use of technology: 1) Digital resources will support the language development and acquisition of our English Learners, and blended/extended learning opportunities will help meet some of the unique needs/settings of our students living in poverty or in foster settings. Furthermore, increased technology can increase engagement, which appears to be lacking among our unduplicated pupils (Graduation rates under 89% for our Socioeconomically Disadvantaged Students; Less than 7% of EL students completing a-g or CTE sequences/programs; under 10% of English Learners and Socioeconomically Disadvantaged students demonstrating college preparedness on the EAP; over 25% of our Foster and Socioeconomically Disadvantaged students are chronically absent, all unduplicated pupil groups scored in the "very low" range on average for ELA CAASPP and Math CAASPP, and unduplicated pupils are suspended at high rates according to the state of CA). 2) Our unduplicated pupils tend to have a lack of technology in the home with the exception of cell phones. Implementing a scope and sequence of technology skills throughout grade levels will help ensure that our students are developing the necessary technology based skills that will allow them to be successful on the CAASPP and become college/career ready.	Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 22.00% Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 2% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort*

	With these factors in mind, MUSD will: • Explore the effective and safe uses of Google services to leverage higher rates of unduplicated student achievement • Provide increased number of computers and tablets in schools for unduplicated students and staff for digital project based tools • Explore and implement the expansion of Wi-Fi access to support technology and program expansion • Support the development of technological skills outlined in a scope and sequence technology outline, implement the National Education Technology Standards, and offer practice CAASPP testing • Technology Technicians and Technology Support Teachers will offer necessary support to ensure that the increase/improvement of technology services will work correctly and result in improved outcomes for our unduplicated pupils	• Socioeconomically Disadvantaged: 10.77% ELA, 5.51% Math Priority 5C, Middle School Dropout Rate MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 6.41% Priority 5E, High School Graduation Rates MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 88.50% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 89.15% Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 Priority 4E, English Learner Reclassification Rate Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.54% Priority 5A, School Attendance Rates MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth:93.69% • Socioeconomically Disadvantaged: 93.87% Priority 5B, Chronic Absenteeism Rates MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 16.06% • Foster Youth: 24% • Socioeconomically Disadvantaged: 24.34%
Goal 1, Action 26	Through the Continuous Improvement Process (as supported by Kern County Superintendent of Schools), the Mojave Unified School District has identified the significant need to provide support, training, and oversight in	Priority 4A, Statewide Assessments

(Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, page 77)	the areas of standards alignment, assessment, PLC data protocols, instructional strategies, and other crucial practices. Increasing and improving these services, with added staffing, is designed with the intent of increasing outcomes for our unduplicated pupils who are behind academically (Graduation rates under 89% for our Socioeconomically Disadvantaged Students; Less than 7% of EL students completing a-g or CTE sequences/programs; under 10% of English Learners and Socioeconomically Disadvantaged students demonstrating college preparedness on the EAP; over 25% of our Foster and Socioeconomically Disadvantaged students are chronically absent, all unduplicated pupil groups scored in the "very low" range on average for ELA CAASPP and Math CAASPP, and unduplicated pupils are suspended at high rates according to the state of CA).	Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 22.00% Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 2% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 10.77% ELA, 5.51% Math Priority 5C, Middle School Dropout Rate MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 6.41% Priority 5E, High School Graduation Rates MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 88.50% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 89.15% Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 Priority 4E, English Learner Reclassification Rate

		Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.54%

2—Engagement & Connections:

In addition to the actions discussed in the area of achievement, we realize that true improvement and growth can only be achieved when unduplicated students are highly engaged, connections with parents are made, and positive school climates are fostered. As with achievement, we recognize certain foundational elements to build upon, such as: safe, equitable and well-maintained facilities, efforts to maintain school safety, and compliance with state, federal and office of civil rights expectations (Goal 2, actions 7, 14 and 17). Parents of unduplicated students will be frequently invited to offer their input in decision making, participate in the education of their child, and volunteer at our school sites (Goal 2, actions 3 and 17). With an Ethnic Diversity Index of 51 and a projected unduplicated student rate of 88.12% for the 2019-20 school year, we have identified the need to expand training with a focus on implicit bias and cultural awareness and the implementation of Positive Behavior Intervention & supports (along with other restorative practices). This increase in training will help establish a welcoming climate conducive to the well-being of unduplicated students (Goal 2, actions 6, 8, and 17). With an increased emphasis on unduplicated student attendance, activities, and increased offerings of dynamic courses of study, we believe that engagement will improve dramatically (Goal 2, actions 9, 10, and 13).

We realize that the areas discussed above are extensive and far-reaching. However, we believe with high expectations and fidelity to a shared plan, that they can be achieved. In fact, we believe that they must be achieved. This can only be done with an improvement and increase in services, made possible with the supplemental and concentration grants allotted to MUSD. The following table explains how these actions, along with the attached funding, are principally directed to increase and improve services for the increased outcomes of our unduplicated pupils:

Actions/Services	Consideration of Needs, Conditions or Circumstances of Unduplicated Pupil Groups	Expected Outcomes due to improved/increased services
Goal 1, Action 1 (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162)	Local data reveal that our unduplicated pupil groups are in need of increased levels of engagement (School attendance rates are low for Foster Youth—93.23% and Socioeconomically Disadvantaged students—93.41%; chronic absentee rates are significantly higher for Foster Youth—25%, and Socioeconomically Disadvantaged—25.34%; and suspension rates fall within the "high" or "very high" categories for Foster Youth and Socioeconomically Disadvantaged students). Research shows that increased parent involvement and participation can leverage higher rates of pupil engagement.	Priority 5A, School Attendance Rates MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth:93.69% • Socioeconomically Disadvantaged: 93.87% Priority 5B, Chronic Absenteeism Rates MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 16.06% • Foster Youth: 24% • Socioeconomically Disadvantaged: 24.34% Priority 6A, Pupil Suspension Rates

			MUSD will decrease the unduplicated pupil suspension rate by 0.5%, to the following rates: • English Learners: 1.59% • Foster Youth: 3.98% • Socioeconomically Disadvantaged: 4.05% Priority 6B, Pupil Expulsion Rates MUSD will maintain an unduplicated pupil expulsion rate of less than 1% Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA
Goal 2, Action 3 (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 162)	Research shows that students with exceptional needs (Graduation rates under 89% for our Socioeconomically Disadvantaged Students; Less than 7% of EL students completing a-g or CTE sequences/programs; under 10% of English Learners and Socioeconomically Disadvantaged students demonstrating college preparedness on the EAP; over 25% of our Foster and Socioeconomically Disadvantaged students are chronically absent, all unduplicated pupil groups scored in the "very low" range on average for ELA CAASPP and Math CAASPP, and unduplicated pupils are suspended at high rates according to the state of CA) benefit when their schools actively invite parents to be engaged partners in the educational process. With these considerations in mind, MUSD school sites will use the PLC setting to offer professional development on parent involvement—class dojo, remind101, etc. Principals, vice principals, foster/homeless liaison and other staff will conduct outreach and assistance activities with parents. Facebook, district/site websites, parent portal, class dojo, remind 101, in-touch k-12, and other methods will be used for parent communication. Documents generated by schools and sent home for parents were translated into Spanish. Additional staff will be considered, when possible and necessary, to improve services offered to families of unduplicated students.		Priority 5A, School Attendance Rates MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth:93.69% • Socioeconomically Disadvantaged: 93.87% Priority 5B, Chronic Absenteeism Rates MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 16.06% • Foster Youth: 24% • Socioeconomically Disadvantaged: 24.34% Priority 6A, Pupil Suspension Rates MUSD will decrease the unduplicated pupil suspension rate by 0.5%, to the following rates: • English Learners: 1.59% • Foster Youth: 3.98% • Socioeconomically Disadvantaged: 4.05% Priority 6B, Pupil Expulsion Rates MUSD will maintain an unduplicated pupil expulsion rate of less than 1% Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA

Goal 2, Action 6 (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 162)	Research shows—and local data confirms—that student behavior is influenced by adverse childhood experiences linked to poverty and surrounding some circumstances that result in living in a foster setting (Foster Youth and Socioeconomically Disadvantaged students have suspension rates ranked as high by the most recent California School Dashboard). This clear need must be addressed with an adequate, multi-tiered system of behavior interventions and supports. The Mojave Unified School District will implement Positive Behavior Intervention and Support (PBIS) with an emphasis on restorative and/or trauma informed practices to meet the significant needs of our unduplicated pupils. This support is bolstered by increased staffing to create networks of employees that support the social/emotional wellbeing of students, teach replacement behaviors through behavior interventions, and create high-quality alternatives to suspension.	Priority 6A, Pupil Suspension Rates MUSD will decrease the unduplicated pupil suspension rate by 0.5%, to the following rates: • English Learners: 1.59% • Foster Youth: 3.98% • Socioeconomically Disadvantaged: 4.05% Priority 6B, Pupil Expulsion Rates MUSD will maintain an unduplicated pupil expulsion rate of less than 1% Priority 5A, School Attendance Rates MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth:93.69% • Socioeconomically Disadvantaged: 93.87% Priority 5B, Chronic Absenteeism Rates MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 16.06% • Foster Youth: 24% • Socioeconomically Disadvantaged: 24.34%
Goal 2, Action 7 (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 162)	Local surveys have indicated that the Mojave Unified School District needs to improve the sense of safety among students in our schools. Attendance, Chronic Absenteeism, and suspension rates are other important indicators in this area, and reveal that increased attention needs to be given to school safety in order to improve the learning environment of our unduplicated pupils (English Learners, Foster Youth, and Socioeconomically Disadvantaged students have double digits of chronic absenteeism rates; Foster Youth and Socioeconomically Disadvantaged students have suspension rates considered high by the state of California). Due to these needs, increasing school safety measures—including added staffing when possible—will be utilized to improve the sense of safety among our unduplicated pupils and improve other school climate indicators.	Priority 5A, School Attendance Rates MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth:93.69% • Socioeconomically Disadvantaged: 93.87% Priority 5B, Chronic Absenteeism Rates MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 16.06% • Foster Youth: 24% • Socioeconomically Disadvantaged: 24.34% Priority 6A, Pupil Suspension Rates MUSD will decrease the unduplicated pupil suspension rate by 0.5%, to the following rates: • English Learners: 1.59%

		• Foster Youth: 3.98% • Socioeconomically Disadvantaged: 4.05% Priority 6B, Pupil Expulsion Rates MUSD will maintain an unduplicated pupil expulsion rate of less than 1% Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA
Goal 2, Action 8 (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 162)	The Mojave Unified School District's unduplicated population is significantly diverse. In order to meet the varied needs of these unduplicated pupils from a variety of backgrounds, improve teacher-student relationships and build school-community trust, MUSD will implement implicit-bias and cultural awareness training. We believe the importance of this is heightened among unduplicated pupils due to the covariance with the other multiple needs discussed in this section of our LCAP. For example, a culturally aware staff is more likely to contribute to a climate that perpetuates a sense of belonging, which is significant for groups that are academically behind, have higher rates of discipline incidents, and are chronically absent at higher rates (Foster, Socioeconomically Disadvantaged, EL students).	Priority 5A, School Attendance Rates MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth:93.69% • Socioeconomically Disadvantaged: 93.87% Priority 5B, Chronic Absenteeism Rates MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 16.06% • Foster Youth: 24% • Socioeconomically Disadvantaged: 24.34% Priority 6A, Pupil Suspension Rates MUSD will decrease the unduplicated pupil suspension rate by 0.5%, to the following rates: • English Learners: 1.59% • Foster Youth: 3.98% • Socioeconomically Disadvantaged: 4.05% Priority 6B, Pupil Expulsion Rates MUSD will maintain an unduplicated pupil expulsion rate of less than 1%
Goal 2, Action 9 (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 162)	Increasing and improving services in the area of sports and recreation offers multiple benefits for our EL, Foster and Socioeconomically Disadvantaged pupils. These added programs allow our unduplicated students to have experiences that broaden their horizons and allow them to build life-experiences, self-confidence, and a sense of pride in our community. These are engaging, structured and safe activities that our students living in poverty would not otherwise have access to in such a remote area away from major cities. MUSD student-athletes are also motivated at far higher rates to maintain high levels of academic and behavioral performance during the	Priority 5A, School Attendance Rates MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth:93.69% • Socioeconomically Disadvantaged: 93.87%

	school day, offering a clear benefit for our unduplicated pupils who are more likely to be behind academically or chronically absent.	Priority 5B, Chronic Absenteeism Rates MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 16.06% • Foster Youth: 24% • Socioeconomically Disadvantaged: 24.34% Priority 6A, Pupil Suspension Rates MUSD will decrease the unduplicated pupil suspension rate by 0.5%, to the following rates: • English Learners: 1.59% • Foster Youth: 3.98% • Socioeconomically Disadvantaged: 4.05% Priority 6B, Pupil Expulsion Rates MUSD will maintain an unduplicated pupil expulsion rate of less than 1% Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA Priority 5C, Middle School Dropout Rate MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.25% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 6.41% Priority 5E, High School Graduation Rates MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 88.50% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 89.15%
Goal 2, Action 10 (Meets Identified Unduplicated Student	State and local data measuring the progress of unduplicated pupils indicates a clear and immediate need to improve the engagement of our EL, Foster and Socioeconomically Disadvantaged students (Graduation rates under 89% for our Socioeconomically Disadvantaged Students; Less than 7% of EL students completing a-g or CTE sequences/programs; under 10% of English Learners and Socioeconomically Disadvantaged students demonstrating	Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.25%

Needs # 1-3 in Goal 2, page 162)	college preparedness on the EAP; over 25% of our Foster and Socioeconomically Disadvantaged students are chronically absent, all unduplicated pupil groups scored in the "very low" range on average for ELA CAASPP and Math CAASPP, and unduplicated pupils are suspended at high rates according to the state of CA). In an effort to inspire increased academic success and graduation rates among our unduplicated student populations, increased and improved services should be offered:	• Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 6.41%

college preparedness on the EAP; over 25% of our Foster and Socioeconomically Disadvantaged students are chronically absent, all unduplicated pupil groups scored in the "very low" range on average for ELA CAASPP and Math CAASPP, and unduplicated pupils are suspended at high rates according to the state of CA). In an effort to inspire increased academic success and graduation rates among our unduplicated student populations, increased and improved services should be offered:

- The "Freshman Success" program will be implemented to empower unduplicated students to explore their interests and plan ahead for their futures.

- In order to enhance perseverance, problem solving, communication, and collaboration, the Project Lead the Way Engineering pathway will be used at Mojave Jr./Sr. High School.

- Dual enrollment classes will continue to be offered and expanded, which empowers unduplicated pupils to attend zero-cost college level courses within the access of their home school.

- Summer school credit retrieval through APEX, and extended school year will be offered to support unduplicated pupils that are at risk of falling behind in order to support unduplicated pupil college/career readiness.

- The summer renewable resources and conservation academy will provide hands-on science opportunities for students in grades 1st-11th, inspiring and motivating unduplicated students to engage in rocket development, coding, robotics, astronomy, geology and more (opportunities that would not otherwise be available to our socioeconomically disadvantaged students in Mojave or California City).

- Classes will be provided to incorporate student interests and engage unduplicated pupils at higher rates (expanded elective and summer offerings, drama, music, computers, etc.).

- A tremendous amount of technology, equipment and resources (mobile labs, computer labs, promethean boards, google classrooms, etc.) will be utilized to fuel digital projects for the increased outcomes of English Learners, Foster Youth and Socioeconomically Disadvantaged students, and will require additional technology support.

- These improved/expanded services were designed with the intent of improving the outcomes of our unduplicated students through increased student engagement.

Foster Youth: *Less than 10 students in cohort*
Socioeconomically Disadvantaged: 6.41%

Priority 5E, High School Graduation Rates

MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels:

- English Learners: 88.50%
- Foster Youth: *Less than 10 students in cohort*
- Socioeconomically Disadvantaged: 89.15%

Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs

MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels:

- English Learners: 8.25%
- Foster Youth: *Less than 10 students in cohort*
- Socioeconomically Disadvantaged: 22.00%

Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP

MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels:

- English Learners: 2% ELA, 2% Math
- Foster Youth: *Less than 10 students in cohort*
- Socioeconomically Disadvantaged: 10.77% ELA, 5.51% Math

Priority 5A, School Attendance Rates

MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels:

- English Learners: 95.64%
- Foster Youth:93.69%
- Socioeconomically Disadvantaged: 93.87%

Priority 5B, Chronic Absenteeism Rates

MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels:

- English Learners: 16.06%
- Foster Youth: 24%
- Socioeconomically Disadvantaged: 24.34%

Priority 6A, Pupil Suspension Rates

MUSD will decrease the unduplicated pupil suspension rate by 0.5%, to the following rates:

- English Learners: 1.59%

		• Foster Youth: 3.98% • Socioeconomically Disadvantaged: 4.05% Priority 6B, Pupil Expulsion Rates MUSD will maintain an unduplicated pupil expulsion rate of less than 1% Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA
Goal 2, Action 13 (Meets Identified Unduplicated Student Needs # 1 and 2 in Goal 2, page 162)	The increased academic and social/emotional needs of our EL, Foster and Socioeconomically Disadvantaged students are dramatically compounded by lower rates of attendance (EL, Foster and SED students are under a 94% average attendance rate, and have estimated chronic absentee rates in the double digits: EL—17.06%, Foster—25.00%, SED—25.34%). Attendance improvement efforts, therefore, are likely to leverage improved educational benefits for our unduplicated pupils. For that reason, the following services will be added or improved: • Saturday school will be implemented at all school sites which will offer students a meal, extended learning opportunities and beneficial alternatives to suspension. This can be an important tool in minimizing lost instructional time, which has a magnified impact on our unduplicated student groups. • SARB hearings will be conducted for Mojave and California City—not as a punitive measure, rather, to actively engage families experiencing adverse situations (poverty, etc.). These improved relationships and exchange of information can help unduplicated students get to school more often. • School sites, front office staffs, and central enrollment will focus on attendance improvement and the increased engagement of high needs students (Foster Youth, English Learners, Socioeconomically Disadvantaged students). Increased events, activities and class offerings will be used in order to increase unduplicated student engagement and the desire to attend school. • In-Touch K12 will be utilized for absence notification purposes. With an unduplicated population that largely does not have access to personal or public transportation, our school transportation system acts as the only lifeline connecting students with their education. Without it, unduplicated pupils would suffer devastating levels of absenteeism.	Priority 5A, School Attendance Rates MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth:93.69% • Socioeconomically Disadvantaged: 93.87% Priority 5B, Chronic Absenteeism Rates MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 16.06% • Foster Youth: 24% • Socioeconomically Disadvantaged: 24.34%
Goal 2, Action 14 (Meets Identified Unduplicated Student	Facility maintenance, upkeep, cleanliness and safety are significant elements of school climate, and the sense of safety or connectedness that students feel. Additionally, school cleanliness and upkeep are an important part of illness prevention. The urgency of this need is magnified when you consider	Priority 5A, School Attendance Rates

Needs # 1-3 in Goal 2, Page 162)	that many of our socioeconomically disadvantaged students do not have adequate access to transportation, and are between 40-60 miles away from major healthcare providers. State and local indicators highlight the fact that our unduplicated pupils are in far greater need of a healthy school climate (as supported by maintenance, upkeep, cleanliness and safety) due to increased academic, social and emotional needs (English Learners, Foster Youth, and Socioeconomically Disadvantaged students have double digits of chronic absenteeism rates; Foster Youth and Socioeconomically Disadvantaged students have suspension rates considered high by the state of California, Graduation rates are under 89% for our Socioeconomically Disadvantaged Students; Less than 7% of EL students completing a-g or CTE sequences/programs; under 10% of English Learners and Socioeconomically Disadvantaged students demonstrating college preparedness on the EAP; and all unduplicated pupil groups scored in the "very low" range on average for ELA CAASPP and Math CAASPP). Increased/improved services and operational efficiency in this area will be leveraged for an increased sense of connectedness & engagement, improved attendance, reduced discipline, and ultimately, higher levels of unduplicated student achievement.	MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth:93.69% • Socioeconomically Disadvantaged: 93.87% <u>Priority 5B, Chronic Absenteeism Rates</u> MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 16.06% • Foster Youth: 24% • Socioeconomically Disadvantaged: 24.34% <u>Priority 6A, Pupil Suspension Rates</u> MUSD will decrease the unduplicated pupil suspension rate by 0.5%, to the following rates: • English Learners: 1.59% • Foster Youth: 3.98% • Socioeconomically Disadvantaged: 4.05% <u>Priority 6B, Pupil Expulsion Rates</u> MUSD will maintain an unduplicated pupil expulsion rate of less than 1% <u>Priority 4A, Statewide Assessments</u> Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA
Goal 2, Action 17 (Meets Identified Unduplicated Student Needs 1-3 in Goal 2, page 162)	Our unduplicated pupils have an increased need of support academically and emotionally (Graduation rates under 89% for our Socioeconomically Disadvantaged Students; Less than 7% of EL students completing a-g or CTE sequences/programs; under 10% of English Learners and Socioeconomically Disadvantaged students demonstrating college preparedness on the EAP; over 25% of our Foster and Socioeconomically Disadvantaged students are chronically absent, all unduplicated pupil groups scored in the "very low" range on average for ELA CAASPP and Math CAASPP, and unduplicated pupils are suspended at high rates according to the state of CA). For that reason, having an expanded network of adults that are working together will increase outcomes. Through added staffing, MUSD will support this consideration by providing increased community outreach efforts, coordinating input opportunities for parents of unduplicated students, and actively seeking stakeholder feedback. These efforts will lead to improved educational partnerships which can be built and expanded for the benefit of our Foster Youth, English Learners and Socioeconomically Disadvantaged students.	<u>Priority 5A, School Attendance Rates</u> MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth:93.69% • Socioeconomically Disadvantaged: 93.87% <u>Priority 5B, Chronic Absenteeism Rates</u> MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 16.06% • Foster Youth: 24% • Socioeconomically Disadvantaged: 24.34% <u>Priority 6A, Pupil Suspension Rates</u>

		MUSD will decrease the unduplicated pupil suspension rate by 0.5%, to the following rates:
		• English Learners: 1.59% • Foster Youth: 3.98% • Socioeconomically Disadvantaged: 4.05% Priority 6B, Pupil Expulsion Rates MUSD will maintain an unduplicated pupil expulsion rate of less than 1% Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: -113.7 DFS in Math; -75.3 DF3 in ELA • Foster Youth: -130 DFS in Math; -113.6 DFS in ELA • Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA

2018-19 LCAP

The Mojave Unified School District (MUSD) had an unduplicated rate of 82.19% during the 2016-17 school year, 84.88% during the 2017-18 school year, and projects 85.92% for the 2018-19 school year. The certified 2017-18 CALPADS unduplicated rates for each of our six school sites are listed below:

California City High School: 77.22%

Mojave Jr./Sr. High School: 87.94%

California City Middle School: 86.90%

Hacienda Elementary School: 88.60%

Robert. P. Ulrich Elementary School: 88.05%

Mojave Elementary School: 94.92%

For the 2018-2019 school year the district is projected to receive $7,139,028 in supplemental and concentration funds. MUSD intends to fully utilize this allotment to increase and improve our services for the students that need it the most: our English Language Learners, our Foster Youth, and our students who are Socioeconomically Disadvantaged. This document was shaped with opportunities for direct input from representatives from each stakeholder group to guarantee that we have crafted a plan that prioritizes educational equity and the closing of any achievement gaps. The Mojave Unified School District is participating, with the support of Kern County Superintendent of Schools, in the Continuous Improvement Process. This process is a rigorous, data-driven approach of identifying a problem of practice, root causes, and developing a theory of action. The data protocols that we followed throughout this process included a significant amount of time considering the needs, conditions or circumstances of our unduplicated pupils, and considering how we could increase their expected outcomes. This, of course, greatly influenced the development of our LCAP. Our plan for

increasing/improving services for our unduplicated pupils focuses on two main areas: 1) Achievement and 2) Engagement & Connections.

1—Achievement:

We believe that certain foundational elements are absolutely crucial when it comes to school improvement, or in this case the improvement of services for a particular group. These include pacing out and prioritizing critical concepts and content to meet the needs of struggling students, implementing curriculum and materials that are aligned to CCSS, ELD standards, and NGSS, offering professional development for educators and staff on how to better serve unduplicated pupils, and increasing access to 21st century technology as guided by our newly adopted technology plan—to engage and motivate the students that need it the most. These elements are explicitly defined in Goal 1, within actions 21, 22, 23, 25, and 26. Building up from the foundation, we intend to bolster the Response to Intervention Process to set meaningful goals, provide improved first instruction with an emphasis on literacy, and constantly monitor unduplicated student progress to offer appropriate intervention and enrichment. This will be facilitated in the context of collaborative groups (PLCS), with a heavy emphasis on data analysis and action studies. With the foundational elements in place, and improved instructional components (as outlined in Goal 1, actions 2, 3, 5, 6, 7 and 9), we hope to leverage unduplicated student achievement up to 80% mastery. Some students, such as English Learners, still may need more intensive and increased supports, which is where ELD instruction, SDAIE, and other intervention pieces come in to play. Goal 1, Actions 10-14 create the framework for these intensive supports. Finally, the pieces discussed thus far would culminate in unduplicated students being on grade level and eventually graduating our system being ready for college or careers. This will require an improved focus on credit monitoring, credit retrieval/ blended learning opportunities, attendance monitoring, and student acclimation (see Goal 1, actions 16-20). The following table explains how these actions, along with the attached funding, are principally directed to increase and improve services for the increased outcomes of our unduplicated pupils:

Actions/Services	Consideration of Needs, Conditions or Circumstances of Unduplicated Pupil Groups	Expected Outcomes due to improved/increased services
Goal 1, Action 2 (Meets identified Unduplicated Student Needs # 1 and 3 in Goal 1, pages 75-76)	Research shows that socioeconomically disadvantaged students who have experienced the effects of poverty and other adverse situations (such as the contexts that often surround the need to live in a foster setting) enter school further behind academically than their peers. By the time that these pupils enter 3rd grade, these achievement gaps are widened (MUSD English Learners, Foster Youth and Socioeconomically Disadvantaged students rank in the very low range according to the state of California on the Math CAASPP and ELA CAASPP). Early intervention is a best practice for closing these achievement gaps. Additionally, when possible, efforts to lower class sizes should be made with the intent of improving literacy opportunities for unduplicated pupils. Likewise, early intervention has been proven as a key element of successful language acquisition for English Learners. The	Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: 116 DF3 in Math; 79.4 DF3 in ELA • Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA • Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA

	practices outlined within our Early Literacy Plan, as detailed in the 10 sub-actions under Goal 1, Action 2, were crafted with this in mind, and seek to boost the early literacy skills of these student groups, who have historically entered school behind and struggled to get caught up. This action includes extended opportunities for intervention at the kindergarten level. Considering all factors, the Mojave Unified School District—in collaboration with our stakeholders—believe that increasing and improving these services are likely to result in an increased educational benefit for our unduplicated pupils.	
Goal 1, Action 3

(Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, pages 75-76) | An essential practice in modern education reform is the effective use of the Professional Learning Community (PLC). The PLC allows for collaborative groups to delve deeply into data in order to constantly improve practices. For a district that serves a high population of unduplicated pupils with significant needs (EL, Foster and SED students scoring in the very low range on ELA and Math CAASPP; graduation rates below 94% for EL students and below 90% for SED pupils; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; less than 8% of EL students completing a-g or CTE sequences/programs) improving the PLC process is necessary. The use of Sisense data dashboards improves our PLC process by allowing collaborative groups to utilize high-quality, readily available student group data. Given that the progress or decline of unduplicated pupils is more volatile and influenced by a number of stressful factors, this type of ongoing, fine-tuned, monitoring and collaboration is extraordinarily important, and is likely to produce improved outcomes based on PLC research. | Priority 4A, Statewide Assessments

Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels:

- English Learners: 116 DF3 in Math; 79.4 DF3 in ELA
- Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA
- Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA

Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs

MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels:

- English Learners: 8.67%
- Foster Youth: *Less than 10 students in cohort*
- Socioeconomically Disadvantaged: 26.11%

Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP

MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels:

- English Learners: 10.33% ELA, 2% Math
- Foster Youth: *Less than 10 students in cohort*
- Socioeconomically Disadvantaged: 11.35% ELA, 2% Math

Priority 5C, Middle School Dropout Rate

MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils

Priority 5D, High School Dropout Rates

MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels:

- English Learners: 5.67%
- Foster Youth: *Less than 10 students in cohort*
- Socioeconomically Disadvantaged: 8.93%

Priority 5E, High School Graduation Rates

MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels:

- English Learners: 94.33% |

		• Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 90.36% <u>Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency</u> Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 <u>Priority 4E, English Learner Reclassification Rate</u> Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.7%
Goal 1, Action 5 (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, pages 75-76)	The Mojave Unified School District believes that improving instruction using research based strategies and practices will close the achievement deficits demonstrated among our unduplicated pupils (EL, Foster and SED students scoring in the very low range on ELA and Math CAASPP; graduation rates below 94% for EL students and below 90% for SED pupils; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; less than 8% of EL students completing a-g or CTE sequences/programs). In order to narrow the gap, our unduplicated students need additional support, through the use of instructional activities para professionals, research-backed intervention programs like Read 180, increased development of literacy skills by librarians/multimedia clerks, and—when possible—lowering class sizes with the intent of improving educational opportunities. Renewable Resources and Conservation Academy projects will be made available, principally to connect our unduplicated students to more engaging, hands-on learning that they otherwise might not have access to. As our English Learners, Foster Youth and Socioeconomically Disadvantaged pupils are likely to benefit from this bolstered level of support during instruction, we believe it warrants the increase/improvement of these services for their gains.	<u>Priority 4A, Statewide Assessments</u> Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: 116 DF3 in Math; 79.4 DF3 in ELA • Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA • Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA <u>Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs</u> MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 26.11% <u>Priority 4G, Percentage of Pupils who Participate in and Demonstrate College Preparedness on EAP</u> MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 10.33% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 11.35% ELA, 2% Math <u>Priority 5C, Middle School Dropout Rate</u> MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils <u>Priority 5D, High School Dropout Rates</u> MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 8.93% <u>Priority 5E, High School Graduation Rates</u>

		MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels:
		• English Learners: 94.33%
		• Foster Youth: *Less than 10 students in cohort*
		• Socioeconomically Disadvantaged: 90.36%
		<u>Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency</u>
		Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18
		<u>Priority 4E, English Learner Reclassification Rate</u>
		Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.7%
Goal 1, Action 6 (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, pages 75-76)	As highlighted in our discussion of the efficacy of Professional Learning Communities in meeting the unique needs of unduplicated pupils, the ability to closely monitor student progress is crucial. However, a prerequisite to utilizing data in the PLC setting is delivering high-quality ongoing assessments that empower teachers and students to have immediate feedback. The use of School City fuels the ability to access improved assessments, offers quick results, and allows teachers to connect unduplicated students with targeted instructional experiences to meet their unique and demonstrated needs (EL, Foster and SED students scoring in the very low range on ELA and Math CAASPP; graduation rates below 94% for EL students and below 90% for SED pupils; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; less than 8% of EL students completing a-g or CTE sequences/programs).	<u>Priority 4A, Statewide Assessments</u> Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: 116 DF3 in Math; 79.4 DF3 in ELA • Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA • Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA <u>Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs</u> MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 26.11% <u>Priority 4G, Percentage of Pupils who Participate in and Demonstrate College Preparedness on EAP</u> MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 10.33% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 11.35% ELA, 2% Math <u>Priority 5C, Middle School Dropout Rate</u> MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils <u>Priority 5D, High School Dropout Rates</u> MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 8.93%

		<u>Priority 5E, High School Graduation Rates</u> MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 94.33% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 90.36% <u>Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency</u> Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 <u>Priority 4E, English Learner Reclassification Rate</u> Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.7%
Goal 1, Action 7 (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, pages 75-76)	Local and state data reveal that the English Learners, Foster Youth, and Socioeconomically disadvantaged students in the Mojave Unified School District are in need of intervention to bring these student groups up to grade level (EL, Foster and SED students scoring in the very low range on ELA and Math CAASPP; graduation rates below 94% for EL students and below 90% for SED pupils; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; less than 8% of EL students completing a-g or CTE sequences/programs). MUSD—in collaboration with stakeholders— believe that intervention instruction using research-based programs such as Accelerated Math allows unduplicated pupils to receive increased, targeted instructional experiences that are correlated with improved educational achievement. This process will be magnified when all unduplicated stakeholders work together through Professional Learning Communities (PLCS) and Student Study Teams (SST) to monitor student progress and develop data-driven strategies.	<u>Priority 4A, Statewide Assessments</u> Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: 116 DF3 in Math; 79.4 DF3 in ELA • Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA • Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA <u>Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs</u> MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 26.11% <u>Priority 4G, Percentage of Pupils who Participate in and Demonstrate College Preparedness on EAP</u> MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 10.33% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 11.35% ELA, 2% Math <u>Priority 5C, Middle School Dropout Rate</u> MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils <u>Priority 5D, High School Dropout Rates</u> MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels:

		• English Learners: 5.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 8.93% Priority 5E, High School Graduation Rates MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 94.33% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 90.36% Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 Priority 4E, English Learner Reclassification Rate Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.7%
Goal 1, Action 9 (Meets Identified Unduplicated Student Needs # 1, 5, 6, and 7 in Goal 1, pages 75-76)	Recent CDE data show that English Learners, Foster Youth, and Socioeconomically Disadvantaged pupils are less likely to graduate college and career ready (Graduation rates below 94% for EL students and below 90% for SED pupils; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; less than 8% of EL students completing a-g or CTE sequences/programs). In order to remedy this, unduplicated pupils should be engaged in targeted instructional opportunities that push their learning, develop interests, and engage them in the possibility of college and careers. This should be done through differentiated instruction, intervention for students that are behind, and also through increased rigor and challenging content for students that are at grade level or beyond. These actions are designed with the intent of leading to improved academic and college/career readiness outcomes for our unduplicated pupils.	Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: 116 DF3 in Math; 79.4 DF3 in ELA • Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA • Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 26.11% Priority 4G, Percentage of Pupils who Participate in and Demonstrate College Preparedness on EAP MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 10.33% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 11.35% ELA, 2% Math Priority 5C, Middle School Dropout Rate MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils

		<u>Priority 5D, High School Dropout Rates</u> MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 8.93% <u>Priority 5E, High School Graduation Rates</u> MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 94.33% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 90.36% <u>Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency</u> Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 <u>Priority 4E, English Learner Reclassification Rate</u> Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.7%
Goal 1, Action 10 (Meets Identified Unduplicated Student Needs # 3 in Goal 1, pages 75-76)	English Learners will attain English Proficiency at higher rates when they are acquiring language in classrooms with highly trained teachers utilizing ELD framework aligned instruction, as monitored through PLCs. In order to ensure that this is happening with fidelity and consistency, ongoing professional development and collaboration should be utilized.	<u>Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency</u> Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 <u>Priority 4E, English Learner Reclassification Rate</u> Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.7%
Goal 1, Action 11 (Meets Identified Unduplicated Student Needs # 3 in Goal 1, pages 75-76)	Long-Term English Language Students not demonstrating progress would benefit from being entered into the SST process. SST teams are gatherings of parents, teachers, and other staff—such as psychologists—that conduct thorough data and needs reviews to determine the strategies and interventions that would most benefit the referred student. These best practices will increase the likelihood of EL students achieving proficiency.	<u>Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency</u> Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 <u>Priority 4E, English Learner Reclassification Rate</u> Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.7%
Goal 1, Action 12 (Meets Identified Unduplicated Student Needs # 3 in Goal 1, pages 75-76)	Although reclassified EL students have achieved proficiency in English, there is a clear need to continue monitoring their progress and offering support for students that begin to fall behind through the SST process and other methods.	<u>Priority 4A, Statewide Assessments</u> Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: 116 DF3 in Math; 79.4 DF3 in ELA <u>Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs</u>

		MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.67% Priority 4G, Percentage of Pupils who Participate in and Demonstrate College Preparedness on EAP MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 10.33% ELA, 2% Math Priority 5C, Middle School Dropout Rate MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.67% Priority 5E, High School Graduation Rates MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 94.33% Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 Priority 4E, English Learner Reclassification Rate Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.7%
Goal 1, Action 13 (Meets Identified Unduplicated Student Needs # 3 in Goal 1, pages 75-76)	Teacher lesson plans will incorporate SDAIE (Specially Designed Academic Instruction in English) to meet student needs and state requirements. A primary component of this is the explicit direct instruction of vocabulary and essential academic terms utilizing visuals in order to front load concepts and content in order to meet the language acquisition needs of English Learners.	Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 Priority 4E, English Learner Reclassification Rate Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.7%
Goal 1, Action 14 (Meets Identified Unduplicated Student Needs # 3 in Goal 1, pages 75-76)	ELD instruction—utilizing appropriate groupings of students—Is a necessary component of leveraging increased levels of English proficiency. We believe that an increased level of support, with the assistance of bilingual aides, allows students to increase their proficiency in reading, writing, listening and speaking in English at an accelerated rate.	Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18

		<u>Priority 4E, English Learner Reclassification Rate</u> Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.7%
Goal 1, Action 16 (Meets Identified Unduplicated Student Needs $ 4, 5, 6, and 7 in Goal 1, pages 75-76)	Local data highlight the need to have counselors that closely monitor the credits of our English Learners (less than 7% completing a-g or CTE sequences, 6.67% dropout rate), Foster Youth (high levels of mobility); and Socioeconomically Disadvantaged pupils (nearly a 10% dropout rate). This monitoring should include connecting students and parents with appropriate resources. Get Focused Stay Focused program is a program that will be implemented in order to purposefully instruct students on the importance of education and having a plan for success that is tailored to their interests. School and senior portfolios will be implemented district-wide, integrating technology and requiring students to explore their career interests.	<u>Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs</u> MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 26.11% <u>Priority 4G, Percentage of Pupils who Participate in and Demonstrate College Preparedness on EAP</u> MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 10.33% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 11.35% ELA, 2% Math <u>Priority 5D, High School Dropout Rates</u> MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 8.93% <u>Priority 5E, High School Graduation Rates</u> MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 94.33% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 90.36%
Goal 1, Action 17 (Meets Identified Unduplicated Student Needs # 4, 5, 6 ,and 7 in Goal 1, pages 75-76)	With an unduplicated pupil count of over 84%, and an extreme level of mobility (665 students enrolled in and out of our district this year, which represents 20% of our cumulative enrollment of 3,394), many of our students enter our schools with credit deficiencies. In order to meet this incredible need and improve/increase services for our unduplicated pupils, MUSD will offer both extended (Saturday school, summer school) and blended (independent study, APEX, etc.) learning opportunities.	<u>Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs</u> MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 26.11%

		Priority 4G, Percentage of Pupils who Participate in and Demonstrate College Preparedness on EAP MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 10.33% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 11.35% ELA, 2% Math Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 8.93% Priority 5E, High School Graduation Rates MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 94.33% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 90.36%
Goal 1, Action 18 (Meets Identified Unduplicated Student Needs # 5 and 6 in Goal 1, Pages 75-76)	Unduplicated students are at a greater risk of having higher levels of chronic absenteeism (Estimated MUSD Chronic Absentee Rates: English Learners—14.38%, Foster Youth—22.58% and Socioeconomically Disadvantaged—23.77%), reducing their access to crucial educational services and intervention opportunities. Research shows that students who are chronically absent or have high levels of mobility are at an increased risk of becoming dropouts and entering the school-to-prison pipeline. The increased and improved services outlined throughout this section of the MUSD LCAP are absolutely necessary for our unduplicated students—if those students are missing 10% or more of the school year due to chronic absenteeism, then the effectiveness of these services is dramatically reduced, thus compounding achievement gaps. Given the gravity of this situation, unduplicated student attendance and other records must be carefully monitored.	Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 8.93% Priority 5E, High School Graduation Rates MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 94.33% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 90.36% Priority 5A, School Attendance Rates MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64%

		• Foster Youth: 94.07% • Socioeconomically Disadvantaged: 94.01% Priority 5B, Chronic Absenteeism Rates MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 13.38% • Foster Youth: 21.58% • Socioeconomically Disadvantaged: 22.77%
Goal 1, Action 20 (Meets Identified Unduplicated Student Needs # 4, 5, 6, and 7 in Goal 1, pages 75-76)	CDE data clearly demonstrates that unduplicated pupils are significantly less likely to achieve college/career readiness (Graduation rates below 94% for EL students and below 90% for SED pupils; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; less than 8% of EL students completing a-g or CTE sequences/programs). Utilizing Sisense dashboards and other AERIES information (A-G completion, transcript analysis, master scheduling), college and career readiness will be monitored by school staff on an ongoing basis. EWRC, Get Focused, Stay Focused, senior portfolios and academic counseling can be used to leverage increased college/career readiness among unduplicated pupil groups. CTE and Dual enrollment offerings should continue to expand to support these student groups. Business, computer, and welding classes will not only increase the options for unduplicated students to become ready for college/careers, but they offer an increased benefit for these students that do not have access to enrichment programs in our remote and impoverished area.	Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 26.11% Priority 4G, Percentage of Pupils who Participate in and Demonstrate College Preparedness on EAP MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 10.33% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 11.35% ELA, 2% Math Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 8.93% Priority 5E, High School Graduation Rates MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 94.33% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 90.36%
Goal 1, Action 21 (Meets Identified Unduplicated Student	All students suffer academically when teaching vacancies go unfilled, or highly qualified instructors cannot be found; however, students that are academically behind, learning English as a second language, or face adverse situations (unduplicated pupils, ELs, Foster Youth,	Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels:

| Needs # 1-7 in Goal 1, pages 75-76) | Socioeconomically Disadvantaged students) are effected to a much greater degree. For that reason, increased services (such as a credential support program) will be provided to support the recruitment and retention of teachers. | • English Learners: 116 DF3 in Math; 79.4 DF3 in ELA
• Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA
• Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA

Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs

MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels:

• English Learners: 8.67%
• Foster Youth: *Less than 10 students in cohort*
• Socioeconomically Disadvantaged: 26.11%

Priority 4G, Percentage of Pupils who Participate in and Demonstrate College Preparedness on EAP

MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels:

• English Learners: 10.33% ELA, 2% Math
• Foster Youth: *Less than 10 students in cohort*
• Socioeconomically Disadvantaged: 11.35% ELA, 2% Math

Priority 5C, Middle School Dropout Rate

MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils

Priority 5D, High School Dropout Rates

MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels:

• English Learners: 5.67%
• Foster Youth: *Less than 10 students in cohort*
• Socioeconomically Disadvantaged: 8.93%

Priority 5E, High School Graduation Rates

MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels:

• English Learners: 94.33%
• Foster Youth: *Less than 10 students in cohort*
• Socioeconomically Disadvantaged: 90.36%

Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency

Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18

Priority 4E, English Learner Reclassification Rate

Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.7% |

Goal 1, Action 22	Opportunities for mentorship are essential at MUSD—as 43.64% of our teachers have been here for less than 5 years. Newer educators are far more likely to narrow the demonstrated achievement gaps among unduplicated pupils (EL, Foster and SED students scoring in the very low range on ELA and Math CAASPP; graduation rates below 94% for EL students and below 90% for SED pupils; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; less than 8% of EL students completing a-g or CTE sequences/programs) if they are supported by administrators and fellow educators. New teachers will attend a district orientation in order to become acquainted with the unique needs of MUSD unduplicated pupil groups and the context of our school district.	**Priority 4A, Statewide Assessments**
(Meets Identified Unduplicated Student needs # 1-7 in Goal 1, pages 75-76)		Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: 116 DF3 in Math; 79.4 DF3 in ELA • Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA • Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA **Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs** MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 26.11% **Priority 4G, Percentage of Pupils who Participate in and Demonstrate College Preparedness on EAP** MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 10.33% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 11.35% ELA, 2% Math **Priority 5C, Middle School Dropout Rate** MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils **Priority 5D, High School Dropout Rates** MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 8.93% **Priority 5E, High School Graduation Rates** MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 94.33% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 90.36% **Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency** Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18

		Priority 4E, English Learner Reclassification Rate
		Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.7%
Goal 1, Action 23 (Meets Identified Unduplicated Student Needs # 1, 3, 4, and 6 in Goal 1, pages 75-76)	Through our participation in the Kern County Superintendent of Schools Continuous Improvement Process (CIP), we have identified that our unduplicated student groups are in need of a more cohesive academic system (EL, Foster and SED students scoring in the very low range on ELA and Math CAASPP; graduation rates below 94% for EL students and below 90% for SED pupils; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; less than 8% of EL students completing a-g or CTE sequences/programs). This emphasizes the need for increasing professional development offerings, monitoring the fidelity of programs and curriculum, increasing the focus on standards alignment, and creating additional oversight of the development of differentiated units of study.	**Priority 4A, Statewide Assessments** Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: 116 DF3 in Math; 79.4 DF3 in ELA • Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA • Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 26.11% Priority 4G, Percentage of Pupils who Participate in and Demonstrate College Preparedness on EAP MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 10.33% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 11.35% ELA, 2% Math Priority 5C, Middle School Dropout Rate MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 8.93% Priority 5E, High School Graduation Rates MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 94.33% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 90.36% Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency

		Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18 Priority 4E, English Learner Reclassification Rate Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.7%
Goal 1, Action 25 (Meets Identified Unduplicated Student Needs # 1, 2, 3, 4, and 7 in Goal 1, pages 75-76)	Our unduplicated students have multiple needs that can be met through the expanded and improved use of technology: 3) Digital resources will support the language development and acquisition of our English Learners, and blended/extended learning opportunities will help meet some of the unique needs/settings of our students living in poverty or in foster settings. Furthermore, increased technology can increase engagement, which appears to be lacking among our unduplicated pupils (Graduation rates under 90% for our Socioeconomically Disadvantaged Students; Less than 7% of EL students completing a-g or CTE sequences/programs; under 10% of English Learners and Socioeconomically Disadvantaged students demonstrating college preparedness on the EAP; over 20% of our Foster and Socioeconomically Disadvantaged students are chronically absent, all unduplicated pupil groups scored in the "very low" range on average for ELA CAASPP and Math CAASPP, and unduplicated pupils are suspended at high rates according to the state of CA). 4) Our unduplicated pupils tend to have a lack of technology in the home with the exception of cell phones. Implementing a scope and sequence of technology skills throughout grade levels will help ensure that our students are developing the necessary technology based skills that will allow them to be successful on the CAASPP and become college/career ready. With these factors in mind, MUSD will: • Explore the effective and safe uses of Google services to leverage higher rates of unduplicated student achievement • Provide increased number of computers and tablets in schools for unduplicated students and staff for digital project based tools • Explore and implement the expansion of Wi-Fi access to support technology and program expansion • Support the development of technological skills outlined in a scope and sequence technology outline, implement the National Education Technology Standards, and offer practice CAASPP testing • Technology Technicians and Technology Support Teachers will offer necessary support to ensure that the increase/improvement of technology services will work correctly and result in improved outcomes for our unduplicated pupils	Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: 116 DF3 in Math; 79.4 DF3 in ELA • Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA • Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 26.11% Priority 4G, Percentage of Pupils who Participate in and Demonstrate College Preparedness on EAP MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 10.33% ELA, 2% Math • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 11.35% ELA, 2% Math Priority 5C, Middle School Dropout Rate MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 8.93% Priority 5E, High School Graduation Rates MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels: • English Learners: 94.33% • Foster Youth: *Less than 10 students in cohort*

		• Socioeconomically Disadvantaged: 90.36%
		<u>Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency</u>
		Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18
		<u>Priority 4E, English Learner Reclassification Rate</u>
		Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.7%
		<u>Priority 5A, School Attendance Rates</u>
		MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels:
		• English Learners: 95.64% • Foster Youth: 94.07% • Socioeconomically Disadvantaged: 94.01%
		<u>Priority 5B, Chronic Absenteeism Rates</u>
		MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels:
		• English Learners: 13.38% • Foster Youth: 21.58% • Socioeconomically Disadvantaged: 22.77%
Goal 1, Action 26 (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, pages 75-76)	Through the Continuous Improvement Process (as supported by Kern County Superintendent of Schools), the Mojave Unified School District has identified the significant need to provide support, training, and oversight in the areas of standards alignment, assessment, PLC data protocols, instructional strategies, and other crucial practices. Increasing and improving these services, with added staffing, is designed with the intent of increasing outcomes for our unduplicated pupils who are behind academically (Graduation rates under 90% for our Socioeconomically Disadvantaged Students; Less than 7% of EL students completing a-g or CTE sequences/programs; under 10% of English Learners and Socioeconomically Disadvantaged students demonstrating college preparedness on the EAP; over 20% of our Foster and Socioeconomically Disadvantaged students are chronically absent, all unduplicated pupil groups scored in the "low" range on average for ELA CAASPP and Math CAASPP, and unduplicated pupils are suspended at high rates according to the state of CA).	<u>Priority 4A, Statewide Assessments</u> Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: 116 DF3 in Math; 79.4 DF3 in ELA • Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA • Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA <u>Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs</u> MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels: • English Learners: 8.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 26.11% <u>Priority 4G, Percentage of Pupils Who Participate in and Demonstrate College Preparedness on EAP</u> MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels: • English Learners: 10.33% ELA, 2% Math

- Foster Youth: *Less than 10 students in cohort*
- Socioeconomically Disadvantaged: 11.35% ELA, 2% Math

Priority 5C, Middle School Dropout Rate

MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils

Priority 5D, High School Dropout Rates

MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels:

- English Learners: 5.67%
- Foster Youth: *Less than 10 students in cohort*
- Socioeconomically Disadvantaged: 8.93%

Priority 5E, High School Graduation Rates

MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels:

- English Learners: 94.33%
- Foster Youth: *Less than 10 students in cohort*
- Socioeconomically Disadvantaged: 90.36%

Priority 4D, Percentage of EL Pupils Making Progress Toward English Proficiency

Increase the number of English Learners who make progress toward English proficiency based on the new baseline established on the ELPAC from 2017-18

Priority 4E, English Learner Reclassification Rate

Increase the number of English Learners who are reclassified as English Proficient by 2%, up to 5.7%

2—Engagement & Connections:

In addition to the actions discussed in the area of achievement, we realize that true improvement and growth can only be achieved when unduplicated students are highly engaged, connections with parents are made, and positive school climates are fostered. As with achievement, we recognize certain foundational elements to build upon, such as: safe, equitable and well-maintained facilities, efforts to maintain school safety, and compliance with state, federal and office of civil rights expectations (Goal 2, actions 7, 14 and 17). Parents of unduplicated students will be frequently invited to offer their input in decision making, participate in the education of their child, and volunteer at our school sites (Goal 2, actions 3 and 17). With an Ethnic Diversity Index of 52 and a projected unduplicated student rate of 85.92% for 2018-19, we have identified the need to expand training with a focus on implicit bias and cultural awareness and the implementation of Positive Behavior Intervention & supports (along with other restorative practices). This increase in training will help establish a welcoming climate conducive to the well-being of unduplicated students (Goal 2, actions 6, 8, and 17). With an increased emphasis on unduplicated student attendance, activities, and increased offerings of dynamic courses of study, we believe that engagement will improve dramatically (Goal 2, actions 9, 10, and 13).

We realize that the areas discussed above are extensive and far-reaching. However, we believe with high expectations and fidelity to a shared plan, that they can be achieved. In fact, we believe that they must be achieved. This can only be done with an improvement and increase in services, made possible with the supplemental and concentration grants allotted to MUSD. The following table explains how these actions, along with the attached funding, are principally directed to increase and improve services for the increased outcomes of our unduplicated pupils:

Actions/Services	Consideration of Needs, Conditions or Circumstances of Unduplicated Pupil Groups	Expected Outcomes due to improved/increased services
Goal 2, Action 3 (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 161)	Research shows that students with exceptional needs (Graduation rates under 90% for our Socioeconomically Disadvantaged Students; Less than 7% of EL students completing a-g or CTE sequences/programs; under 10% of English Learners and Socioeconomically Disadvantaged students demonstrating college preparedness on the EAP; over 20% of our Foster and Socioeconomically Disadvantaged students are chronically absent, all unduplicated pupil groups scored in the "very low" range on average for ELA CAASPP and Math CAASPP, and unduplicated pupils are suspended at high rates according to the state of CA) benefit when their schools actively invite parents to be engaged partners in the educational process. With these considerations in mind, MUSD school sites will use the PLC setting to offer professional development on parent involvement—class dojo, remind101, etc. Principals, vice principals, foster/homeless liaison and other staff will conduct outreach and assistance activities with parents. Facebook, district/site websites, parent portal, class dojo, remind 101, in-touch k-12, and other methods will be used for parent communication. Documents generated by schools and sent home for parents were translated into Spanish. Additional staff will be considered, when possible and necessary, to improve services offered to families of unduplicated students.	Priority 5A, School Attendance Rates MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth: 94.07% • Socioeconomically Disadvantaged: 94.01% Priority 5B, Chronic Absenteeism Rates MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 13.38% • Foster Youth: 21.58% • Socioeconomically Disadvantaged: 22.77% Priority 6A, Pupil Suspension Rates MUSD will decrease the unduplicated pupil suspension rate by 2%, to the following rates: • English Learners: 0.34% • Foster Youth: 8.42% • Socioeconomically Disadvantaged: 6.64% Priority 6B, Pupil Expulsion Rates MUSD will maintain an unduplicated pupil expulsion rate of less than 1% Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: 116 DF3 in Math; 79.4 DF3 in ELA • Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA • Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA
Goal 2, Action 6 (Meets Identified Unduplicated Student	Research shows—and local data confirms—that student behavior is influenced by adverse childhood experiences linked to poverty and surrounding some circumstances that result in living in a foster setting (Foster Youth and Socioeconomically Disadvantaged students have suspension rates ranked as high by the state of California—with 10.42% for Foster and	Priority 6A, Pupil Suspension Rates MUSD will decrease the unduplicated pupil suspension rate by 2%, to the following rates:

Needs # 1-3 in Goal 2, page 161)	8.64% for SED). This clear need must be addressed with an adequate, multi-tiered system of behavior interventions and supports. The Mojave Unified School District will implement Positive Behavior Intervention and Support (PBIS) with an emphasis on restorative and/or trauma informed practices to meet the significant needs of our unduplicated pupils. This support is bolstered by increased staffing to create networks of employees that support the social/emotional wellbeing of students, teach replacement behaviors through behavior interventions, and create high-quality alternatives to suspension.	• English Learners: 0.34% • Foster Youth: 8.42% • Socioeconomically Disadvantaged: 6.64% Priority 6B, Pupil Expulsion Rates MUSD will maintain an unduplicated pupil expulsion rate of less than 1% Priority 5A, School Attendance Rates MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth: 94.07% • Socioeconomically Disadvantaged: 94.01% Priority 5B, Chronic Absenteeism Rates MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 13.38% • Foster Youth: 21.58% • Socioeconomically Disadvantaged: 22.77%
Goal 2, Action 7 (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 161)	Local surveys have indicated that the Mojave Unified School District needs to improve the sense of safety among students in our schools. Attendance, Chronic Absenteeism, and suspension rates are other important indicators in this area, and reveal that increased attention needs to be given to school safety in order to improve the learning environment of our unduplicated pupils (English Learners, Foster Youth, and Socioeconomically Disadvantaged students have double digits of chronic absenteeism rates; Foster Youth and Socioeconomically Disadvantaged students have suspension rates considered high by the state of California). Due to these needs, increasing school safety measures—including added staffing when possible—will be utilized to improve the sense of safety among our unduplicated pupils and improve other school climate indicators.	Priority 5A, School Attendance Rates MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth: 94.07% • Socioeconomically Disadvantaged: 94.01% Priority 5B, Chronic Absenteeism Rates MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 13.38% • Foster Youth: 21.58% • Socioeconomically Disadvantaged: 22.77% Priority 6A, Pupil Suspension Rates MUSD will decrease the unduplicated pupil suspension rate by 2%, to the following rates: • English Learners: 0.34% • Foster Youth: 8.42% • Socioeconomically Disadvantaged: 6.64% Priority 6B, Pupil Expulsion Rates

		MUSD will maintain an unduplicated pupil expulsion rate of less than 1% <u>Priority 4A, Statewide Assessments</u> Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: 116 DF3 in Math; 79.4 DF3 in ELA • Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA • Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA
Goal 2, Action 8 (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 161)	The Mojave Unified School District's unduplicated population is significantly diverse. In order to meet the varied needs of these unduplicated pupils from a variety of backgrounds, improve teacher-student relationships and build school-community trust, MUSD will implement implicit-bias and cultural awareness training. We believe the importance of this is heightened among unduplicated pupils due to the covariance with the other multiple needs discussed in this section of our LCAP. For example, a culturally aware staff is more likely to contribute to a climate that perpetuates a sense of belonging, which is significant for groups that are academically behind, have higher rates of discipline incidents, and are chronically absent at higher rates (Foster, Socioeconomically Disadvantaged, EL students).	<u>Priority 5A, School Attendance Rates</u> MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth: 94.07% • Socioeconomically Disadvantaged: 94.01% <u>Priority 5B, Chronic Absenteeism Rates</u> MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 13.38% • Foster Youth: 21.58% • Socioeconomically Disadvantaged: 22.77% <u>Priority 6A, Pupil Suspension Rates</u> MUSD will decrease the unduplicated pupil suspension rate by 2%, to the following rates: • English Learners: 0.34% • Foster Youth: 8.42% • Socioeconomically Disadvantaged: 6.64% <u>Priority 6B, Pupil Expulsion Rates</u> MUSD will maintain an unduplicated pupil expulsion rate of less than 1%
Goal 2, Action 9 (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 161)	Increasing and improving services in the area of sports and recreation offers multiple benefits for our EL, Foster and Socioeconomically Disadvantaged pupils. These added programs allow our unduplicated students to have experiences that broaden their horizons and allow them to build life-experiences, self-confidence, and a sense of pride in our community. These are engaging, structured and safe activities that our students living in poverty would not otherwise have access to in such a remote area away from major cities. MUSD student-athletes are also motivated at far higher rates to maintain high levels of academic and behavioral performance during the school day, offering a clear benefit for our unduplicated pupils who are more likely to be behind academically or chronically absent.	<u>Priority 5A, School Attendance Rates</u> MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth: 94.07% • Socioeconomically Disadvantaged: 94.01% <u>Priority 5B, Chronic Absenteeism Rates</u> MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 13.38% • Foster Youth: 21.58% • Socioeconomically Disadvantaged: 22.77%

		Priority 6A, Pupil Suspension Rates
		MUSD will decrease the unduplicated pupil suspension rate by 2%, to the following rates:
		• English Learners: 0.34% • Foster Youth: 8.42% • Socioeconomically Disadvantaged: 6.64%
		Priority 6B, Pupil Expulsion Rates
		MUSD will maintain an unduplicated pupil expulsion rate of less than 1%
		Priority 4A, Statewide Assessments
		Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels:
		• English Learners: 116 DF3 in Math; 79.4 DF3 in ELA • Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA • Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA
		Priority 5C, Middle School Dropout Rate
		MUSD will maintain a middle school dropout rate of 0 for its unduplicated pupils
		Priority 5D, High School Dropout Rates
		MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels:
		• English Learners: 5.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 8.93%
		Priority 5E, High School Graduation Rates
		MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels:
		• English Learners: 94.33% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 90.36%
Goal 2, Action 10 (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 161)	State and local data measuring the progress of unduplicated pupils indicates a clear and immediate need to improve the engagement of our EL, Foster and Socioeconomically Disadvantaged students (Graduation rates under 90% for our Socioeconomically Disadvantaged Students; Less than 7% of EL students completing a-g or CTE sequences/programs; under 10% of English Learners and Socioeconomically Disadvantaged students demonstrating college preparedness on the EAP; over 20% of our Foster and Socioeconomically Disadvantaged students are chronically absent, all unduplicated pupil groups scored in the "very low" range on average for ELA CAASPP and Math CAASPP, and unduplicated pupils are suspended at high rates according to the state of CA). In an effort to inspire increased academic success and graduation rates among our unduplicated student populations, increased and improved services should be offered:	Priority 5D, High School Dropout Rates MUSD will decrease by 1% the high school dropout rate of its unduplicated pupils to the following levels: • English Learners: 5.67% • Foster Youth: *Less than 10 students in cohort* • Socioeconomically Disadvantaged: 8.93% Priority 5E, High School Graduation Rates MUSD will increase by 1% the graduation rate of its unduplicated pupils to the following levels:

- The "Freshman Success" program will be implemented to empower unduplicated students to explore their interests and plan ahead for their futures.
- In order to enhance perseverance, problem solving, communication, and collaboration, the Project Lead the Way Engineering pathway will be used at Mojave Jr./Sr. High School.
- Dual enrollment classes will continue to be offered and expanded, which empowers unduplicated pupils to attend zero-cost college level courses within the access of their home school.
- Summer school credit retrieval through APEX, and extended school year will be offered to support unduplicated pupils that are at risk of falling behind in order to support unduplicated pupil college/career readiness.
- The summer renewable resources and conservation academy will provide hands-on science opportunities for students in grades 1st-11th, inspiring and motivating unduplicated students to engage in rocket development, coding, robotics, astronomy, geology and more (opportunities that would not otherwise be available to our socioeconomically disadvantaged students in Mojave or California City).
- Classes will be provided to incorporate student interests and engage unduplicated pupils at higher rates (expanded elective and summer offerings, drama, music, computers, etc.).
- A tremendous amount of technology, equipment and resources (mobile labs, computer labs, promethean boards, google classrooms, etc.) will be utilized to fuel digital projects for the increased outcomes of English Learners, Foster Youth and Socioeconomically Disadvantaged students, and will require additional technology support.

These improved/expanded services were designed with the intent of improving the outcomes of our unduplicated students through increased student engagement.

- English Learners: 94.33%
- Foster Youth: *Less than 10 students in cohort*
- Socioeconomically Disadvantaged: 90.36%

Priority 4C, Percentage of Pupils Completing a-g or CTE Sequences/Programs

MUSD will increase by 2% the number of unduplicated students completing their A-G requirements, to the following levels:

- English Learners: 8.67%
- Foster Youth: *Less than 10 students in cohort*
- Socioeconomically Disadvantaged: 26.11%

Priority 4G, Percentage of Pupils who Participate in and Demonstrate College Preparedness on EAP

MUSD will increase the % of 11th grade unduplicated pupils scoring a 4 on the ELA CAASPP and Math CAASPP by 2%, to the following levels:

- English Learners: 10.33% ELA, 2% Math
- Foster Youth: *Less than 10 students in cohort*
- Socioeconomically Disadvantaged: 11.35% ELA, 2% Math

Priority 5A, School Attendance Rates

MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels:

- English Learners: 95.64%
- Foster Youth: 94.07%
- Socioeconomically Disadvantaged: 94.01%

Priority 5B, Chronic Absenteeism Rates

MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels:

- English Learners: 13.38%
- Foster Youth: 21.58%
- Socioeconomically Disadvantaged: 22.77%

Priority 6A, Pupil Suspension Rates

MUSD will decrease the unduplicated pupil suspension rate by 2%, to the following rates:

- English Learners: 0.34%
- Foster Youth: 8.42%
- Socioeconomically Disadvantaged: 6.64%

Priority 6B, Pupil Expulsion Rates

MUSD will maintain an unduplicated pupil expulsion rate of less than 1%

Priority 4A, Statewide Assessments

		Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: 116 DF3 in Math; 79.4 DF3 in ELA • Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA • Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA
Goal 2, Action 13 (Meets Identified Unduplicated Student Needs # 1 and 2 in Goal 2, page 161)	The increased academic and social/emotional needs of our EL, Foster and Socioeconomically Disadvantaged students are dramatically compounded by lower rates of attendance (EL, Foster and SED students are under a 94% average attendance rate, and have estimated chronic absentee rates in the double digits: EL—14.38%, Foster—22.58%, SED—23.77). Attendance improvement efforts, therefore, are likely to leverage improved educational benefits for our unduplicated pupils. For that reason, the following services will be added or improved: • Saturday school will be implemented at all school sites which will offer students a meal, extended learning opportunities and beneficial alternatives to suspension. This can be an important tool in minimizing lost instructional time, which has a magnified impact on our unduplicated student groups. • SARB hearings will be conducted for Mojave and California City—not as a punitive measure, rather, to actively engage families experiencing adverse situations (poverty, etc.). These improved relationships and exchange of information can help unduplicated students get to school more often. • School sites, front office staffs, and central enrollment will focus on attendance improvement and the increased engagement of high needs students (Foster Youth, English Learners, Socioeconomically Disadvantaged students). Increased events, activities and class offerings will be used in order to increase unduplicated student engagement and the desire to attend school. • In-Touch K12 will be utilized for absence notification purposes. • With an unduplicated population that largely does not have access to personal or public transportation, our school transportation system acts as the only lifeline connecting students with their education. Without it, unduplicated pupils would suffer devastating levels of absenteeism.	<u>Priority 5A, School Attendance Rates</u> MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth: 94.07% • Socioeconomically Disadvantaged: 94.01% <u>Priority 5B, Chronic Absenteeism Rates</u> MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 13.38% • Foster Youth: 21.58% • Socioeconomically Disadvantaged: 22.77%
Goal 2, Action 14 (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, page 161)	Facility maintenance, upkeep, cleanliness and safety are significant elements of school climate, and the sense of safety or connectedness that students feel. Additionally, school cleanliness and upkeep are an important part of illness prevention. The urgency of this need is magnified when you consider that many of our socioeconomically disadvantaged students do not have adequate access to transportation, and are between 40-60 miles away from major healthcare providers. State and local indicators highlight the fact that our unduplicated pupils are in far greater need of a healthy school climate (as supported by maintenance, upkeep, cleanliness and safety) due to increased academic, social and emotional needs (English Learners, Foster Youth, and Socioeconomically Disadvantaged students have double digits of chronic absenteeism rates; Foster Youth and Socioeconomically Disadvantaged students have suspension rates considered high by the state of California, Graduation rates are under 90% for our Socioeconomically Disadvantaged	<u>Priority 5A, School Attendance Rates</u> MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth: 94.07% • Socioeconomically Disadvantaged: 94.01% <u>Priority 5B, Chronic Absenteeism Rates</u> MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 13.38%

	Students; Less than 7% of EL students completing a-g or CTE sequences/programs; under 10% of English Learners and Socioeconomically Disadvantaged students demonstrating college preparedness on the EAP; and all unduplicated pupil groups scored in the "low" range on average for ELA CAASPP and Math CAASPP). Increased/improved services and operational efficiency in this area will be leveraged for an increased sense of connectedness & engagement, improved attendance, reduced discipline, and ultimately, higher levels of unduplicated student achievement.	• Foster Youth: 21.58% • Socioeconomically Disadvantaged: 22.77% Priority 6A, Pupil Suspension Rates MUSD will decrease the unduplicated pupil suspension rate by 2%, to the following rates: • English Learners: 0.34% • Foster Youth: 8.42% • Socioeconomically Disadvantaged: 6.64% Priority 6B, Pupil Expulsion Rates MUSD will maintain an unduplicated pupil expulsion rate of less than 1% Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels: • English Learners: 116 DF3 in Math; 79.4 DF3 in ELA • Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA • Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA
Goal 2, Action 17 (Meets Identified Unduplicated Student Needs 1-3 in Goal 2, page 161)	Our unduplicated pupils have an increased need of support academically and emotionally (Graduation rates under 90% for our Socioeconomically Disadvantaged Students; Less than 7% of EL students completing a-g or CTE sequences/programs; under 10% of English Learners and Socioeconomically Disadvantaged students demonstrating college preparedness on the EAP; over 20% of our Foster and Socioeconomically Disadvantaged students are chronically absent, all unduplicated pupil groups scored in the "very low" range on average for ELA CAASPP and Math CAASPP, and unduplicated pupils are suspended at high rates according to the state of CA). For that reason, having an expanded network of adults that are working together will increase outcomes. Through added staffing, MUSD will support this consideration by providing increased community outreach efforts, coordinating input opportunities for parents of unduplicated students, and actively seeking stakeholder feedback. These efforts will lead to improved educational partnerships which can be built and expanded for the benefit of our Foster Youth, English Learners and Socioeconomically Disadvantaged students.	Priority 5A, School Attendance Rates MUSD will increase the average attendance rate up to 94%, with unduplicated pupils at the following levels: • English Learners: 95.64% • Foster Youth: 94.07% • Socioeconomically Disadvantaged: 94.01% Priority 5B, Chronic Absenteeism Rates MUSD will decrease unduplicated chronic absenteeism rate by 1%, to the following levels: • English Learners: 13.38% • Foster Youth: 21.58% • Socioeconomically Disadvantaged: 22.77% Priority 6A, Pupil Suspension Rates MUSD will decrease the unduplicated pupil suspension rate by 2%, to the following rates: • English Learners: 0.34% • Foster Youth: 8.42% • Socioeconomically Disadvantaged: 6.64% Priority 6B, Pupil Expulsion Rates MUSD will maintain an unduplicated pupil expulsion rate of less than 1% Priority 4A, Statewide Assessments Unduplicated pupils will increase their average scaled score points on the CAASPP by 5 points or more, to the following levels:

		• English Learners: 116 DF3 in Math; 79.4 DF3 in ELA • Foster Youth:133 DF3 in Math; 106.1 DF3 in ELA • Socioeconomically Disadvantaged: 111.8 DF3 in Math; 78.6 DF3 in ELA

2017-2018 LCAP

The Mojave Unified School District (MUSD) had an unduplicated rate of 82.19% during the 2016-17 school year, and projects 82.39% for 2017-18, with proportionate enrollment in each of our six school sites:

School Site Rate

California City High 73.66%

Mojave Jr./Sr. High 84.32%

California City Middle 83.54%

Hacienda Elementary 86.04%

Mojave Elementary 90.16%

Robert P. Ulrich Elementary 84.04%

For the 2017-2018 school year the district is projected to receive $6,241,269 in supplemental and concentration funds. MUSD intends to fully utilize this allotment to increase and improve our services for the students that need it the most: our English Language Learners, our Foster Youth, and our students who are Socioeconomically Disadvantaged. This document was shaped with opportunities for direct input from representatives from each stakeholder group to guarantee that we have crafted a plan that prioritizes educational equity and the closing of any achievement gaps. Our plan for increasing/improving services focuses on two main areas: 1) Achievement and 2) Engagement & Connections.

1—Achievement: We believe that certain foundational elements are absolutely crucial when it comes to school improvement, or in this case the improvement of services for a particular group. These include pacing out and prioritizing critical concepts and content, implementing curriculum and materials that are aligned to CCSS, ELD standards, and NGSS, offering professional development for educators and staff, and increasing access to 21st century technology as guided by our newly adopted technology plan. These elements are explicitly defined in Goal 1, within actions 1 and 22-25. Building up from the foundation, we intend to bolster the Response to Intervention Process to set meaningful goals, provide improved first instruction with an emphasis on literacy, and constantly monitor student progress to offer appropriate intervention and enrichment. This will be facilitated in the context of collaborative groups (PLCS), with a heavy emphasis on data analysis and action studies. With the foundational elements in place, and improved instructional components (as outlined in Goal 1, actions 2-7 & 9), we hope to leverage unduplicated student achievement up to 80% mastery. Some

students, such as English Learners, still may need more intensive and increased supports, which is where ELD instruction, SDAIE, and other intervention pieces come in to play. Goal 1, Actions 8, and 10-14 create the framework for these intensive supports. Finally, the pieces discussed thus far would culminate in unduplicated students being on grade level and eventually graduating our system being ready for college or careers. This will require an improved focus on credit monitoring, credit retrieval/ blended learning opportunities, attendance monitoring, and student acclimation (see Goal 1, actions 15-20).

2—Engagement & Connections: In addition to the actions discussed in the area of achievement, we realize that true improvement and growth can only be achieved when students are highly engaged, connections with parents are made, and positive school climates are fostered. As with achievement, we recognize certain foundational elements to build upon, such as: safe, equitable and well-maintained facilities, efforts to maintain school safety, and compliance with state, federal and office of civil rights expectations (Goal 2, actions 2, 7 and 14). Parents of unduplicated students will be frequently invited to offer their input in decision making, participate in the education of their child, and volunteer at our school sites (Goal 2, actions 1, 3-5). Through improved cultural awareness training and the thorough implementation of Positive Behavior Intervention & supports (along with other restorative practices), we hope to create a welcoming climate conducive to the well-being of students (Goal 2, actions 6 and 8). With an increased emphasis on unduplicated student attendance, activities, and increased offerings of dynamic courses of study, we believe that engagement will improve dramatically.

We realize that the areas discussed above are extensive and far-reaching. However, we believe with high expectations and fidelity to a shared plan, that they can be achieved. In fact, we believe that they must be achieved. This can only be done with an improvement and increase in services, made possible with the supplemental and concentration grants allotted to MUSD.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections (a) through (d)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

  For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:
- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;

B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);

D. The English learner reclassification rate;

E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

  (A) enrolled less than 31 days

  (B) enrolled at least 31 days but did not attend at least one day

  (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

  (i) are enrolled in a Non-Public School

  (ii) receive instruction through a home or hospital instructional setting

  (iii) are attending a community college full-time.

  (2) The number of students who meet the enrollment requirements.

  (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

  (2) The total number of cohort members.

  (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

  (1) For a 4-Year Cohort Graduation Rate:

  (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

  (B) The total number of students in the cohort.

  (C) Divide (1) by (2).

  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

  (A) The number of students who either graduated as grade 11 students or who earned any of the following:

  (i) a regular high school diploma

  (ii) a High School Equivalency Certificate

  (iii) an adult education diploma

  (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

  (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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