LCFF Budget Overview for Parents

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

CDS Code: 15-63677
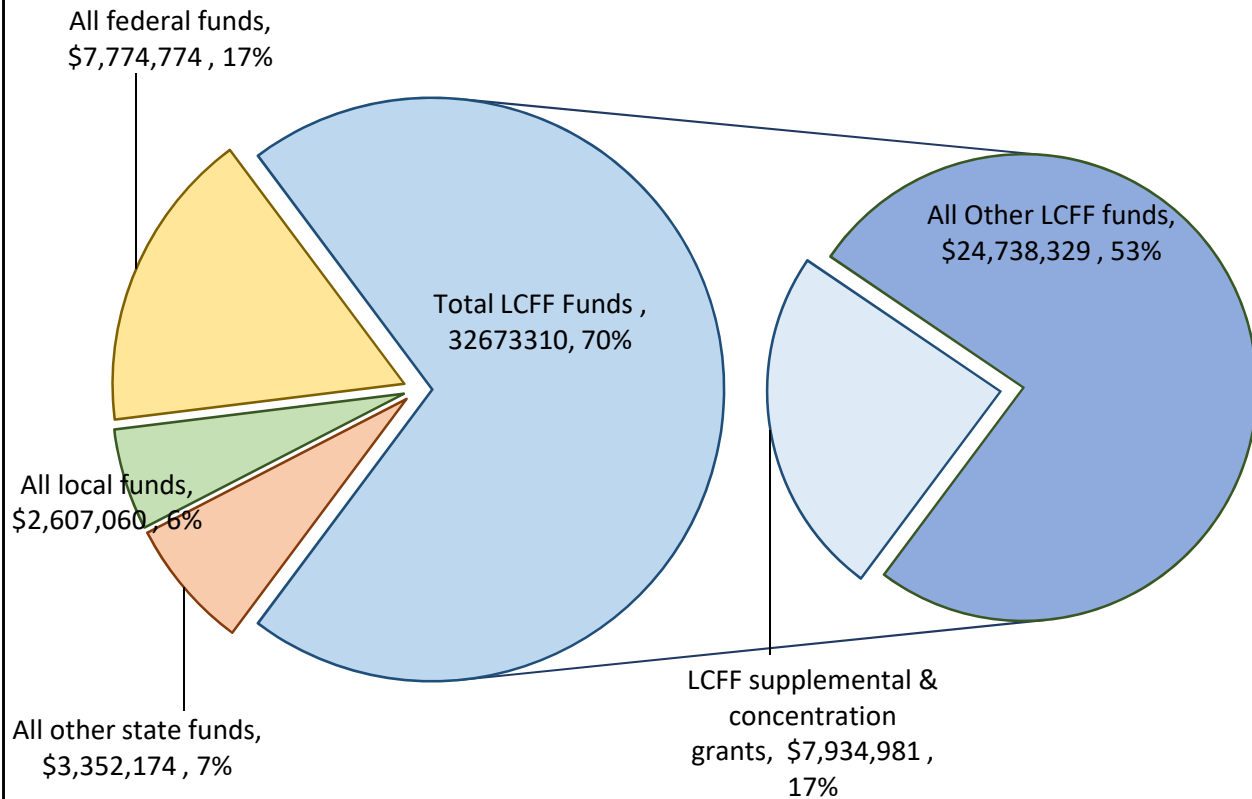
School Year: 2021 – 22

LEA contact information: Keith GaineyPhone: (661) 824-4001Email: 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 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $7,774,774 , 17%

All local funds, $2,607,060 , 6%

All other state funds, $3,352,174 , 7%

Total LCFF Funds , 32673310, 70%

All Other LCFF funds, $24,738,329 , 53%

LCFF supplemental & concentration grants, $7,934,981 , 17%

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 $46,407,318.00, of which $32,673,310.00 is Local Control Funding Formula (LCFF), $3,352,174.00 is other state funds, $2,607,060.00 is local funds, and $7,774,774.00 is federal funds. Of the $32,673,310.00 in LCFF Funds, $7,934,981.00 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 in the Learning Continuity Plan
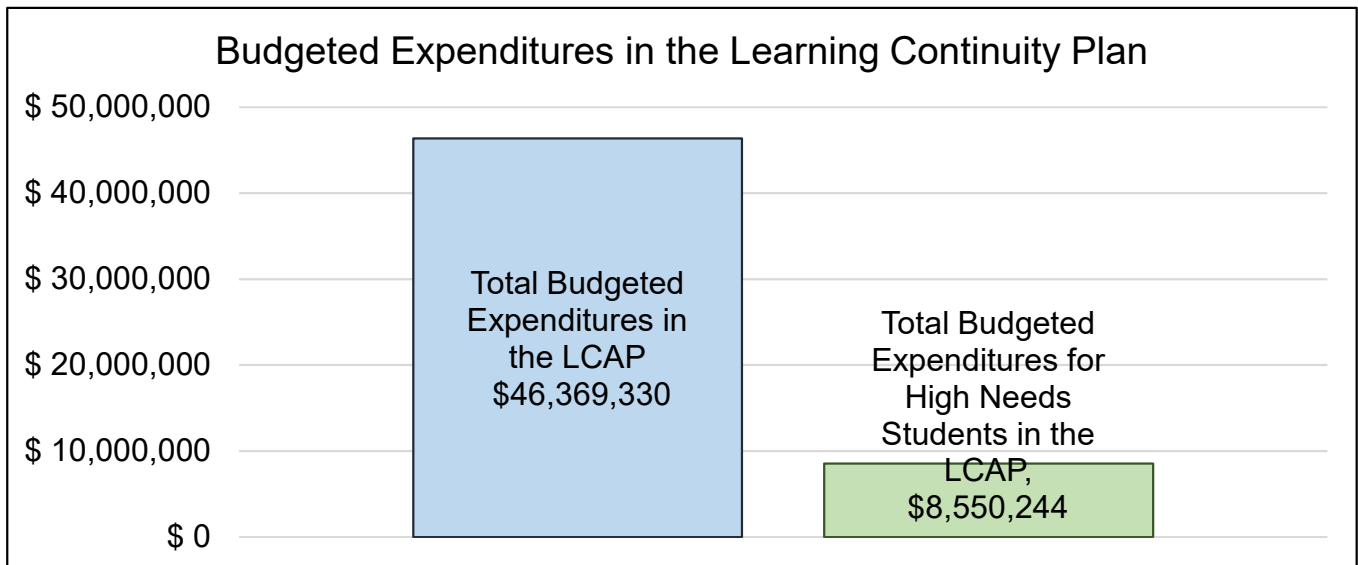
This chart provides a quick summary of how much Mojave Unified School District plans to spend for planned actions and services in the Learning Continuity Plan for 2021 – 22and how much of the total is tied to increasing or improving services for high needs students.

Mojave Unified School District plans to spend $46,369,330.00 for the 2021 – 22 school year. Of that amount, $46,369,330.00 is tied to actions/services in the Learning Continuity Plan and $0.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:
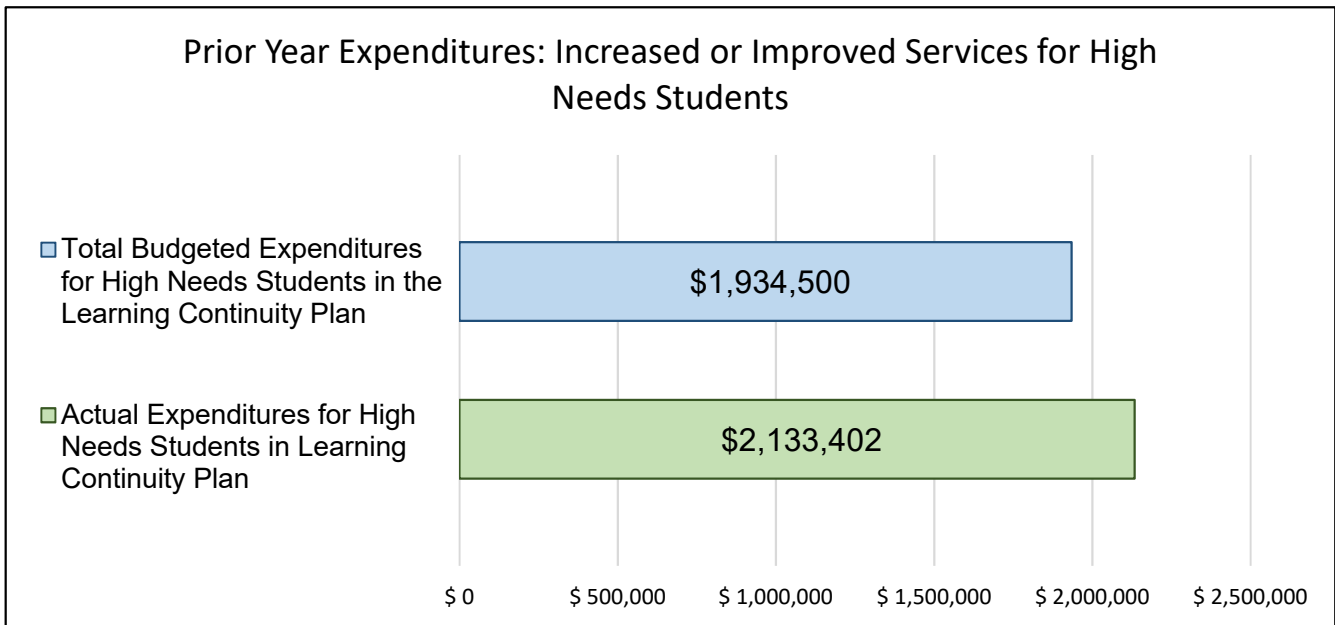
[Respond to prompt here.]

Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2021 – 22 School Year

In 2021 – 22, Mojave Unified School District is projecting it will receive $7,934,981.00 based on the enrollment of foster youth, English learner, and low-income students. Mojave Unified School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Mojave Unified School District plans to spend $8,550,244.00 towards meeting this requirement, as described in the Learning Continuity Plan.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$1,934,500
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$2,133,402

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000

This chart compares what Mojave Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what 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 2020 – 21, Mojave Unified School District's Learning Continuity Plan budgeted $1,934,500.00 for planned actions to increase or improve services for high needs students. Mojave Unified School District actually spent $2,133,402.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mojave Unified School District	Dr. Katherine Aguirre, Superintendent	katherineaguirre@mojave.k12.ca.us (661) 824-4001

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

Goal 1

Increase 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 Measurable Outcomes

Expected	Actual
90%+ of MUSD teachers will be appropriately assigned and fully credentialed for assignment.	89.7% of MUSD teachers were appropriately assigned and fully credentialed for assignment in 2019-2020.
100% of students will have access to standards-aligned materials, including English Learners and students with disabilities	Per the 2020 Williams Visit Report: Elementary Schools: HES: Sufficient MES: Sufficient RPU: Sufficient Secondary Schools: CCHS: Sufficient CCMS: Sufficient MJSHS: 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: Full Implementation 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 DFS levels: Socioeconomically Disadvantaged: -113 DFS in Math; -72.2 DFS in ELA	Due to COVID, the CAASPP assessment was suspended by the state of California for the 2020 test administration. The most recent results on record, from the 2019 test administration, were used below. The average number of scaled score points on the Math CAASPP increased by 9.2 points and the average number of

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	scaled score points on the ELA CAASPP increased by 9.2 points, with student groups at the following DFS levels: Socioeconomically Disadvantaged: -108.8 DFS in Math; -67.4 DFS in ELA English Learners: -108.7 DFS in Math; -69.1 DFS in ELA Foster: -121.7 DFS in Math; -113.7 DFS in ELA Homeless: -127.1 DFS in Math; -101.1 DFS in ELA Students with Disabilities: -162.5 DFS in Math; -130.8 DFS in ELA African American: -133.2 DFS in Math; -95.4 DFS in ELA Hispanic: -94.6 DFS in Math; -50.3 DFS in ELA Two or More Races: -106 DFS in Math; -59.6 DFS in ELA White: -69.2 DFS in Math; -32.5 DFS in ELA
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% African American: 12.00% Two or More Races: *Less than 10 students in cohort* White: 30.57%	17.4% of students completed their A-G requirements, with student groups completing at the following rates: Socioeconomically Disadvantaged:18.1% English Learner: 8.3% Foster: *Less than 10 students in cohort* Students with Disabilities: 2.7% Hispanic: 24.7% African American: 5.9% Two or More Races: *Less than 10 students in cohort* White: 16.1%
Increase by 2% the English Learner students scoring in the Moderately Developed (3) or Well Developed (4) level on the ELPAC, from a 59.7% up to a 61.7%	Due to the COVID Pandemic, ELPAC Summative Assessments were not completed for the 2020 test administration. Based on the most recent results on record, from the 2019 test administration, 46.37% of English Learners scored in the

	Moderately Developed (3) or Well Developed (4) levels on the ELPAC.
Increase the number of English Learners who are reclassified as English Proficient by 2% from 3.54% to 5.54%	Based on CDE reclassification data for the 2019-2020 school year, MUSD had a reclassification rate of 15.8%
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.	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
Increase the % of 11th graders scoring a 4 on the ELA CAASPP from a 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%	Due to COVID, the CAASPP assessment was suspended by the state of California for the 2020 test administration. The most recent results on record, from the 2019 test administration, were used below: 21.25 % of 11th graders scored a 4 on the ELA CAASPP, with student groups at the following %: Socioeconomically Disadvantaged: 19.08% EL: 0% Foster: N/A Homeless: N/A Students with Disabilities: 0% African American: 13.33% Hispanic: 20.73% White: 39.29% 5% of 11th graders scored a 4 on the Math CAASPP, with student groups at the following %: Socioeconomically Disadvantaged: 3.03% EL: 0% Foster: N/A Homeless: N/A Students with Disabilities: 0%

	African American: 0% Hispanic: 6.10% White: 10.71%
Maintain a middle school dropout rate of 0%	The Middle School dropout rate was 0.7%
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% 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%	The high school dropout rate for the 2019-20 school year was 4.06%, with the following rates for student groups: Socioeconomically Disadvantaged: 4.7% English Learners: 4.2% Foster Students: *Less than 10 students in cohort* Homeless: *Less than 10 students in cohort* Students with Disabilities: 2.7% Hispanic: 3.5% African American: 1.9% Two or More Races: *Less than 10 students in cohort* White: 6.5%
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% African American: 84.35% Two or More Races: *Less than 10 students in cohort* White: 99.44%	The four-year adjusted cohort graduation rate for the 2019-20 graduation rate was 91.8%, with the following student group rates: Socioeconomically Disadvantaged: 90.6% English Learners: 95.5% Foster Students: *Less than 10 students in cohort* Homeless: *Less than 10 students in cohort* Students with Disabilities: 83.3% Hispanic: 95.1% African American: 93.0% Two or More Races: *Less than 10 students in cohort* White: 82.8%

100% of students and staff will have access to 21st century technology	100% of students and staff have access to 21st century technology and have functional knowledge of use of technology
100% of curriculum will be CCSS-aligned and have a completed pacing calendars/guides	Pacing guides and assessments for ELA and Math are at the implementation stage and are being reviewed and revised. Other content areas are in need of pacing and assessment protocols.
Fully implement the district's Early Literacy Plan	The district's Early Literacy Plan has been in implementation for three years.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1: **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. Review and revise (as necessary) the pacing for all content areas, including NGSS. 4. Establish Teaching and Learning Teams (TLTs) to create, fine-tune and implement the pacing and prioritization of standards across all content areas.	Amount: $144,616 Source: LPSBG Budget Reference: 1000 - CERT SALARY $102,656 3000 - BENEFITS $25,151 4000 - MAT & SUPP $16,810	Amount: $144,616 Source: LPSBG Budget Reference: 1000 - CERT SALARY $102,656 3000 - BENEFITS $25,151 4000 - MAT & SUPP $16,810
Action 2:	Amount:	Amount:

Improved Early Literacy (Meets Identified Unduplicated Student Needs # 1 and 3 in Goal 1, Page 77)	A) 2,566,218	A) 2,372,870
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:	B) 679,972	B) 679,972
	C) 14,510	C) 14,510
	TOTAL $3,250,701	TOTAL $3,067,353
	Source:	Source:
1. Review and revise, utilizing disaggregated student group data, the Early Literacy Plan each October and February	A) BASE	A) BASE
2. STAR Early Literacy will be given 3 times a year, per district assessment calendar	B) S&C	B) S&C
3. STAR reading assessment will be given 2 times a year in February and May, per district assessment calendar	C) TITLE I	C) TITLE I
4. Leveled reading passages will be assessed 3 times a year, per district assessment calendar	Budget Reference:	Budget Reference:
5. CFAs will be given in regular intervals as determined by teachers through pacing and grade-level meetings	A) 1000 - CERT SALARY $1,767,326 3000 - BENEFITS $788,892	A) 1000 - CERT SALARY $1,612,147 3000 - BENEFITS $760,723
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 group.	B) 1000 - CERT SALARY $519,223 3000 - BENEFITS $100,911 4000 - MAT & SUPP $39,995 5000 - SERVICES $19,843	B) 1000 - CERT SALARY $519,223 3000 - BENEFITS $100,911 4000 - MAT & SUPP $39,995 5000 - SERVICES $19,843
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	C) 5000 - SERVICES $14,510	C) 5000 - SERVICES $14,510
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.)		
Action 3: **Improved Professional Learning Communities:** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Page 77) 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	Amount: $35,280 Source: S&C Budget Reference : 2000 - CLASS SAL $0.00 3000 - BENEFITS $0.00 5000 - SERVICES $35,280	Amount: $69,895 Source: S&C Budget Reference : 2000 - CLASS SAL $26,419 3000 - BENEFITS $8,196 5000 - SERVICES $35,280
Action 4: **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 correct start and end dates according to district standards	Amount: $0.00 Source: No Additional Cost Budget Reference: N/A	Amount: $0.00 Source: No Additional Cost Budget Reference: N/A

	Amount:	Amount:

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

	Amount:	Amount:
Action 5: **Improved Instruction** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Page 77) 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 community in order to improve academic achievement.	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 Budget Reference: A)	A) $6,832,135 B) $0 C) $137,751 D) $1,390,691 E) $570,054 F) $76,264 TOTAL $9,006,895 Source: A) BASE B) LOCAL C) LOTTERY D) S&C E) TITLE I F) TITLE II Budget Reference: A)

7. Use comparison data from school districts with successful outcomes for African American students to find best practices that can be replicated	1000 - CERT SALARY $3,804,822	1000 - CERT SALARY $3,675,375
	2000 - CLASS SALARY $0.00	2000 - CLASS SALARY $35,618
	3000 - BENEFITS $2,030,325	3000 - BENEFITS $1,779,524
	4000 - MAT & SUPP $328,815	4000 - MAT & SUPP $328,815
	5000 - SERVICES $7,790	5000 - SERVICES $7,790
	7000 - OTHER $405,014	7000 - OTHER $1,005,014
	B)	B)
	1000 - CERT SALARY $0.00	1000 - CERT SALARY $0.00
	C)	C)
	4000 - MAT & SUPP $137,751	4000 - MAT & SUPP $137,751
	D)	D)
	1000 - CERT SALARY $892,678	1000 - CERT SALARY $892,678
	2000 - CLASS SALARY $57,396	2000 - CLASS SALARY $194,035
	3000 - BENEFITS $261,631	3000 - BENEFITS $303,977
	E)	E)
	2000 - CLASS SALARY $239,668	2000 - CLASS SALARY $322,832
	3000 - BENEFITS $110,094	3000 - BENEFITS $144,268

	4000 - MAT & SUPP $5,084	4000 - MAT & SUPP $5,084
	5000 - SERVICES $97,870	5000 - SERVICES $97,870
	F)	F)
	1000 - CERT SALARY $0.00	1000 - CERT SALARY $46
	5000 - SERVICES $76,218	5000 - SERVICES $76,218
Action 6: **Improved Assessment & Monitoring** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Page 77) 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. .	Amount: $31,401 Source: S&C Budget Reference: 5000 - SERVICES $31,401	Amount: $31,401 Source: S&C Budget Reference: 5000 - SERVICES $31,401
Action 7:		

Intervention (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Page 77) Use research-based intervention supports to improve the academic performance of our 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 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	Amount: A) $247,257 B) $377,869 C) $122,850 D) $23,033 TOTAL $747,430 Source: A)　　　S&C B)　　　TITLE I C)　　　ASES D)　　　LOTTERY Budget Reference: 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	Amount: A) $247,707 B) $353,938 C) $122,850 D) $23,033 TOTAL $747,528 Source: A)　　　S&C B)　　　TITLE I C)　　　ASES D)　　　LOTTERY Budget Reference: A) 1000 - CERT SALARY $133,390 3000 - BENEFITS $36,999 4000 - MAT & SUPP $45,564 5000 - SERVICES $31,754 B) 1000 - CERT SALARY $95,389 3000 - BENEFITS $35,242 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	5000 - SERVICES $223,307 C) 2000 - CLASS SALARY $11,574 3000 - BENEFITS $3,568 4000 - MAT & SUPP $16,862 5000 - SERVICES $90,847 D) 5000 - SERVICES $23,033
Action 8: **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 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	Amount: A) $6,370,053 B) $11,000 C) $0.00 TOTAL $6,381,053 Source: A) IDEA B) LOCAL C) TITLE I Budget Reference: A) 1000 - CERT SALARY $2,662,523	Amount: A) $6,482,391 B) $11,000 C) $0.00 TOTAL $6,381,053 Source: A) IDEA B) LOCAL C) TITLE I Budget Reference: A) 1000 - CERT SALARY $3,003,204

	2000 - CLASS SALARY $1,547,047	2000 - CLASS SALARY $1,532,196
	3000 - BENEFITS $1,673,326	3000 - BENEFITS $1,459,834
	4000 - MAT & SUPP $117,358	4000 - MAT & SUPP $117,358
	5000 - SERVICES $81,141	5000 - SERVICES $81,141
	7000 - OTHER $288,657	7000 - OTHER $288,657
	B)	B)
	5000 - SERVICES $11,000	5000 - SERVICES $11,000
	C)	C)
	5000 - SERVICES $0.00	5000 - SERVICES $0.00
Action 9: **Targeted Learning Opportunities** (Meets Identified Unduplicated Student Needs # 1, 5, 6, and 7 in Goal 1, Page 77) 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	Amount: $5,195 Source: S&C Budget Reference: 1000 - CERT SALARY $4,260 3000 - BENEFITS $935	Amount: $5,195 Source: S&C Budget Reference: 1000 - CERT SALARY $4,260 3000 - BENEFITS $935
Action 10: **EL Progress & Reclassification** (Meets Identified Unduplicated Student Needs # 3 in Goal 1, Page 77)	Amount:	Amount: A) $47,293

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
	A) $47,293
	
	B) $0.00
	
	TOTAL $47,293
	
	Source:
	
	A) S&C
	B) TITLE III
	
	Budget Reference:
	
	A)
	4000 - MAT & SUPP
	     $47,293
	B)
	4000 - MAT & SUPP
	     $0.00
		B) $0.00
		
		TOTAL $47,293
		
		Source:
		
		A) S&C
		B) TITLE III
		
		Budget Reference:
		
		A)
		4000 - MAT & SUPP
		     $47,293
		B)
		4000 - MAT & SUPP
		     $0.00

Action 11: **Long Term EL Progress** (Meets Identified Unduplicated Student Needs # 3 in Goal 1, Page 77) 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	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: **Reclassified EL Monitoring** (Meets Identified Unduplicated Student Needs # 3 in Goal 1, Page 77)	Amount: $0.00 Source: No Additional Cost	Amount: $0.00 Source: No Additional Cost

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	Budget Reference: N/A	Budget Reference: N/A
Action 13: **SDAIE** (Meets Identified Unduplicated Student Needs # 3 in Goal 1, Page 77) 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)	Amount: $0.00 Source: No Additional Cost Budget Reference: N/A	Amount: $0.00 Source: No Additional Cost Budget Reference: N/A
Action 14: **ELD Instruction** (Meets Identified Unduplicated Student Needs # 3 in Goal 1, page 77) 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	Amount: $245,027 Source: S&C Budget Reference: 2000 - CLASS SALARY $154,262 3000 - BENEFITS $90,764	Amount: $246,641 Source: S&C Budget Reference: 2000 - CLASS SALARY $162,651 3000 - BENEFITS $83,990
Action 15: **Middle School Drop Out Rate**	Amount: $0.00 Source:	Amount: $0.00 Source:

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	No Additional Cost Budget Reference: N/A	No Additional Cost Budget Reference: N/A
Action 16: **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	Amount: A) $224,199 B) $192,912 C) $10,768 TOTAL $427,878 Source: A) BASE B) S&C C) IDEA Budget Reference: A) 1000 - CERT SALARY $109,888 2000 - CLASS SALARY $50,565 3000 - BENEFITS $63,746 B)	Amount: A) $216,962 B) $191,207 C) $10,768 TOTAL $418,937 Source: A) BASE B) S&C C) IDEA Budget Reference: A) 1000 - CERT SALARY $103,664 2000 - CLASS SALARY $50,565 3000 - BENEFITS $62,733 B)

	1000 - CERT SALARY $82,281	1000 - CERT SALARY $82,281
	2000 - CLASS SALARY $46,779	2000 - CLASS SALARY $45,161
	3000 - BENEFITS $63,851	3000 - BENEFITS $63,765
	C)	C)
	1000 - CERT SALARY $8,829	1000 - CERT SALARY $8,829
	3000 - BENEFITS $1,938	3000 - BENEFITS $1,938
Action 17: **Credit Retrieval and Blended Learning** (Meets Identified Unduplicated Student 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	Amount: A) $0.00 B) $339,291 C) $0.00 TOTAL $339,291 Source: A) IDEA B) S&C C) BASE Budget Reference: A) 1000 - CERT SALARY $0.00 3000 - BENEFITS $0.00 B) 1000 - CERT SALARY $255,497	Amount: A) $0.00 B) $108,627 C) $0.00 TOTAL $108,627 Source: A) IDEA B) S&C C) BASE Budget Reference: A) 1000 - CERT SALARY $0.00 3000 - BENEFITS $0.00 B) 1000 - CERT SALARY $77,346

	2000 - CLASS SALARY $0.00 3000 - BENEFITS $83.794 C) 1000 - CERT SALARY $0.00 3000 - BENEFITS $0.00	2000 - CLASS SALARY $0.00 3000 - BENEFITS $31,281 C) 1000 - CERT SALARY $0.00 3000 - BENEFITS $0.00
Action 18: **Secondary Attendance Monitoring** (Meets Identified Unduplicated Student 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.	Amount: $129,795 Source: S&C Budget Reference: 2000 - CLASS SALARY $88,626 3000 - BENEFITS $41,169	Amount: $132,487 Source: S&C Budget Reference: 2000 - CLASS SALARY $90,744 3000 - BENEFITS $41,743
Action 19: **Student Acclimation** Explore student orientation/intake opportunities to help new students make successful transitions:	Amount: $0.00 Source: No Additional Cost Budget Reference:	Amount: $0.00 Source: No Additional Cost Budget Reference:

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	N/A	N/A

Action 20:
 	
College/Career Readiness: (Meets Identified Unduplicated Student Needs # 4, 5, 6, and 7 in Goal 1, Page 77)
 	
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]
  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)
	Amount:
	
	A) $0.00
	
	B) $0.00
	
	C) $42,856
	
	D) $285,728
	
	TOTAL $328,584
	
	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 $0.00
	3000 - BENEFITS $0.00
	4000 - MAT & SUPP $0.00
		Amount:
		
		A) $0.00
		
		B) $136,973
		
		C) $42,856
		
		D) $251,554
		
		TOTAL $427,717
		
		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 $93,554
		3000 - BENEFITS $43,419
		4000 - MAT & SUPP $0.00

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	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	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 $178,655 3000 - BENEFITS $72,900
Action 21: **Teacher Recruitment** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Page 77) 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.	Amount: A) $50,600 B) $106,524 C) $49,109 TOTAL $206,233 Source: A) BASE B) S&C C) TITLE IV Budget Reference: A) 1000 - CERT SALARY $0.00	Amount: A) $50,600 B) $106,524 C) $49,109 TOTAL $206,233 Source: A) BASE B) S&C C) TITLE IV Budget Reference: A) 1000 - CERT SALARY $0.00

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.).	3000 - BENEFITS $0.00 5000 - SERVICES $50,600 B) 5000 - SERVICES $106,524 C) 5000 - SERVICES $49,109	3000 - BENEFITS $0.00 5000 - SERVICES $50,600 B) 5000 - SERVICES $106,524 C) 5000 - SERVICES $49,109
Action 22: **Capacity Building** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Page 77) 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	Amount: A) $37,074 B) $0.00 C) $40,351 TOTAL $77,425 Source: A) S&C B) TITLE I C) BASE Budget Reference: A) 1000 - CERT SALARY $30,400 3000 - BENEFITS $6,674 5000 - SERVICES $0.00 B)	Amount: A) $37,074 B) $0.00 C) $40,351 TOTAL $77,425 Source: A) S&C B) TITLE I C) BASE Budget Reference: A) 1000 - CERT SALARY $11,300 3000 - BENEFITS $2,591 5000 - SERVICES $0.00 B)

	5000 - SERVICES $0.00 C) 1000 - CERT SALARY $12,000 5000 - SERVICES $28,351	5000 - SERVICES $0.00 C) 1000 - CERT SALARY $19,500 3000 - BENEFITS $1,647 5000 - SERVICES $28,351
Action 23: **CCSS Materials and Improved Implementation** (Meets Identified Unduplicated Student Needs # 1, 3, 4, and 6 in Goal 1, Page 77) 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.	Amount: A) $227,035 B) $0.00 C) $786 D) $17,418 TOTAL $245,239 Source: A) S&C B) TITLE I C) BASE D) LPSBG Budget Reference: A) 1000 - CERT SALARY $108,327 2000 - CLASS SALARY $51,385 3000 - BENEFITS $67,323	Amount: A) $227,035 B) $0.00 C) $786 D) $17,418 TOTAL $245,239 Source: A) S&C B) TITLE I C) BASE D) LPSBG Budget Reference: A) 1000 - CERT SALARY $108,327 2000 - CLASS SALARY $51,385 3000 - BENEFITS $67,668

	B) 5000 - SERVICES $0.00	B) 5000 - SERVICES $0.00
	C) 5000 - SERVICES $786	C) 5000 - SERVICES $786
	D) 5000 - SERVICES $17,418	D) 5000 - SERVICES $17,418
Action 24: **Instructional and supplemental materials in ELA/ELD & Math** (Meets identified Unduplicated Student Needs # 1-7 in Goal 1, pages 75-76) 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	Amount: 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 B) BASE C) LPSBG D) S&C E) TITLE II F) TITLE IV Budget Reference:	Amount: 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 B) BASE C) LPSBG D) S&C E) TITLE II F) TITLE IV Budget Reference:

	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	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
Action 25: **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	Amount: A) $361,457 B) $507,179 C) $267,278 D) $0.00 E) $29,556 F) $23,501 TOTAL $1,188,971 Source:	Amount: A) $361,457 B) $507,179 C) $267,278 D) $0.00 E) $29,556 F) $23,501 TOTAL $1,188,971 Source:

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 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)	A) BASE B) LOTTERY C) S&C D) TITLE I E) TITLE II F) TITLE IV Budget Reference: A) 2000 - CLASS SAL $136,859 3000 - BENEFITS $72,299 4000 - MAT & SUPP $78,200 5000 - SERVICES $74,100 B) 4000 - MAT & SUPP $380,548 5000 - SERVICES $66,632 6000 - CAPITAL $60,000 C) 2000 - CLASS SAL $60,890 3000 - BENEFITS $30,209 4000 - MAT & SUPP $138,700 5000 - SERVICES	A) BASE B) LOTTERY C) S&C D) TITLE I E) TITLE II F) TITLE IV Budget Reference: A) 2000 - CLASS SAL $130,853 3000 - BENEFITS $70,228 4000 - MAT & SUPP $78,200 5000 - SERVICES $74,100 B) 4000 - MAT & SUPP $380,548 5000 - SERVICES $66,632 6000 - CAPITAL $60,000 C) 2000 - CLASS SAL $60,890 3000 - BENEFITS $29,528 4000 - MAT & SUPP $138,700 5000 - SERVICES

	$37,480 D) 5000 - SERVICES $0.00 E) 1000 - CERT SAL $24,235 3000 - BENEFITS $5,321 F) 5000 - SERVICES $23,501	$37,480 D) 5000 - SERVICES $0.00 E) 1000 - CERT SAL $23,235 3000 - BENEFITS $5,101 F) 5000 - SERVICES $23,501
Action 26: **Curriculum Integration** (Meets Identified Unduplicated Student Needs # 1-7 in Goal 1, Page 77) 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 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 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 students who are in need of increased support 4. site administrators and district leadership in pursuing grant opportunities 5. Provide staff development and training for administrative, instructional and support personnel throughout the district, especially in the area of	Amount: $88,450 Source: S&C Budget Reference: 1000 - CERT SAL $66,849 3000 - SERVICES $21,601	Amount: $88,675 Source: S&C Budget Reference: 1000 - CERT SAL $66,849 3000 - SERVICES $21,826

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.		

Goal Analysis

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

Overall actions and services were implemented with fidelity as described in our LCAP actions and services up until our COVID related closures during the 4th quarter. At that point in time, Mojave Unified quickly adapted to meet the educational, social/emotional, and nutritional needs of our students. Kern County Superintendent of Schools met with superintendents on a daily basis, and our team worked diligently to make safe and effective decisions for the benefit of our students. This work was not done in isolation--task forces were assembled, and multiple surveys went out to parents to assess the needs of the community.

Google Classroom was selected as the means of providing remote instruction during the school year. Official training was required for staff to use this resource effectively. Certificated and classified staff were compensated for their time, and reimbursed for the cost of certification.

In addition to the ongoing costs associated with annual activities, funds were redirected in order to better support the unique needs of our unduplicated pupils. This involved the purchase of additional devices, internet hot spots and connectivity, and personal protective equipment (PPE). These purchases ensured that our socioeconomically disadvantaged students would not have a disruption in the continuity of their learning or meals. The infrastructure also empowered teachers and support staff to support (academically and socially/emotionally) students with unique needs, such as our English Learners, and Foster or Homeless youth. Hazard pay was required for essential workers to provide services on site. Staff members who worked at home were compensated for the use of personal spaces and to provide for any necessary means of performing duties remotely.

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

Given the conditions associated with our district, including the remote location, lack of services, and number of families lacking resources, our district was determined to ensure that our students and their families' health, safety and security were the primary consideration. Doing our part to ensure that each and every one of them survived to return to school after COVID was the highest priority. To that end, it was determined that remote instruction was the best option for our families.

Survey results indicated that at least 1/3 of MUSD families did not have an internet connection in the home, or did not have access to a non-cellular device capable of performing school work. Although other households may have had an internet connection, the bandwidth available was not always robust enough to support distance learning, or a single device would need to be shared by multiple students. This dynamic created a situation where a significant majority of students did not have the technology needed for distance learning which required the district to immediately purchase new devices and mobile hotspots. While purchases were completed, the technology department created hotspots at school site parking lots, where families could safely isolate and access the internet, and also teamed up with the transportation department to turn buses into mobile hotspots that would travel along advertised routes. Devices that the district already had in its possession were prioritized for socio-economically disadvantaged students at the secondary level to ensure the continuity of A-G coursework completion and progress toward graduation requirements. Unduplicated students in the primary grade levels completed standards-aligned and grade-appropriate work packets that multiple districts utilized, as prepared by the Bakersfield City School District.

Another significant challenge that the COVID-related closure created was the elimination of end-of-year summative assessments (both local, and state) that the district relies heavily on in measuring the success of its educational program.

Prior to the closure, some of the greatest successes we had were in the areas of pacing and aligning instruction with CCSS standards. Teachers met in their TLT teams and worked collaboratively in identifying key standards for their content level and grade levels. Special emphasis was on creating common formative assessments for each grade level.

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: Pacing, District Technology Plan, Early Literacy Plan

Annual Measurable Outcomes

Expected	Actual
100% of facilities will have good repair or higher rating with minimal deficiencies.	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.)	Due to the impact of the COVID-related closures after spring break, not all of the regularly scheduled LCAP and School Site Council meetings were conducted during the 4th quarter.
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	Sign-in sheets contained 1,539 signatures for our parent teacher conferences scheduled during the 2019-20 school year.
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 district 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: 93.69% Homeless: 90.16% Socioeconomically Disadvantaged: 93.87%	Local data from the 2019-20 school year (through March 12th, prior to our COVID related closures), indicate an overall attendance rate of 92.56%, with student groups at the following rates: EL: 94.69% Foster: 91.64%

Students with Disabilities: 91.93% African American: 93.03% Hispanic: 94.76% Two or More Races: 93.80% White: 93.99%	Homeless: 88.26% Socioeconomically Disadvantaged: 92.32% Students with Disabilities: 91.13% African American: 91.04% Hispanic: 93.66% Two or More Races: 90.48% White: 92.83%
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%	Local data from the 2019-20 school year (through March 12th, prior to our COVID related closures), indicate an overall Chronic Absenteeism rate of 19.30%, with student groups at the following rates: EL: 10.22% Foster: 19.80% Homeless: 33.16% Socioeconomically Disadvantaged: 19.81% Students with Disabilities: 18.82% African American: 25.12% Hispanic: 15.01% Two or More Races: 22.84% White: 18.11%
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%	The overall MUSD suspension rate during the 2019-20 school year was 5.07%, with student groups at the following rates: EL: 4.29% Foster: 11.76% Homeless: 6.22%

Socioeconomically Disadvantaged: 4.05% Students with Disabilities: 7.27% African American: 8.07% Hispanic: 2.89% Two or More Races: 3.52% White: 4.11%	Socioeconomically Disadvantaged: 5.63% Students with Disabilities: 8.99% African American: 6.94% Hispanic: 3.84% Two or More Races: 2.44% White: 6.30%
Maintain a student expulsion rate lower than 1.0% for all student groups	The 2019-2020 expulsion rate was 0.27%
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)	The most recent survey data prior to the COVID-related closures indicates that 62.63% of students report a sense of safety, and 73.10% of students report a sense of connectedness on campus.
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 51210/51220	100% of students including unduplicated pupils and all students with significant needs, had 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 65.9%, BC-68.8%
     7th Grade: AC-69.9%, BC-65.1%
     9th Grade: AC-59.5%, BC-60.6%
	The most recent data available is from the latest administration of the Physical Fitness Test, from 2018-19:
	5th Grade: AC 48.4%, BC-56.2%
	7th Grade: AC-59.1%, BC-59.6%
	9th Grade: AC-48.4%, BC-58.8%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

Action 1:		
Parent Input		
(Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162)	Amount:	Amount:
Sites and the district will actively invite parents to be engaged in advisory committees & the decision making process:	A) $15,786	A) $15,786
	B) $70,000	B) $70,000
1. Quarterly LCAP community input meetings will be held by the district	TOTAL $85,786	TOTAL $85,786
2. A minimum of quarterly School Site Council meetings will be held at each school site	Source:	Source:
3. Quarterly English Language Advisory Committee (ELAC) meetings will be held at each school site	A) TITLE I	A) TITLE I
4. For sites that maintain Parent Teacher Organizations or Parent Teacher Groups—meetings should be held on a quarterly basis	B) S&C	B) S&C
5. District English Language Advisory Committee meetings will be held at the district level at least four times per year	Budget Reference:	Budget Reference:
6. Parent Involvement Committee meetings will be held annually at the district and site level	A)	A)
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.	4000 - MAT & SUPP $15,786 B) 5000 - SERVICES $70,000	4000 - MAT & SUPP $15,786 B) 5000 - SERVICES $0.00
8. Use comparison data from school districts with successful outcomes for African American students to find best practices that can be replicated		
Action 2:		
FPM Compliance	Amount:	Amount:
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:	$0.00 Source: No Additional Cost Budget Reference: N/A	$0.00 Source: No Additional Cost Budget Reference: N/A
1. FPM compliance will be maintained and documented using current instruments on an ongoing basis, not only during years of review.		

Action 3:		
Increased Parent Participation (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162)		

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 (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
	Amount:
	
	A) $28,000
	
	B) $33,199
	
	TOTAL $61,199
	
	Source:
	
	A) S&C
	B) TITLE I
	
	Budget Reference:
	
	A)
	5000 - SERVICES
	    $28,000
	B)
	5000 - SERVICES
	    $33,199
		Amount:
		
		A) $28,000
		
		B) $33,199
		
		TOTAL $61,199
		
		Source:
		
		A) S&C
		B) TITLE I
		
		Budget Reference:
		
		A)
		5000 - SERVICES
		    $28,000
		B)
		5000 - SERVICES
		    $30,335

Action 4: **Parent Volunteers** Sites and the district will actively invite parents to be volunteers:	Amount: $470,284 Source: BASE	Amount: $455,648 Source: BASE

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 former 5. The district will explore methods to eliminate the financial burden of the volunteer approval process.	Budget Reference: 2000 - CLASS SAL $295,954 3000 - BENEFITS $174,330	Budget Reference: 2000 - CLASS SAL $284,707 3000 - BENEFITS $170,941
Action 5: **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	Amount: $0.00 Source: No Additional Cost Budget Reference: N/A	Amount: $0.00 Source: No Additional Cost Budget Reference: N/A
Action 6: **PBIS Implementation & Restorative Practices** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162) 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	Amount: A) $302,369 B) $626,638 C) $448,946 D) $173,034 E) $32,347 F) $0.00 TOTAL $1,583,335	Amount: A) $252,925 B) $528,423 C) $510,143 D) $173,034 E) $32,347 F) $97,385 TOTAL $1,594,257

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.	**Source:** A) BASE B) S&C C) TITLE I D) TITLE II E) TITLE IV **Budget Reference:** 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) 1000 - CERT SALARY $179,442 2000 - CLASS SALARY $127,494 3000 - BENEFITS $106,759 5000 - SERVICES $35,251	**Source:** A) BASE B) S&C C) TITLE I D) TITLE II E) TITLE IV F) SCTG **Budget Reference:** A) 1000 - CERT SALARY $0.00 2000 - CLASS SALARY $179,186 3000 - BENEFITS $61,062 4000 - MAT & SUP $12,677 B) 1000 - CERT SALARY $197,661 2000 - CLASS SALARY $163,990 3000 - BENEFITS $166,772 5000 - SERVICES $0.00 C) 1000 - CERT SALARY $179,442 2000 - CLASS SALARY $163,295 3000 - BENEFITS $132,155 5000 - SERVICES $35,251

	D)
	5000 - SERVICES
	     $173,034
		D)
		5000 - SERVICES
		     $173,034

	E)
	4000 - MAT & SUPP
	     $32,347
		E)
		4000 - MAT & SUPP
		     $32,347

	F)
	1000 - CERT SALARY
	$0.00
	2000 - CLASS SALARY
	$0.00
	3000 - BENEFITS
	     $0.00
	4000 - MAT & SUPP
	     $0.00
	5000 - SERVICES
	     $0.00
	7000 - OTHER
	     $0.00
		F)
		1000 - CERT SALARY
		$23,852
		2000 - CLASS SALARY
		$32,701
		3000 - BENEFITS
		     $21,309
		4000 - MAT & SUPP
		     $5,400
		5000 - SERVICES
		     $10,126
		7000 - OTHER
		     $3,997

Action 7: **Increased Sense of School Safety** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162) 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	Amount: A) $122,751 B) $20,180 C) $103,592 TOTAL $246,524 Source: A) IDEA B) S&C C) BASE Budget Reference: A)	Amount: A) $227,047 B) $128,091 C) $0.00 TOTAL $246,524 Source: A) IDEA B) S&C C) BASE Budget Reference: A)

concerns and ensure correction of any deficiencies in order to improve school climates	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	2000 - CLASS SALARY $157,671 3000 - BENEFITS $67,376 B) 2000 - CLASS SALARY $78,193 3000 - BENEFITS $49,899 C) 2000 - CLASS SALARY $0.00 3000 - BENEFITS $0.00
Action 8: **Cultural Awareness** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162) 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	Amount: A) $45,451 B) $0.00 C) $29,170 D) $40,105 TOTAL $114,725 Source: A) TITLE I B) S&C C) TITLE II D) TITLE IV Budget Reference: A)	Amount: A) $45,451 B) $0.00 C) $29,170 D) $40,105 TOTAL $114,725 Source: A) TITLE I B) S&C C) TITLE II D) TITLE IV Budget Reference: A)

	5000 - SERVICES $45,451	5000 - SERVICES $45,451
	B) 4000 - MAT & SUPP $0.00	B) 4000 - MAT & SUPP $0.00
	C) 5000 - SERVICES $29,170	C) 5000 - SERVICES $29,170
	D) 5000 - SERVICES $40,105	D) 5000 - SERVICES $40,105
Action 9: **Sports and Recreation** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162) 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.	Amount: A) $166,880 B) $171,459 TOTAL $338,339 Source: A) BASE B) S&C Budget Reference: A) 1000 - CERT SALARY $62,100 2000 - CLASS SALARY $31,648 3000 - BENEFITS $23,390 4000 - MAT & SUPP $49,742 B)	Amount: A) $175,154 B) $168,066 TOTAL $343,220 Source: A) BASE B) S&C Budget Reference: A) 1000 - CERT SALARY $67,070 2000 - CLASS SALARY $33,617 3000 - BENEFITS $24,725 4000 - MAT & SUPP $49,742 B)

	Year 1	Year 2
	1000 - CERT SALARY $80,096 2000 - CLASS SALARY $45,297 3000 - BENEFITS $29,667 4000 - MAT & SUPP $16,399	1000 - CERT SALARY $78,487 2000 - CLASS SALARY $44,423 3000 - BENEFITS $28,757 4000 - MAT & SUPP $16,399
Action 10: **Increased Student Engagement** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162) 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 9. Maintain and expand high school workability programs for students with special needs	Amount: A) $118,701 B) $741,506 TOTAL $860,207 Source: A) IDEA B) S&C Budget Reference: 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	Amount: A) $118,228 B) $731,746 TOTAL $849,975 Source: A) IDEA B) S&C Budget Reference: A) 1000 - CERT SALARY $50,370 2000 - CLASS SALARY $43,778 3000 - BENEFITS $24,081 B) 1000 - CERT SALARY $508,066 2000 - CLASS SALARY $39,393 3000 - BENEFITS $124,033

	4000 - MAT & SUPP $40,395 5000 - SERVICES $20,160	4000 - MAT & SUPP $40,395 5000 - SERVICES $20,160
Action 11: **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.	Amount: $0.00 Source: No Additional Cost Budget Reference: N/A	Amount: $0.00 Source: No Additional Cost Budget Reference: N/A
Action 12: **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	Amount: $0.00 Source: No Additional Cost Budget Reference: N/A	Amount: $0.00 Source: No Additional Cost Budget Reference: N/A
Action 13: **Increased Attendance** (Meets Identified Unduplicated Student Needs # 1 and 2 in Goal 2, Page 162) 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	Amount: A) $798,053 B) $244,593 C) $1,485,945 TOTAL $2,528,591 Source: A) BASE B) IDEA	Amount: A) $671,864 B) $224,639 C) $1,595,718 TOTAL $2,528,591 Source: A) BASE B) IDEA

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 of pupils	C) S&C Budget Reference: A) 2000 - CLASS SAL $436,873 3000 - BENEFITS $158,865 4000 - MAT & SUPP $98,065 5000 - SERVICES $35,082 6000 - CAPITAL $69,167 B) 2000 - CLASS SAL $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 5000 - SERVICES $23,032 6000 - CAPITAL $142,410	C) S&C Budget Reference: A) 2000 - CLASS SAL $465,531 3000 - BENEFITS $4,019 4000 - MAT & SUPP $98,065 5000 - SERVICES $35,082 6000 - CAPITAL $69,167 B) 2000 - CLASS SAL $139,411 3000 - BENEFITS $85,228 6000 - CAPITAL $0 C) 1000 - CERT SALARY $352,736 2000 - CLASS SALARY $478,416 3000 - BENEFITS $427,966 4000 - MAT & SUPP $171,157 5000 - SERVICES $23,032 6000 - CAPITAL $142,410

Action 14:

Facilities & Improved School Environment (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162)

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

Amount:	Amount:
A) $1,256,246	A) $1,334,575
B) $1,151,979	B) $1,164,651
C) $588,236	C) $579,626
D) $595,657	D) $424,856
E) $150,000	E) $150,000
TOTAL $3,742,117	TOTAL $3,653,708

Source:	Source:
A) BASE	A) BASE
B) RR&M	B) RR&M
C) S&C	C) S&C
D) PROP 39	D) PROP 39
E) LOCAL	E) LOCAL

Budget Reference:	Budget Reference:
A)	A)
2000 - CLASS SAL $697,194	2000 - CLASS SAL $758,680
3000 - BENEFITS $351,882	3000 - BENEFITS $368,725
4000 - MAT & SUPP $134,235	4000 - MAT & SUPP $134,235
5000 - SERVICES $23,953	5000 - SERVICES $23,953
6000 - CAPITAL $48,982	6000 - CAPITAL $48,982
B)	B)

	2000 - CLASS SAL $381,497	2000 - CLASS SAL $386,014
	3000 - BENEFITS $214,549	3000 - BENEFITS $215,046
	4000 - MAT & SUPP $140,889	4000 - MAT & SUPP $140,889
	5000 - SERVICES $62,714	5000 - SERVICES $62,714
	6000 - CAPITAL $352,331	6000 - CAPITAL $359,989
	C)	C)
	2000 - CLASS SAL $358,476	2000 - CLASS SAL $358,598
	3000 - BENEFITS $229,759	3000 - BENEFITS $221,028
	D)	D)
	6000 - CAPITAL $595,657	6000 - CAPITAL $424,856
	E)	E)
	6000 - CAPITAL $150,000	6000 - CAPITAL $150,000
Action 15: **Trauma Informed Practices** Implement Trauma Informed Practices 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	Amount: A) $45,451 B) $0.00 TOTAL $45,451 Source: A) TITLE I B) TITLE II Budget Reference:	Amount: A) $45,451 B) $0.00 TOTAL $45,451 Source: A) TITLE I B) TITLE II Budget Reference:

	A) 5000 - SERVICES $45,451 B) 5000 - SERVICES $0.00	A) 5000 - SERVICES $45,451 B) 5000 - SERVICES $0.00
Action 16: **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" 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)	Amount: $0.00 Source: No Additional Cost Budget Reference: N/A	Amount: $0.00 Source: No Additional Cost Budget Reference: N/A
Action 17: **Educational Partnerships** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162) 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 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 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.)	Amount: $88,450 Source: S&C Budget Reference : A) 1000 - CERT SALARY $66,849 3000 - BENEFITS $21,601	Amount: $214,460 Source: S&C Budget Reference : A) 1000 - CERT SALARY $169,990 3000 - BENEFITS $44,741

Goal Analysis

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

Overall actions and services were implemented with fidelity as described in our LCAP actions and services up until our COVID related closures during the 4th quarter. At that point in time, Mojave Unified quickly adapted to meet the educational, social/emotional, and nutritional needs of our students. Kern County Superintendent of Schools met with superintendents on a daily basis, and our team worked diligently to make safe and effective decisions for the benefit of our students. This work was not done in isolation--task forces were assembled, and multiple surveys went out to parents to assess the needs of the community.

In addition to the ongoing costs associated with annual activities, funds were redirected in order to better support the unique needs of our unduplicated pupils. This involved the purchase of additional devices, internet hot spots and connectivity, and personal protective equipment (PPE). These purchases ensured that our socioeconomically disadvantaged students would not have a disruption in the continuity of their learning or meals. The infrastructure also empowered teachers and support staff to support (academically and socially/emotionally) students with unique needs, such as our English Learners, and Foster or Homeless youth. Hazard pay was required for essential workers to provide services on site. Staff members who worked at home were compensated for the use of personal spaces and to provide for any necessary means of performing duties remotely.

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

Given the conditions associated with our district, including the remote location, lack of services, and number of families lacking resources, our district was determined to ensure that our students and their families' health, safety and security were the primary consideration. Doing our part to ensure that each and every one of them survived to return to school after COVID was the highest priority. To that end, it was determined that remote instruction was the best option for our families.

Throughout the year, the district began the foundational work on Tier I for PBIS with identifying areas of need, team members involved and school wide expectations. Significant time and effort was directed toward this endeavor as it related to the current circumstances of remote learning as well as the adjustments that would be required for a return to in-person instruction in the Fall of 2021.

One school site endeavored to pilot the Second Step program for socioemotional learning. Students from TK - 2nd Grade were taught lessons and practiced strategies that allowed them to be more others-aware. Data gathered throughout the year showed improvements

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A.1. Personal Protective Equipment will be purchased to keep all individuals on site as safe as possible, while following local and state guidelines (gloves, masks, face shields, hand sanitizer)	$251,000	$312,023	N
A.2. Additional disinfectant, cleaners, and other materials and supplies will be purchased in order to ensure a clean and sanitary environment for everyone on campus.	$114,000	$142,614	N
A.3. Additional staffing will potentially be considered in order to successfully accomplish the increased levels of disinfecting and cleaning.	$500,000	$571,560	N

A.4. Additional staffing will potentially be considered in order to successfully accomplish proper supervision and the social distancing of student groups.	$250,000	$ 0.00	N
A.5. In order to accommodate the connectivity of 1-to-1 devices on the district's network, increased bandwidth will need to be purchased.	$50,000	$58,500	Y
A.6 In-classroom technology will be supplemented in order to allow in-person and at-home cohorts to access equitable instruction	$215,000	$243,305	Y
A.7 Additional student computer devices will need to be purchased in order to ensure students have access to a device in the event that they did not bring their district device from home, or in the event that they need a replacement.	$254,000	$289,873	Y
A.8. Before school, after school, and Saturday school programs will be considered to create extended learning opportunities and mitigate learning loss.	$233,000	$ 0.00	Y

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

A majority of planned expenditures were fulfilled, as the district purchased the personal protective equipment, cleaning supplies, and technology to support a return to on-campus instruction. Additional staffing expenses, as planned, were redirected to support increased cleaning and disinfecting needs as well as increased need for technology devices and connectivity. It should be pointed out that classroom technology was enhanced in preparation for the return to in-person instruction, although that option did not materialize during the school year.

A wide-spread return to on-campus learning did not take place during the 2020-21 school year, which eliminated the need to increase staffing to properly distance and supervise students, or to provide in-person extended learning opportunities (as planned in A.4 and A.8, above).

Analysis of In-Person Instructional Offerings

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

Throughout the 2020-21 school year, Kern County was struck hard by the COVID pandemic. As the state defined metrics for reopening, our area struggled to get into safe levels of controlling the spread of new infections. It should be noted, that even when overall county data revealed troubling trends, that the eastern part of the county was impacted at an even higher rate, due to its isolation, levels of poverty, and geographic distance from major healthcare providers. Although consistent testing and the offering of vaccinations did eventually surface in our communities, it was at a delay compared to major metropolitan areas. These factors prevented us from safely reopening our schools to wide-spread in-person instruction. However, we were able to safely serve small cohorts of students with severe disabilities to meet their needs.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
B.1. Additional student computers will need to be purchased in order to be at a 1-to-1 level.	$ 279,000	$ 430,525	Y
B.2. Internet hotspots will be purchased to ensure that each family has access to the internet.	$465,000	$567,765	Y
B.3. Teachers will be provided the proper tools for distance learning as needed, including devices and stipends to allow for adequate internet access.	$243,000	$285,039	N
B.4. All teachers will work toward Google Level 1 Certification	$66,000	$62,779	N
B.5. Parent workshops and training will be created to support distance learning. Ongoing opportunities to engage and connect parents will be designed and explored (parent workshops, Piqe parent universities, family corner website, etc.).	$28,000	$14,599	Y
B.6. A technology hotline will be maintained to support parent and student technology use during distance learning	$8,500	$74,545	Y

B.7. Weekly professional development will be offered to teachers and staff to support distance learning and meet the needs of students	$16,000	$4,021	Y
B.8. Supplemental curricular resources, workbooks, programs, applications, and licenses will be purchased in order to support robust learning opportunities for students online and at a distance.	$100,000	$63,121	Y
B.9. Teaching and Learning Teams will meet on a frequent basis to plan out high quality distance learning instruction and digitize curricular resources.	$48,000	$0.00	N

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

Technology related expenses exceeded initial estimates in order to support a reliable 1-to-1 device ratio, internet connectivity, and tech support (B.1, B.2, B.6). The costs for implementing some actions were lower than anticipated due to workshops and meetings being conducted during the workday, and developed by in-house staff (B.5, and B.9).

Analysis of the Distance Learning Program

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

Continuity of Instruction

240 minutes of instructional activities—including both asynchronous and synchronous participation—were required each day. Daily instruction was provided in accordance with grade level standards and Board adopted curriculum. To the extent possible, "full instruction" was offered during distance learning. To accommodate student learning during multiple contingencies, technology enhanced learning within Google Classroom fueled learning opportunities to prepare for students being on campus or at a distance. The greatest initial challenge in the area of continuity of instruction was the great need for professional development and devices (of students and staff). The district incentivized all teachers to work toward Google Certification, and also conducted multiple all-staff trainings on how to use Google Classroom, as well as the digital components of our board-adopted curriculums and new supplemental resources.

Access to Devices and Connectivity

Initial survey results indicated that at least 1/3 of MUSD families did not have an internet connection in the home, or did not have access to a non-cellular device capable of performing school work. Although other households may have had an internet connection, the bandwidth available was not always robust enough to support distance learning, or a single device would need to be shared by multiple students. This dynamic created a situation where a significant majority of students did not have the technology needed for distance learning. Likewise, some staff members also lacked the devices and connectivity to support remote work. The district responded in this area immediately, purchasing additional devices and wifi hotspots for students, checking out devices to teachers, offering a stipend for internet/supply related expenses for teachers, and in-classroom technology was upgraded for the potential of students returning to campus or the possibility of a hybrid learning experience.

Pupil Participation and Progress

The Mojave Unified School District adopted the engagement and participation procedures demonstrated in the guidance released by the California Department of Education Engagement and Participation Template. Each week, teachers summarized the assignment and assessment offerings for each day of instruction, indicating the level of asynchronous or synchronous instruction, and the certification of the time value attributed to those assignments. Additionally, student participation was logged in Aeries with the following coding: 100=absent, 200= in person (when applicable), 300= family/student contact, 400 = assignment/assessment completion, or 500= other. Student progress was entered into the AERIES grading system, viewable through the Parent and Student portals. Student participation and engagement data was monitored on a daily basis through the use of AERIES and SISENSE dashboards in order to identify students that disengaged. In addition to school site staff, district level members of the Social Emotional Learning team also worked closely with families to meet their needs.

Distance Learning Professional Development

Throughout the 2020-21 school year, teachers and staff participated in weekly district-wide professional development. At the beginning of the school year, the focus was on how to use Google Classroom and other necessary components of the Google Education Suite of resources. Then, professional development focused on curriculum-specific resources, such as how to use the digital components of Houghton Mifflin, Eureka Math, etc. The third phase of professional development focused on increasing student engagement, and tools to increase the engagement and educational benefit of english learners and students with disabilities. PBIS professional development was also delivered to staff throughout the school year.

Classified staff also received Google training, and training in CPI and ABA related techniques

Staff Roles and Responsibilities

The most prevalent example of roles and responsibilities shifting in response to COVID-19 has been the level of technological troubleshooting and support that everyone has had to offer to support distance learning along with the extra precautions made to ensure the health and safety of everyone. When it has been allowable to do so, some staff have shifted into other departments to fill temporary essential needs (food service, technology, etc.). Other employees have also had their responsibilities shift as part of an effort to monitor and track possible exposures to the virus.

Distance learning modified most roles and responsibilities to be conducted remotely during a majority of the 2020/21 school year; however, other essential work that could not be completed in this manner required increased safety protocols (plexiglass barriers, distancing and PPE protocols, appointments, etc.) Meeting the social/emotional needs of students has also shifted to a distance model, through new digital referrals, virtual appointments, and internet-based supports.

Support for Pupils with Unique Needs

For existing students with previously known needs, the ability to monitor them was made possible with our local data dashboard: Sisense. This will provide a glimpse at historical data (academic, engagement, behavioral, etc.), and allow for real-time monitoring of other engagement, participation, and academic data. STAR Diagnostic assessments in the areas of Math and Language arts were administered to all students quarterly, in order to assess progress. Weekly Professional Learning Communities (PLCs) were conducted at each site, creating additional time for teachers to monitor student progress, and implement strategies to support growth.

For our English Learners, teachers designed language rich learning opportunities in all areas of instruction that allowed students to experience all domains: reading, writing, listening and speaking. Integrated and Designated English Language Development continued to be offered for all English Learners, as supported by English Learner instructional aides. A series of EL-specific professional development was conducted throughout the school year to support this area at a distance, as well as during the upcoming return of in-person instruction.

For our students facing adverse childhood experiences, such as homelessness, our district wide Social Emotional Team used a referral process in order to connect students with unique emotional or mental health needs to the proper staff and supports, and a website was created in order to provide community resources and support for homeless and Foster youth and their families.

For our students with disabilities, a small cohort of students received moderate/severe services in person throughout the school year. To meet student needs, devices that allow for touch capabilities were also checked out to students that needed them. Presence Learning was added to support speech and language development during distance learning, and classified staff received training in CPI and ABA strategies.

Extended learning opportunities were offered for students with unique needs, which included on-demand tutoring services through FEV, and staff-led opportunities outside of the regular school day. In-person summer programs were also offered across the district.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
C.1. Teaching and Learning Teams will meet regularly to identify essential content, design assessment plans and units of study, digitize content, and to optimize distance learning strategies.	$48,000	$0.00	N
C.2. Diagnostic and formative assessments will be utilized in order to identify learning gaps and measure the effectiveness of implemented strategies.	$46,500	$12,342	N
C.3. Programs, such as Go Guardian, will be used to ensure testing security and accuracy of assessment data.	$28,000	$28,000	N
C.4. Before school, after school, and Saturday school programs will be considered to create extended learning opportunities and mitigate learning loss.	$205,000	$272,896	Y
C.5. Small group learning opportunities will be built into the school day when possible to support student progress.	$20,000	$0.00	Y
C.6. Professional Development will be offered on a weekly basis to build capacity in addressing the unique needs of English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged, and others.	$16,000	$18,292	Y

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

Planned expenses for Teaching and Learning Teams (C.1) to digitize curriculum were embedded into the work calendar, or shifted to other areas (Eureka Math offered a digital component to its curriculum--this was purchased; Houghton Mifflin professional development was conducted to review digital components of the adopted curriculum, and K-8 digital science and social studies supplemental curriculum--Studies Weekly--was purchased).

In an effort to mitigate learning loss throughout the school year, the District offered additional days of instruction during breaks and on Saturdays. In addition, an online tutoring option was added to enhance efforts by staff members to help students when they needed it. The combination resulted in a higher cost than originally anticipated.

A widespread return to campus did not take place during the 2020-21 school year due the status of the COVID pandemic in our region. For that reason, action C.5. did not occur. However, additional funds were spent in action C.4. to support other remote extended learning opportunities at the one-on-one or small group level.

Analysis of Pupil Learning Loss

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

In an effort to mitigate learning loss throughout the school year, the District offered additional days of instruction during breaks and on Saturdays. In addition, an online tutoring option was added to enhance efforts by staff members to help students when they needed it. The combination resulted in a higher cost than originally anticipated.

Initially, the district faced challenges in reliably measuring learning loss. This was in part because we lacked our usual 4th quarter state and local summative data from the 2019-20 school year. Other pacing-aligned assessments that had been established were no longer appropriate due to the shifts and changes resulting from the implementation of distance learning. STAR testing was ultimately decided to be the most reliable and consistent method of measuring student learning loss, as it has been relied on by our district for years, and was made available to students remotely. The challenge for the initial round of testing was ensuring that students were taking these tests independently, so that accurate data could be collected. For the remainder of the year, teachers were able to rely on Go Guardian to serve that purpose.

During the previous school year, we completed two rounds of STAR testing in Reading and Math prior to our COVID related closures.

Reading: When comparing the 2020-21 STAR assessments administered in that same period, some conclusions can be reached about the level of learning loss. For the 2019-20 school year, 12% of students met or exceeded the standards on the STAR reading test, which increased to 19% on the post test later that school year. During the 2020-21 school year, students scored at similar levels,

with 15% of students meeting/exceeding the standard on the pretest, and 19% meeting or exceeding on the post test. Using another metric--Grade Equivalent, shows an average drop of .19 in growth compared to the previous year. Based on the previous data point, this seems to suggest that students that fell into the not meeting or nearly meeting category could have resulted in a more significant drop in growth compared to their counterparts that were previously in the meeting/exceeding category. Student Growth Percentile is another lens that can be used to assess learning loss. According to Renaissance, "SGP compares a student's growth to that of his or her academic peers nationwide. These peers are students in the same grade with a similar achievement history on Star assessments." Comparing the two academic years shows an overall drop in SGP from 48.33 down to 46.25.

Students with unique needs:

For our English Learners, the 2019-20 STAR Reading pretesting had 8% of students meeting/exceeding the standards, which grew to 11% on the posttest—with an overall grade equivalency growth in that time period of 0.33. During the same time period during the 2020-21 school year, 14% of English Learners met/exceeded the standards on the pretest, and 14% met/exceeded on the posttest, with an average grade equivalency growth of 0.134.

For our Socioeconomically Disadvantaged students, the 2019-20 STAR Reading pretesting had 10% of students meeting/exceeding the standards, which grew to 16% on the posttest—with an overall grade equivalency growth in that time period of 0.285. During the same time period during the 2020-21 school year, 16% of Socioeconomically Disadvantaged students met/exceeded the standards on the pretest, and 17% met/exceeded on the posttest, with an average grade equivalency growth of .043.

For our Students with Disabilities, the 2019-20 STAR Reading pretesting had 2% of students meeting/exceeding the standards, which grew to 5% on the posttest—with an overall grade equivalency growth in that time period of 0.35. During the same time period during the 2020-21 school year, 5% of Students with Disabilities met/exceeded the standards on the pretest, and 6% met/exceeded on the posttest, with an average grade equivalency growth of 0.133.

For our foster youth, the 2019-20 STAR Reading pretesting had 7% of students meeting/exceeding the standards, which grew to 12% on the posttest—with an overall grade equivalency growth in that time period of 0.32. During the same time period during the 2020-21 school year, 10% of Foster students met/exceeded the standards on the pretest, and 21% met/exceeded on the posttest, with an average grade equivalency growth of 0.548.

For our Homeless students, the 2019-20 STAR Reading pretesting had 14% of students meeting/exceeding the standards, which grew to 18% on the posttest—with an overall grade equivalency growth in that time period of 0.18. During the same time period during the

2020-21 school year, 20% of Homeless students met/exceeded the standards on the pretest, and 20% met/exceeded on the posttest, with an average grade equivalency growth of -.144.

Overall, for the students with unique needs detailed above revealed an increase in the % of students meeting/exceeding compared to the previous school year. However, the average grade equivalency growth declined, which seems to indicate that some students in the nearly meeting category may have improved into meeting, and that those that were not meeting may have experienced more dramatic learning losses compared to their peers. An exception is with our Foster students, which experienced gains in both measures compared to the previous year. Our foster population, on the most recent CA School Dashboard, has a documented Chronic Absenteeism rate of beyond 30%. It is possible that the technology and distance learning options provided increased educational opportunities for students that may have missed full instructional days during a traditional year. This should influence the way that we approach mitigating learning loss in the future due to absences.

Math: For the 2019-20 school year, 16% of students met or exceeded the standards on the STAR math test, which increased to 28% on the post test later that school year. During the 2020-21 school year, students scored at similar levels, with 21% of students meeting/exceeding the standard on the pretest, and 29% meeting or exceeding on the post test. Using another metric--Grade Equivalent, shows an average drop of 0.26 in growth compared to the previous year. Based on the previous data point, this seems to suggest that students that fell into the not meeting or nearly meeting category could have resulted in a more significant drop in growth compared to their counterparts that were previously in the meeting/exceeding category. The average Student Growth Percentile (SGP) during the two academic years shows an overall drop in SGP from 48.75 down to 47.08.

Students with unique needs:

For our English Learners, the 2019-20 STAR Math pretesting had 19% of students meeting/exceeding the standards, which grew to 30% on the posttest—with an overall grade equivalency growth in that time period of 0.45. During the same time period during the 2020-21 school year, 23% of English Learners met/exceeded the standards on the pretest, and 32% met/exceeded on the posttest, with an average grade equivalency growth of 0.26.

For our Socioeconomically Disadvantaged students, the 2019-20 STAR Math pretesting had 15% of students meeting/exceeding the standards, which grew to 25% on the posttest—with an overall grade equivalency growth in that time period of 0.45. During the same time period during the 2020-21 school year, 19% of Socioeconomically Disadvantaged students met/exceeded the standards on the pretest, and 26% met/exceeded on the posttest, with an average grade equivalency growth of 0.165.

For our Students with Disabilities, the 2019-20 STAR Math pretesting had 3% of students meeting/exceeding the standards, which grew to 6% on the posttest—with an overall grade equivalency growth in that time period of 0.37. During the same time period during the 2020-21 school year, 5% of Students with Disabilities met/exceeded the standards on the pretest, and 8% met/exceeded on the posttest, with an average grade equivalency growth of .103.

For our foster youth, the 2019-20 STAR Math pretesting had 8% of students meeting/exceeding the standards, which grew to 13% on the posttest—with an overall grade equivalency growth in that time period of 0.125. During the same time period during the 2020-21 school year, 14% of Foster students met/exceeded the standards on the pretest, and 21% met/exceeded on the posttest, with an average grade equivalency growth of 0.76.

For our Homeless students, the 2019-20 STAR Math pretesting had 7% of students meeting/exceeding the standards, which grew to 17% on the posttest—with an overall grade equivalency growth in that time period of 0.57. During the same time period during the 2020-21 school year, 25% of Homeless students met/exceeded the standards on the pretest, and 21% met/exceeded on the posttest, with an average grade equivalency loss of -0.19.

Overall, for the students with unique needs detailed above revealed an increase in the % of students meeting/exceeding compared to the previous school year. However, the average grade equivalency growth declined, which seems to indicate that some students in the nearly meeting category may have improved into meeting, and that those that were not meeting may have experienced more dramatic learning losses compared to their peers. An exception is with our Foster students, which experienced gains in both measures compared to the previous year. Our foster population, on the most recent CA School Dashboard, has a documented Chronic Absenteeism rate of beyond 30%. It is possible that the technology and distance learning options provided increased educational opportunities for students that may have missed full instructional days during a traditional year. This should influence the way that we approach mitigating learning loss in the future due to absences.

Prior to COVID, local and state data revealed that MUSD needed to create and maintain a coherent system that ensures standards-aligned instruction and assessments. COVID-era data reinforces these efforts, and adds a sense of urgency in developing and supporting this system (something that has been included in the 2021 LCAP actions and services.

Analysis of Mental Health and Social and Emotional Well-Being

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

Of course, the ability of staff members to monitor and support students' mental health and social and emotional well-being was hampered in the 2020-21 school year by the lack of in-person contact. Many staff members, and students, had never seen each other in person. We understand that there are a lot of unspoken cues that are more evident in-person and can be hidden or missed when connecting online. However, the opportunities for staff to learn more about what to look for in a students' behavior and the process to follow if a student appears to need help, improved more than it could have in any other year. Our PBIS leadership and their teams were in full support mode at all times and were undergoing a renaissance in implementation of PBIS and SEL. Our ability to identify a need and to respond to that need have never been more refined.

As a result, we believe we performed better in this area than we have in prior years and that we are prepared to outperform ourselves again when students are allowed to return to campus. Then we will have a better understanding of what "normal behavior" is for each student.

Analysis of Pupil and Family Engagement and Outreach

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

Although we were unable to connect with families in person during the school year, many of our online meetings were attended with greater participation than in prior years. We believe the online meetings allowed our need for parent participation to fit better into the busy lives of our parents. They were able to join the meetings while at home attending to family issues; while driving to or from an event that could not be missed; or while attending to a variety of other family related tasks.

We believe that the online option will continue to be offered going forward in order to improve family engagement and outreach.

Using online technology and understanding our continuing need to reach families, the District offered several Parent Institute on Quality Education (PIQE) courses. Over seven weeks, parents learned lessons about the purpose and importance of education; how to become involved in the students' education; how to advocate for the student; and, ultimately, how to prepare students for college and career. It was a powerful experience for parents and the District that will continue as long as families are interested in the program.

Just as we saw an increase in engagement among some parents when we shifted to online options for meetings, the same is true for some of our students. On days that would have been a full absence during in-person learning, students were able to access learning resources, assignments, and on-demand tutoring at all hours. An example of this is with our Foster youth, which saw gains in both math

and reading compared to the 2019-20 school year. This is a group that has previously experienced a chronic absenteeism rate of more than 30%. Having flexible learning options clearly improved foster engagement during this school year. Being at a distance did pose a significant challenge for students that were initially motivated to disengage, and may have lacked an accountability system. Our tiered re-engagement strategies were employed for these students, and our Social Emotional Learning team provided a remarkable level of support and resources to re-engage and motivate these students.

Analysis of School Nutrition

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

Daily breakfast and lunch was offered to all students, available by walk up or drive thru at three distribution points: Mojave Jr./Sr. High School, California City Middle School, and California City High School. A mobile point of sale system was utilized to track meals, and a state waiver was used to allow students to not be present while their parents picked up their meal with their student ID. The meal schedule was designed to avoid conflicts with instruction.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
D.1. Mental Health & Social Emotional Well Being	1. A district Social Emotional Learning team will meet regularly to plan and coordinate services for students and staff. Data will be reviewed on a regular basis to identify student needs and measure the effectiveness of interventions. Digital referrals will be developed and used to connect students with resources. A website will be developed and maintained to ensure that socioeconomically disadvantaged students and other student groups can identify local resources and supports. Training and	$45,000	$95,960	Y

	professional development will be designed and delivered to ensure fidelity to the system described above.			

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

The ability of staff members to monitor and support students' mental health and social and emotional well-being was hampered in the 2020-21 school year by the lack of in-person contact. Many staff members, and students, had never seen each other in person. We understand that there are a lot of unspoken cues that are more evident in-person and can be hidden or missed when connecting online. However, the opportunities for staff to learn more about what to look for in a students' behavior and the process to follow if a student appears to need help, improved more than it could have in any other year. Our PBIS leadership and their teams were in full support mode at all times and were undergoing a renaissance in implementation of PBIS and SEL. Our ability to identify a need and to respond to that need have never been more refined.

As a result, we believe we performed better in this area than we have in prior years and that we are prepared to outperform ourselves again when students are allowed to return to campus. Then we will have a better understanding of what "normal behavior" is for each student.

Overall Analysis

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

Although the 2020-21 school year posed some unprecedented challenges, it also presented an opportunity. The increases in technological Infrastructure, connectivity, and the capacity of students and staff to utilize technology for high quality learning experiences, will enable our district to magnify our ability to meet the unique needs of students and close gaps in learning. Goal 1, Action 25 of the 2021-24 LCAP specifically addresses District Technology.

As students transition back to in-person learning after experiencing the traumas related to the pandemic, the district will continue to prioritize social emotional learning, and the implementation of PBIS and restorative practices in our 2021-24 LCAP. Goal 2, Action 6 describes our plans for PBIS Implementation; Goal 2, Action 15, addresses Trauma Informed Practices; Goal 2, Action 16 addresses how we will identify the social/emotional needs of individual students and student groups. In addition to the work in those areas, Action 18 of Goal 2 includes a significant expansion in response to the needs discussed in this update, Including the following:

Supplemental Instruction and Support Strategies (1.	Continue to provide social-emotional counseling and work with site-level staff to identify root causes of chronic absenteeism and collaboratively work through solutions to boost attendance. 2.	Implementation of restorative practices will provide students with SEL support, individual and group counseling, self-care and strategies for reintegrating them back to the classroom. 3.	Increase SEL support with the addition of counseling and training on Youth Mental Health First Aid (YMHFA) on all sites. 4.	Provide additional transportation for students and families to increase participation in school and district activities.)**;**

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports (1.	Counselors will work with students to develop trust and build relationships to enhance school-to-home connections and improve student engagement. 2.	Organize field trips to provide additional opportunities for students to connect academic studies with real-life experiences and to make learning fun again. 3.	Enhance the learning environment by providing flexible furniture that allows for a variety of classroom set-ups to create individual and cooperative workspaces for instructional activities. 4.	Establish partnerships with post-secondary institutions to rehabilitate the Red Rock School site to provide a field site for college classes and to provide a space for in-district field trips that inspire students to better understand their environment; lead to learning pathways in the sciences; and develop an interest in pursuing desert studies in college and as a career.);

Integrated student supports to address other barriers to learning (1.	Expand PBIS to Tier 2 and develop SEL programs to strengthen connections, build relationships with students and families, and establish trust. 2.	Provide a safe location and designated staff at each school site where students can receive support and assistance when needed. 3.	Provide a Foster Youth Liaison to promote school stability by ensuring and facilitating their access to their entitled educational rights. 4.	Provide a Homeless Liaison to serve as the primary connection between homeless families and school staff to coordinate services and resources and to ensure that homeless students have the opportunity to succeed academically. 5.	Expand training opportunities for PBIS to students and parents.);

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility (1.	Family nights will be held to inform students and parents about college/career readiness; the college entrance application process; the FAFSA application process. 2.	College and career fairs will be hosted to expose students to the wide variety of options that are available to them after graduation. 3.	Continue to offer initial and follow-up training in Youth Mental Health First Aid training to staff. 4.	Expand training in Youth Mental Health First Aid to students and families.).

In order to assess and address student learning loss, including students with unique learning needs, the entirety of Goal 1 of the 2021-24 LCAP lays out 27 actions that will be implemented to serve that purpose: Action 1 (Pacing, Essential Standards), Action 2 (Improved Early Literacy), Action 3 (Improved Professional Learning Communities), Action 4 (Goal Setting), Action 5 (Improved Instruction), Action 6 (Improved Assessment & Monitoring), Action 7 (Intervention), Action 8 (Special Education & 504s), Action 9 (Targeted Learning Opportunities), Action 10 (EL Progress & Reclassification), Action 11 (Long Term EL Progress), Action 12 (Reclassified EL Monitoring), Action 13 (SDAIE), Action 14 (ELD Instruction), Action 15 (Middle School Drop Out Rate), Action 16 (Credit Monitoring), Action 17 (Credit Retrieval and Blended Learning), Action 18 (Secondary Attendance Monitoring), Action 19 (Student Acclimation), Action 20

(College/Career Readiness), Action 21 (Teacher Recruitment), Action 22 (Capacity Building), Action 23 (CCSS Materials and Improved Implementation), Action 24 (Instructional and Supplemental Materials), Action 25 (District Technology), Action 26 (Curriculum Integration), and Action 27 (Extended Learning Opportunities and Learning Loss Mitigation). Action 27 is a significant addition to these efforts as compared to our previous LCAP, and includes the following specific steps:

Supplemental Instruction and Support Strategies (1.   Provide extended learning opportunities for students through online/on-demand and in-person tutoring options. 2.   Provide additional instructional days on Saturdays, during winter break and spring recess, during summer bridge programs, and summer school. 3.   Partnership with consultants to create sustainable, equity-driven, and data-informed practices and systems to improve educational quality for all our students. 4.   Offer a robust in-person summer school program to provide instruction and activities in a less pressured learning environment that encourages and inspires a love for teaching and learning.);

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports (1.   Explore and implement Project Lead The Way Pathways at the high school level in order to provide students with more program offerings. 2.   Provide additional support staff in the primary grades to assist students with disabilities and english language learners in accessing the early literacy curriculum and improving reading outcomes. 3.   Explore and implement a robust phonics program for Kindergarten through second grade, to promote early literacy. 4.   Explore and implement new Social Studies instructional materials aligned with the Common Core State Standards History and Social Studies Framework. 5.   Increase and improve access to personal use and classroom technology, for staff and students with the purchase of additional devices, replacement of outdated devices, and enhancing the capacity of network infrastructure. 6.   Provide Teacher on Special Assignment (TOSA) to support ELD instruction, reclassification and progress monitoring of EL students and to limit the number of students becoming Long Term English Learners (LTELs).);

Integrated student supports to address other barriers to learning (1.   Introduce the AVID program to help students develop the skills they need to be successful in college These skills focus on writing, critical thinking, teamwork, organization and reading. 2.   Expand GATE learning strategies to promote academic achievement, by having high expectations and raising the level of instruction to create a rigorous learning environment. 3.   Provide additional instructional support to students with speech or receptive language disorders by presenting information in an alternative way to enable students to participate in a more productive manner.);

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility (1.   Expand credit retrieval opportunities for students to meet graduation and a-g requirements during the school day, on Saturdays, during winter break and spring recess, and during summer school. 2.   Provide additional staff during the school day to allow for more individual and small group instruction in an effort to reduce the need for credit retrieval. 3.   Through transcript analysis and strategic master scheduling, academic counselors will monitor a-g progress and intervene if students are in danger of failing or becoming credit deficient.)

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

Of the actions outlined in the 2020-21 Learning Continuity and Attendance Plan identified as contributing towards meeting the increased or improved services requirement, the following is a summary of the most substantive differences:

There was an increase in spending in the area of technology (devices, connectivity, and support), in order to better meet the needs of our unduplicated pupils, a majority of which lacked sufficient technology in the home to conduct high quality distance learning. There was also increased spending in the areas of classroom technology, which was also increased and improved in the event that unduplicated pupils were to return to campus during the school year. Extended learning opportunities at a distance also saw an increase in expenses compared to the budgeted funds. The following are the specific actions that had a substantial increase, as described above:

A.5. In order to accommodate the connectivity of 1-to-1 devices on the district's network, increased bandwidth will need to be purchased.

A.6 In-classroom technology will be supplemented in order to allow in-person and at-home cohorts to access equitable instruction

A.7 Additional student computer devices will need to be purchased in order to ensure students have access to a device in the event that they did not bring their district device from home, or in the event that they need a replacement.

B.1. Additional student computers will need to be purchased in order to be at a 1-to-1 level.

B.2. Internet hotspots will be purchased to ensure that each family has access to the internet.

B.6. A technology hotline will be maintained to support parent and student technology use during distance learning

C.4. Before school, after school, and Saturday school programs will be considered to create extended learning opportunities and mitigate learning loss

The actions identified as contributing towards meeting the increased or improved services requirement that had significant differences in actual spending compared to planned funds were in the areas of on-campus services, as we were not able to have a widespread return of unduplicated students to on-campus instruction:

A.8. Before school, after school, and Saturday school programs will be considered to create extended learning opportunities and mitigate learning loss.

C.5. Small group learning opportunities will be built into the school day when possible to support student progress.

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

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

Based on stakeholder input, and the outcomes of the 2019-20 LCAP and the 2020-21 LCP, the following major additions were made to the 2021-2024 LCAP.

<u>GOAL 1</u>

Action 27 was added:

Supplemental Instruction and Support Strategies (1.   Provide extended learning opportunities for students through online/on-demand and in-person tutoring options. 2.   Provide additional instructional days on Saturdays, during winter break and spring recess, during summer bridge programs, and summer school. 3.   Partnership with consultants to create sustainable, equity-driven, and data-informed practices and systems to improve educational quality for all our students. 4.   Offer a robust in-person summer school program to provide instruction and activities in a less pressured learning environment that encourages and inspires a love for teaching and learning.);

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports (1.   Explore and implement Project Lead The Way Pathways at the high school level in order to provide students with more program offerings. 2.   Provide additional support staff in the primary grades to assist students with disabilities and english language learners in accessing the early literacy curriculum and improving reading outcomes. 3.   Explore and implement a robust phonics program for Kindergarten through second grade, to promote early literacy. 4.   Explore and implement new Social Studies instructional materials aligned with the Common Core State Standards History and Social Studies Framework. 5.   Increase and improve access to personal use and classroom technology, for staff and students with the purchase of additional devices, replacement of outdated devices, and enhancing the capacity of network infrastructure. 6.   Provide Teacher on Special Assignment (TOSA) to support ELD instruction, reclassification and progress monitoring of EL students and to limit the number of students becoming Long Term English Learners (LTELs).);

Integrated student supports to address other barriers to learning (1.   Introduce the AVID program to help students develop the skills they need to be successful in college These skills focus on writing, critical thinking, teamwork, organization and reading. 2.

Expand GATE learning strategies to promote academic achievement, by having high expectations and raising the level of instruction to create a rigorous learning environment. 3.   Provide additional instructional support to students with speech or receptive language disorders by presenting information in an alternative way to enable students to participate in a more productive manner.);

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility (1.   Expand credit retrieval opportunities for students to meet graduation and a-g requirements during the school day, on Saturdays, during winter break and spring recess, and during summer school. 2.   Provide additional staff during the school day to allow for more individual and small group instruction in an effort to reduce the need for credit retrieval. 3.   Through transcript analysis and strategic master scheduling, academic counselors will monitor a-g progress and intervene if students are in danger of failing or becoming credit deficient.)

GOAL 2

Action 18 was added:

Supplemental Instruction and Support Strategies (1.   Continue to provide social-emotional counseling and work with site-level staff to identify root causes of chronic absenteeism and collaboratively work through solutions to boost attendance. 2. Implementation of restorative practices will provide students with SEL support, individual and group counseling, self-care and strategies for reintegrating them back to the classroom. 3.   Increase SEL support with the addition of counseling and training on Youth Mental Health First Aid (YMHFA) on all sites. 4.   Provide additional transportation for students and families to increase participation in school and district activities.)**;**

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports (1.   Counselors will work with students to develop trust and build relationships to enhance school-to-home connections and improve student engagement. 2.   Organize field trips to provide additional opportunities for students to connect academic studies with real-life experiences and to make learning fun again. 3.   Enhance the learning environment by providing flexible furniture that allows for a variety of classroom set-ups to create individual and cooperative workspaces for instructional activities. 4.   Establish partnerships with post-secondary institutions to rehabilitate the Red Rock School site to provide a field site for college classes and to provide a space for in-district field trips that inspire students to better understand their environment; lead to learning pathways in the sciences; and develop an interest in pursuing desert studies in college and as a career.);

Integrated student supports to address other barriers to learning (1.   Expand PBIS to Tier 2 and develop SEL programs to strengthen connections, build relationships with students and families, and establish trust. 2.   Provide a safe location and designated staff at each school site where students can receive support and assistance when needed. 3.   Provide a Foster Youth Liaison to promote school stability by ensuring and facilitating their access to their entitled educational rights. 4.   Provide a Homeless Liaison to serve as the primary connection between homeless families and school staff to coordinate services and resources and to ensure that homeless students have the opportunity to succeed academically. 5.   Expand training opportunities for PBIS to students and parents.);

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility (1.   Family nights will be held to inform students and parents about college/career readiness; the

college entrance application process; the FAFSA application process. 2.   College and career fairs will be hosted to expose students to the wide variety of options that are available to them after graduation. 3.   Continue to offer initial and follow-up training in Youth Mental Health First Aid training to staff. 4.   Expand training in Youth Mental Health First Aid to students and families.).

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

Analysis of the Distance Learning Program

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

  - o Continuity of Instruction,

  - o Access to Devices and Connectivity,

  - o Pupil Participation and Progress,

  - o Distance Learning Professional Development,

  - o Staff Roles and Responsibilities, and

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

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

Actions Related to Pupil Learning Loss

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

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

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

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

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mojave Unified School District	Dr. Katherine Aguirre, Superintendent, Mojave Unified School District	katherineaguirre@mojave.k12.ca.us Phone: 661-824-4001

Plan Summary 2021-2024

General Information

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

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

The communities of Mojave and California City had very different beginnings. The town of Mojave was established in 1876 as a construction camp for the railroad. As the railroad brought more resources into the area Mojave began to grow. Growth continued throughout the years as Mojave became the supply point for the twenty-mule teams that hauled the borax out of Death Valley. When construction began on the Los Angeles Aqueduct, Mojave once again saw an increase in its population as the construction crews used the town for their base. California City had its beginnings in 1958 as a developer purchased land to develop a master planned community in the desert with a park and lake. 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 program serving over 50 students with moderate and severe disabilities.

Mojave Unified added Mojave Adult school and provides many opportunities to students and adults in the community. The program focuses on providing important classes like computer skills, English language classes, and welding with the goal to help students

transition to college and career options. Additional evening classes are offered through Cerro Coso Community College to ensure that students of all ages, experiences and backgrounds have opportunities to achieve their goals.

Currently Mojave Unified serves a student population of approximately 3,000 students. Our current teaching staff has a wide-range of experience levels, with 42% of our teachers having worked in the district for 10 years or more, 47% 5 years or less, and the other 11% of educators between 5 and 10 years. Over 83% of the students in the Mojave Unified School District are socioeconomically disadvantaged. Our student population is diverse with 33% African-American, 15% white, and 46% Hispanic. 21% 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: Typically 400 students moved in and out of our district each school year. With a projected unduplicated student rate of 86.32% for the 2020-2021 school year, we have strived to engage stakeholders and developed a plan with the principle purpose of directing our funds in such a way that student achievement is increased for our unduplicated pupils, and underperforming student groups and addressing the social emotional health of every student. 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 Positive Behavior Support, social emotional learning, incredible access to and analysis of data and indicators, an ever-improving alignment of curriculum, best practices and resources, the use of 21st century technology, and most important of all: collaboration with our stakeholders.

Reflections: Successes

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

(Due to the suspension of California Dashboard for 2020-2021, the data below is from 2019-2020)

California School Dashboard

Suspension Rates:

- Our overall suspension rate declined significantly by 2.4%, down to a 5.7%, with the following student group successes:

  - English Learners maintained at 1.7%
  - Foster Youth declined by 2.1%
  - Socioeconomically Disadvantaged declined significantly by 2.7%
  - Students with Disabilities declined significantly by 2.2%
  - African American declined significantly by 4.9%
  - Hispanic declined by 0.7%
  - White declined by 1.3%
  - Two or More Races declined by 1.4%

Chronic Absenteeism

- Our Foster Youth Chronic Absenteeism rate declined by 7.1%
- Our White Chronic Absenteeism rate declined by 3.8%

College/Career Indicator

- Overall, the % of students ranked as "prepared" maintained
- English Learners increased significantly by 12.5%
- Socioeconomically Disadvantaged increased by 2%
- Hispanic increased by 7.6%

English Language Arts Indicator

- Overall, the average distance from standard (DFS) improved by 9.2
- The English Learner DFS increased by 11.8
- The Socioeconomically Disadvantaged DFS increased by 8.2
- The Students with Disabilities DFS increased by 6.2
- The Hispanic DFS increased by 12.2
- The White DFS increased by 12

Mathematics Indicator

- Overall, the average distance from standard (DFS) improved by 9.2
- The English Learner DFS increased by 11
- The Foster Youth DFS increased by 5.4
- The Socioeconomically Disadvantaged DFS increased by 7.8
- The Students with Disabilities DFS increased significantly by 15.4
- The African American DFS increased by 4.4
- The Hispanic DFS increased by 11.9
- The White DFS increased by 8.8
- The Two or more Races DFS increased by 3.8

Other Considerations

With a high concentration of unduplicated pupils, MUSD students face considerable adverse situations that can impact their learning. Students affected by the cycle of poverty enter our district academically behind compared to more affluent peers in other districts. Often, our 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. One of things we are most proud of has been the substantial amount of work that has been done with our Teacher Leader Teams (TLTs) where teachers worked collaboratively to identify key standards for their grade levels and align assessments aligned to these standards. Before the pandemic, the TLT teams had mapped out their plans and were at the phase of implementation when distance learning began. With the return to in person assessment, teachers are ready to implement this plan and work towards enhancing student achievement. To make sure that we build on this success, we are continuing and expanding our work with curriculum alignment and we have partnered with an agency to better support our teachers in this process. Teachers will work collaboratively on curriculum alignment, focus on key standards, creating meaningful assessments. The goal of this work is to ensure that students are learning and we see improved student achievement for our unduplicated students and students with significant needs.

Goal 1 of this LCAP—focusing on academics—outlines a plan for bolstering the Professional Learning Community (PLC) process with data protocols, aligning curriculum and assessments to essential standards, and supporting student needs through the Response to Intervention (RtI) and Student Study Team (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 Positive Behavior Interventions and Support (PBIS) and expand restorative practices, student engagement, connectedness, and sense of safety will increase. Keeping in mind that a majority of our students demonstrate significant needs, we have included plans to train teachers and support providers on Trauma-Informed Practices. To ensure our staffing demographics match that of our student population, the hiring protocols and processes have been revamped to recruit diverse employees and build upon our cultural awareness and responsiveness. We believe that progress is only sustainable with authentic community connections and trust—something that is addressed throughout goal 2, including specific actions for engaging our African American community.

Reflections: Identified Need

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

According to the 2019 California School Dashboard Release, our areas of greatest needs are in the following areas:

Chronic Absenteeism

- Overall, the chronic absenteeism rate increased by 1.5% up to 26.1% (red)
- The English Learner rate increased by 5.2% up to 20.1% (red)
- The Homeless rate increased by 5.6% to 45.3% (red)
- The Socioeconomically Disadvantaged rate increased by 0.9% to 26.9% (red)
- The Students with Disabilities rate increased by 1.9% to 33.2% (red)
- The African American rate increased by 1.0% to 32.0% (red)
- The Hispanic rate increased significantly by 3.1% to 22.9% (red)
- The Two or More Races rate increased by 6.4% to 27.4% (red)

Graduation Rate

- Overall the graduation rate declined by 4.2% to 84.5% (Orange)
- The Socioeconomically Disadvantaged rate declined by 5.2% to 83.1% (Orange)
- The African American rate declined by 3.3% to 80.0% (Orange)
- The Hispanic rate declined by 1.7% to 87.3% (Orange)

Suspension Rate

- The Homeless Suspension rate increased by 0.4% up to 6.8% (Orange)

College/Career Indicator

- The African American prepared rate declined by 7.8% to 27.5% (Orange)

Academic Performance in ELA

- English Language Arts (3-8)—ranked at the Yellow level, with the overall Distance from standard was -60.5 points.
- Socioeconomically Disadvantaged (Yellow): 67.4 points below standard
- African American (Red): 95.4 points below standard, considered a significant gap because this is two colors away from overall (yellow)
- Homeless (Red): 101.1 points below standard, considered a significant gap, because this is two colors away from overall (yellow)
- Foster Youth (Red): 113.7 points below standard, considered a significant gap, because this is two colors away from overall (yellow)
- Students with Disabilities (Orange): 130.8 points below standard
- English Learners (Yellow): 69.1 points below standard
- Hispanic (Yellow): 50.3 points below standard
- White (Yellow): 32.5 points below standard
- Two or More Races (Orange): 59.6 points below standard

Academic Performance in Math

Mathematics (3-8, and 11)—ranked at the Orange level, with an overall Distance from standards of -102 points.

- Homeless (Red): 127.1 points below standard
- English Learners (Orange): 108.7 points below standard
- Socioeconomically Disadvantaged (Orange): 108.8 points below standard
- Students with Disabilities (Orange): 162.5 points below standard
- Two or More Races(Orange):106 points below standard
- African American (Orange): 133.2 points below standard
- Foster Youth (Orange): 121.7 points below standard
- English Learners (Orange): 118.7 points below standard

- Hispanic (Yellow): 94.6 points below standard
- White (Yellow): 69.2 points below standard

Although we made some improvement in both these areas, due to the pandemic and limited data available, they remain as the identified areas of need for our district. In response to student learning loss which resulted with the impact of the pandemic, MUSD provided 24/7 online tutoring support to all the students along with other resources. In addition to this, MUSD is also providing a robust summer school opportunity to ensure students receive the support and intervention, along with the ability to have peer interaction before the start of school. All school sites continue to provide PBIS and SEL to support students' social and emotional well-being.

MUSD participated in the Kern County Superintendent of Schools Continuous Improvement Process prior to the pandemic and had developed the following initiatives. These initiatives were developed with input from a diverse team of stakeholders in order to address our greatest needs as a district. These initiatives have been embraced for this year's LCAP as well.

As embedded in LCAP Goal 1:

CIP Initiative 1A: Develop and support standards aligned instruction (Identify the essential standards-aligned concepts that must be mastered in ELA and Math at all grade levels; Develop an assessment plan that spirals essential concepts and scaffolds more complex content; Develop units of study that are backwards designed from the essential concepts and assessment plan).

CIP Initiative 1B: Leadership will develop and support a professional learning community accountability system (design protocols that identify how to effectively utilize assessment data to inform instruction; train administrators on how to manage/implement data protocols; develop a standardized template for PLC agendas and minutes; train principals and instructional teams on how to implement PLC agendas and minutes; Develop a calendar for reporting student assessment results to stakeholders). Part of this work has already begun, with the development of an Achievement Management Plan (AMP) for ELA at the K-5 level, which is the beginning phase of creating a cohesive system that ensures standards-aligned instruction and assessments.

As embedded in LCAP Goal 2:

CIP Initiative 2A: Fully implement PBIS at all three tiers

CIP Initiative 2B: Implement trauma informed practices (research trauma informed practices; develop a TIPs implementation plan; train staff on TIPs; incorporate TIPs as an area of focus in PBIS committee agendas)

CIP Initiative 2C: Develop a system for identifying and communicating the social/emotional needs of individual students and student groups (Identify the criteria that will be used for categorizing students "At risk"; develop data dashboards that integrate the identified "at risk" criteria; create contingency plans that trigger standard operating procedures for specific Adverse Childhood Experiences (such as homelessness); create standard operating procedures to respond to specific Adverse Childhood Experiences; Organize SSTs at each site)

CIP Initiative 2D: <u>Professional Development will be offered to improve teacher-student relationships and school-community trust</u> (Implement implicit-bias training)

LCAP Highlights

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

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 a new K-8 ELA curriculum, a new K-5 Math curriculum, continued to implement PBIS, revised district benchmarks, and developed new visions for early literacy and technology use. 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 5 goal approach was transformed into 2 goals in our previous LCAP cycle, to improve the communicability of the plan.The two goal plan will be ongoing and is also reflected in this LCAP.

With this approach, the LCAP is separated into an Academic Achievement section and a School Climate/Community Connection section. Actions and services 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 unduplicated pupils and significant subgroups are spiraled throughout the document.

LCAP has provided the following supports for staff:

- Professional development for all teachers and support staff on cultural proficiency and Youth Mental Health First Aid (Goal 2)
- Professional development with emphasis on distance learning tools, resources and strategies (Goal 1)
- Resources for staff for distance learning
- Technology (Chromebooks, technology teaching tools) (Goal 1)

LCAP has provided the following supports and resources for students:

- One-on-one device for each student (Goal1)
- Resources and core curriculum programs available online (Goal 1)
- Additional support for English Learners and revamped reclassification and progress monitoring process (Goal 1)
- Extended library hours (Goal 1)
- Expansion of online library with access to audio books (Goal 1)

- Access to SEL support staff on each school site (Goal 2)
- Play-based learning model for Kindergarten (Goal 2)
- 24/7 online on-demand tutoring support

LCAP has provided the following supports and resources for parent engagement:

- Workshops for parents on Distance Learning and Technology Use (Goal 2)
- Parent educational class offerings in both English and Spanish (Goal 2)
- Include parent resources for SEL
- Website redesign plans and roll out July

All the above-mentioned actions support student learning and their academic growth to prepare them for higher education and beyond. MUSD has partnered with specialists to provide curriculum support and standards alignment for K-5 for ELA and Math. In addition to these, MUSD is strengthening all core content areas with planned new curriculum adoptions for Science and Social Studies. These programs would be in addition to the recent curriculum adoptions for Math and English Language Arts.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Eight LCAP community forum meetings were held virtually, throughout the school year. Multiple District English Learner Advisory Committee (DELAC), African American Advisory Group (AAAG), 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 levels. During these focus group meetings, our DAC and DELAC groups did not have any questions, hence our superintendent did not need to provide any written response.

All of these opportunities for parents and stakeholders to participate in the planning process for LCAP were heavily advertised on the district website, Facebook pages, 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. Additionally, we met with SELPA on April 23rd, 2021 and gathered feedback from them. They too did not have any questions which needed a written response.

In addition, the Mojave Unified School District participated in the Continuous Improvement Process, which has influenced the LCAP. The CIP team included parents, staff, teachers, site administrators, district leadership, site leadership teams, and representation from the Governing Board. This is an ongoing process that requires continuous analysis of data following specific protocols, root-cause analysis, developing a Problem of Practice, refining a theory of action, and creating an action plan. Our superintendent also reviewed the School Plan for Student Achievement for all sites to ensure that the LCAP goals and Actions are addressing the needs at the site level as well.

A summary of the feedback provided by specific stakeholder groups.

Different LCAP Focus Groups met several times and focused on some key guiding questions. In addition to the focus groups, surveys were sent out to all stakeholder groups to ensure that everyone had an opportunity to share their ideas and feedback.

The student surveys were sent to students in elementary schools (grades 3-5), middle schools (grades 6-8), and high school students (grades 9-12) in all schools.

Staff surveys were sent to all Certificated and Classified staff and Parent surveys were distributed through the district's website and In-Touch messenger system. (See Appendix A for Stakeholder feedback)

With all these discussions and survey results, some common themes emerge which are captured below:

Emerging Themes from the Focus Groups and Survey Results:
Based on the focus group discussions and the survey results, some common themes emerged.

1. Teacher, students, and Parent groups felt that to increase student performance in Math and ELA, the district should focus on:
    - In-person tutoring offered by teachers
    - Additional PD for Math and ELA
    - Access to libraries and exposure to books
    - Exploring engaging programs
    - Building strong relationships with students
    - Expanding intervention programs like Read 180 and System 44 to other sites
2. Parents, Classified, and Certificated groups felt that in order to reduce chronic absenteeism, the district should:
    - Provide incentives for students and parents
    - Establish attendance teams
    - Explore different strategies to improve student and family engagement
    - Make school fun and exciting
3. Almost all our focus groups-DAC, DELAC, Certificated Staff, Classified Staff, and Students felt that to improve college and career readiness among our students, the district should:
    - Host Career fairs and college tours for all schools and grade levels
    - Provide workshops for students and parents on the college application process and FAFSA
    - Invite speakers from the community to introduce their career and college experiences.
4. In addition to PBIS and SEL programs, DAC, Parents, Classified Staff felt that,the district should do the following to reduce suspension rate among students:
    - Provide access to culturally responsive libraries, books, and programs
    - Focus on building relationships with students and families to establish trust
    - Establish a safe place and designated staff that students can reach out for help
    - Provide training and support to teachers and students on cultural awareness.
5. Some overarching ideas to improve school climate, student and parent connectedness, Parents, Certificated and DAC groups feel that the district should:
    - Teach students life skills
    - Increase the presence of counselors
    - Improve parent engagement

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

The district has already begun addressing some of the feedback provided by our stakeholders while others will be addressed in this LCAP and will be addressed in the other years.

- **Improving Conditions for Reading With an Inclusion of Culturally Responsive books**

    Supporting students across all grade levels in reading has been identified as an area of growth for our students. The district recognizes that students reading below proficiency levels are more likely to drop out. One of the feedback received from the majority of our focus groups was to expand students' access to books that extended beyond the school libraries. To ensure that all our students are supported and have access to an extensive library, the district has partnered with a company that will provide students with audiobooks on a variety of high-interest topics and a wide range to choose from. This will complement our school libraries and will extend the reading and learning

opportunities to reach students even outside of the classroom. The selection of books has an added emphasis on culturally responsive books to enable students not only to develop an interest in reading but also to develop literacy through these culturally relevant texts. This emphasis supports Goal 1 which is to ensure that all students are working at grade level and are on track to graduate prepared for colleges/careers of their choice.

- **Increased Focus on Student Wellness**

The stakeholder feedback informed us that there is a need to build trust and improve relationships with our students by providing the staff with the necessary tools and resources.We expanded our Goal 2 to ensure that this feedback is addressed and staff is well supported with the tools they would need while working with students. The district provided Youth Mental Health First Aid (YMHFA) training for all staff this year.The sessions focused on educating all school personnel on recognizing signs and symptoms of mental health and substance use issues in our students. These trainings were very well received by staff and many were able to utilize the tools to better support students in the remote learning environment.
These trainings as well as site specific sessions with the trainer will be ongoing as a support for all staff. The PBIS Team will also be expanded and members will continue training in various SEL strategies including Trauma informed practices so that they can increase their impact on student wellbeing.

- **Student Support**

Due to the pandemic, it was essential to provide more academic support to our students in their remote learning, the district partnered with an online company to ensure that students had the resources they needed to grow and learn not just in the areas of Math and ELA but also in other content areas.
In addition to this support, teachers and students had the opportunity to have additional instructional time during breaks and Saturdays to ensure that students received academic support based on their learning needs and preferences.
The master schedule was reconfigured to adequately support students and their learning needs and ensure that they can complete a-g requirements successfully.
Credit recovery opportunities were expanded to ensure that students are supported and are successful in completing these requirements.This aligns with the Goal 1 which ensures that all students are working at grade level and are on track of successful completion of high school requirements and are prepared for life beyond high school.

- **Parent Engagement Educational Programs**

The district partnered with an agency to provide educational classes to our parents, both in English and Spanish. The curriculum of this program is geared towards educating parents on ways to become better partners in their children's education. This program provides

parents with the information on college and career readiness for their students and how to become more involved with their student's school to ensure they achieve their full potential. This aligns with Goal 2 of our LCAP.

In addition to these classes, the district will provide training and workshops in the following areas:

- Technology
- nutrition and school lunch program
- DELAC, ELAC, SSC,
- Strategies on behavior management for students at home (PBIS strategies for home)

The district will also increase partnerships with community institutions and will provide opportunities for parents to assist in the planning of multi-cultural events and educational field trips.

Goals and Actions

Goal

Goal 1	Description
[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.

An explanation of why the LEA has developed this goal.

Based on the most recent CA school dashboard, MUSD currently has a "Yellow" status for English Language Arts (3-8, amd 11 CAASPP) and an "Orange" status for Mathematics (3-8, and 11 CAASPP). While these areas have shown some growth, they are still identified as areas of growth for the district. 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
- CAASPP Data: Foster Youth and Homeless students ranked in the "Very low" status on the California School Dashboard for Math and ELA CAASPP performance
- Socioeconomically Disadvantaged students have an estimated cohort graduation rate of less than 80.1%, and English Learners have a cohort graduation rate of less than 88.9%
- Low levels of unduplicated pupils are ranked as "prepared" on the College/Career Indicator of the California School Dashboard: 18.8% of English Learners, 40.4% of Socioeconomically Disadvantaged students.

In addition to the needs of our unduplicated students, other student groups have additional needs as well.
- 22.2% of African American students are "prepared" on the College/Career readiness indicator;
- 10.3% of Students with Disabilities are "prepared" on the College/Career readiness indicator.

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 our recent FCMAT review.

Measuring and Reporting Results

Metric	Baseline	2021-2022	2022-2023	2023-2024	Desired Outcome for 2023–24
Priority 1A Teachers appropriately assigned and fully credentialed for assignment	As reported by the human resource department, based on ESSA requirements, MUSD currently has 92.6% fully credentialed teachers.				98% of MUSD staff will be appropriately assigned and fully credentialed for their assignment.
Priority 1B Pupil access to standards-aligned materials	Based on the Williams report, 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
Priority 2A Implementation of CA academic and performance standards	With the new curriculum adoption, there is full Implementation of standards-aligned curriculum in the content areas of CCSS ELA/ELD, CCSS Mathematics This is measured using the state's implementation reflection tool, as reported on our local				Full implementation of standards-aligned curriculum in all core content areas including CCSS ELA/ELD, CCSS mathematics (aligned to the new framework), NGSS and the California History

	indicators on the CA School Dashboard.				Framework Content standards
Priority 2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency	100% of our EL students receive daily integrated ELD in Math and ELA content areas and designated ELD instruction as measured by review of Designated and Integrated ELD Implementation. Maintain full implementation of the CA ELD standards				100% of EL students will receive daily integrated ELD in all content areas and designated ELD instruction based on their proficiency levels and individual needs. Maintain full implementation of the CA ELD standards
Priority 4A Statewide Assessments	As measured by CA Dashboard,in the 2019 CAASPP, students scored an average of 60.5 points below standard on ELA, and 102 points below standard on Mathematics. Socioeconomically Disadvantaged students scored an average of 67.4 points below standard on ELA, and 108.8 points below standard on Mathematics. English Learners scored an average of 69.1 points below standard on ELA,				Increase the average number of scaled score points on the Math CAASPP annually by 5 points or more & Increase the average number of scaled score points on the ELA CAASPP annually by 5 points or more Increase by 2% annually the percentage of students meeting or exceeding

	and 108.7 points below standard on Mathematics. Students with Disabilities scored an average of 130.8 points below standard on ELA, and 162.5 points below standard on Mathematics. 2018-19 CAST Scores as measured by CAASPP Reporting: % meeting or exceeding standards: 5th Grade: 15.07% 8th Grade: 12.56% 11th Grade: 11.76% 12th Grade: 14.29%				standards on the CAST
Priority 4B Percentage of pupils who have successfully completed A-G requirements	17.4% 12th graders completed their A-G requirements during the 2019-2020 school				Increase by 2% the number of students annually completing their A-G requirements
Priority 4C Percentage of pupils completing CTE pathways	4.7% students completed CTE pathways in 2020-2021, based on our local data.				Increase by 2% annually the number of students completing CTE pathways from 4.7% to 10.7%
Priority 4D	Based on our local data 4.05% of the students				Increase by 2% annually the

Percentage of students who successfully completed both A-G Requirements and CTE Pathways	completed both A-G requirements and CTE Pathways				number of students completing both A-G and CTE requirements from 4.05% to 10.05%.
Priority 4E Percentage of EL pupils making progress toward English proficiency	Based on 2018-2019 data from CA Dashboard,, MUSD currently has a 48.6% status for English Learner Progress (K-12)				Increase by 2% annually the number of students making progress on ELPI from 48.6% to 54.6%
Priority 4F English Learner Reclassification Rate	Based on CDE reclassification data for the 2019-2020 school year, MUSD had a reclassification rate of 17.32%				Increase annually the number of English Learners who are reclassified as English Proficient by 2%
Priority 4G Percentage of pupils passing AP exam with 3 or higher	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.				N/A
Priority 4H Percentage of pupils who participate in and demonstrate college preparedness on EAP	As reported on CA Dashboard, 22.66 % of 11th graders scored a 4 on the ELA CAASPP 5.33 % of 11th graders scored a 4 on the Math CAASPP				Increase the % of 11th graders scoring a 4 on the ELA and Math CAASPP by 2% annually

Priority 5C Middle School Dropout Rates	Middle school dropout rate maintained at 0%				Maintain a middle school dropout rate of 0%
Priority 5D High School Dropout Rates	Based on 2019-2020 data from CA Dashboard, the high school dropout rate was 4.65%				Decrease the high school dropout rate by 1%
Priority 5E High School Graduation Rates	Based on 2019-2020 data from CA Dashboard, our high school graduation rate was 87.2%				Increase high school graduation rate by 1.0% annually
(Local)	Based on our local data from the technology department, 100% of				100% of students will be proficient in use of

Using technology to improve academics	students and staff have access to 21st century technology and have functional knowledge of use of technology				technology for core curriculum and interventions and will regularly access resources
(Local) Curriculum will be CCSS-aligned and have completed pacing calendars/guides and assessments	Based on our local data, pacing guides and assessments for ELA and Math are at the implementation stage and are being reviewed and revised. Other content areas are in need of pacing and assessment protocols.				100% of curriculum will be CCSS-aligned and have completed pacing calendars/guides and assessments
(Local) All students will meet or exceed grade level standards in ELA.	Based on our local data for 2019 spring assessments 24% of students met or exceeded standards				50% of students will be reading at grade level

Goal 1

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	**Pacing, Essential Standards**	Standards will be prioritized and paced in each content area, with a focus on essential standards and critical concepts:	$ 146,766	N

		1. Review and revise (as necessary) the grade level pacing for Mathematics and English Language Arts based on essential standards.		
		2. Review and revise the "scope and sequence" of essential standards—outlining the most important vocabulary, knowledge, and skills.		
		3. Review and revise (as necessary) the pacing for all content areas, including NGSS.		
		4. Establish Teaching and Learning Teams (TLTs) to create, fine-tune and implement the pacing and prioritization of standards across all content areas.		

		5. Implement student passports with essential standards progress monitoring with a 3-year timeline:
		   a. TK-5th grade: Full Implementation by 2021-2022
		   b. 6th-8th grade: Full Implementation by 2022-2023
		   c. 9th-12th grade: Full Implementation (a-g requirements embedded in passports) by 2022-2023		

		6. Provide parent feedback on student progress and mastery of essential standards based on student passports. Funding Summary: ● Other State: $146,766 (Extra duty pay for Teaching and Learning Teams).		

Action #2	**Improved Early Literacy**	Implement and monitor an Early Literacy Plan, in order to improve the academic performance of pupils. This plan should focus on evidence-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 identify essential standards by grade level.
		   a. Grades TK-2;
		   b. Grades 3-5
		   c. Grades 6-8
		   d. Grades 9-12
		
		2. Partnership with consultants to work towards the identification of essential focus standards and developing systems of supports to gather meaningful data.
			$ 2,952,317	Y

3. Review and revise, utilizing disaggregated student group data, the Early Literacy Plan each October and February.

4. STAR Early Literacy will be given for grades TK, K, and 1 three times a year, per district assessment calendar.

5. STAR reading assessment for grades 2-8 will be given 3 times a year, per district assessment calendar.

6. Leveled reading passages will be assessed 3 times a year, per district assessment calendar.

7. CFAs will be given in at regular intervals as determined by teachers through pacing and grade-level meetings.

8. Regularly scheduled site meetings and PLCS will be held to determine instructional needs based on data.

9. 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.

10. New students will complete diagnostic academic assessments when they arrive on campus.

11. 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.

12. Intervention, based on the adopted curriculum and evidence based strategies, will take place in the classroom and any additional intervention will take place outside of the scheduled reading block.

13. Professional development should be ongoing, with a focus on curriculum, CFAs, PBIS, technology and differentiating instruction through effective reading groups.

14. Understanding Learning by Design (UDL) strategies will be integrated with daily instruction.

15. Kindergarten progress will be monitored quarterly using ESGI to track mastery of beginning-literacy skills (Phonics, Decoding, Site Words, Letter knowledge, etc.).

Funding Summary:

- LCFF Base $2,228,899 TK - 2nd Grade Teachers
- LCFF Contributing $707,985 (Early Literacy Materials $42,538, STAR Diagnostics $20,260, Lower Class Sizes $150,826, Full Day Kindergarten $389,364, Staff Retention $104,988)

		● Title I $15,432		
Action #3	**Improved Professional Learning Communities**	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. 3. Partnership with consultants to create sustainable, equity-driven, and data-informed practices and systems to improve educational quality for all our students. Funding Summary: ● LCFF Contributing $36,021 (Sisense Dashboard License)	$ 36,021	Y
Action #4	**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 correct start and end dates according to district standards. 3. Elementary students in grades 3-5 will learn how to access Student Portal with their teachers every week. 4. 6th-12th grade students will gain access to the Student Portal and have opportunities to check their progress weekly. 5. Site level focus groups will be established in order to better understand the needs of academically underperforming or chronically absent student groups. This focus group will be composed of the site principal, counselor, teachers, attendance clerk, and other members as identified by each school site with a focus on identifying the root causes and collaboratively working through solutions to boost student attendance.	$ 0.00 No Additional Cost	N

| Action #5 | **Improved Instruction** | 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. Evidence-based practices, such as Explicit Direct Instruction (EDI), 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).

4. When possible, efforts to lower class sizes will be made with the intent of improving social/emotional and academic outcomes in order to leverage educational opportunities for unduplicated or underperforming pupils.

5. Understanding by Design (UDL) strategies will be used with daily instructional strategies to support student learning across all content areas.

6. Explore and implement assistive technology and pair them with curricular programs to help student engagement for socio-economically disadvantaged students with special needs.

7. 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).

8. Students will have access to the Learning Ally program (audiobooks) to help with reading fluency and comprehension.

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

10. Explore and implement necessary means (methods, committees, strategies, etc.) to actively engage the African American community in order to improve academic achievement for socio-economically disadvantaged students. | $ 9,282,913 | Y |

		11. Use comparison data from school districts and universities with successful outcomes for socio-economically disadvantaged African American students to find best practices that can be replicated. Funding Summary: ● LCFF Base $4,399,223 (Core Teachers Salaries $3,706,237, School Site Discretionary Operating Supplies $349,721, County Services $343,266) ● LCFF EPA $2,107,027 (Core Teachers Salaries) ● LCFF Contributing $1,698,812 (Lower Class Sizes Grades 4-12 $692,789, Interventions Sections $104,911, Solar Academy Instruction $126,933, Staff Retention Incentive $244,353, Additional Instructional Paraprofessionals $322,513, Secondary Library/Multimedia Technicians $207,314) ● Other State $335,846 (Technology Materials, Supplies, Equipment) ● Federal $599,501 (Instructional Paraprofessionals $398,735, Elementary Library Technicians $111,046, Supplemental Instruction $89,719)		
Action #6	**Improved Assessment & Monitoring**	Utilize district benchmark assessments 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 groups and reported to stakeholders. 2. Data from local assessments will be discussed in collaborative groups during PLCs and will drive interventions and first time instruction. 3. Progress for underperforming students will be monitored by local performing students to offer interventions and supports. 4. Expand the implementation of CCSS aligned report cards into additional grade levels. Funding Summary: ● LCFF Contributing $32,061 (School City Benchmark Testing License)	$ 32,061	Y

Action #7	**Intervention**	Use evidence-based intervention supports to improve the academic performance of our 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. 2. Develop and implement the MTSS plan with training and support for teachers on all sites to create a sustainable system of support for all students. 3. Use student achievement data to inform RTI & intervention programs in all curricular areas. 4. Each Wednesday will be an early release day, utilized for PLC and collaboration time. Student data will be disaggregated by student groups and appropriate interventions will be provided to students in need. 5. Students who are struggling and are performing below standard will be identified for intervention services that may require additional resources—including technology-enhanced instruction, and after-school programs. 6. Students in need of intervention will be supported through the Student Study Team (SST) process and their progress monitored using the SST database. 7. Principals in secondary schools will retrieve bi-weekly academic progress data and ensure timely intervention to facilitate student progress. 8. Secondary school Principals will identify students with failing grades or in danger of failing with Ds and Fs and meet with teachers to create and implement a plan to improve the overall grade of students to C or better. 9. Host parent meetings and conferences to share and discuss the progress of underperforming students and inform parents about the implications of these grades, if the students do not receive timely interventions. 10. GPA monitoring and grade distribution analysis will occur quarterly at the site level. Students performing under the 2.0 level will receive appropriate interventions as discussed in the SST process. Funding Summary:	$ 761,204	Y

		• LCFF Contributing $260,229 (Intervention Teacher, APEX Credit Retrieval License, Accelerated Math Pilot, STAR Diagnostic License, SST Coordinator) • Other State $120,364 (After School Program Read 180 and IREAD Licenses) • Federal $354,517 (Intervention Teacher, Supplemental Education Services) • Local $26,095 (After School Program)		
Action #8	**Special Education & 504s**	IEPs and 504 plans will be kept in compliance: 1. Students with special needs will be assessed using highly qualified and experienced assessors in order to determine areas of need, areas of strengths and provide appropriate placement and accommodations. 2. Individual Education Plan (IEPs) will be based on comprehensive assessments with meaningful input from parent/guardian/caregivers with a focus on Least Restrictive Environment (LRE) and the most expedient and appropriate return to general education using full inclusion. 3. Continue to provide qualified specialists who are trained to identify and understand a wide variety of disabilities and how they impact learning and who can accommodate or when necessary, modify instruction to help students achieve their individual goals. Funding Summary: • LCFF Base $6,290,697; Other State $1,774,374; Federal $340,635 (Special Services Credentialed Teachers $3,534,538; Classified Instructional Support 2,866,489; Administration and Clerical Support $309,583; Psychology and Speech Specialists $1,183,095; Materials, Supplies, and Equipment $125,392; Outside Services $386,609)	$ 8,405,706	N
Action #9	**Targeted Learning Opportunities**	Many of our students (especially in our remote area) will be first generation college students, and have not been exposed to the career paths that are open to them. Students will receive targeted instructional experiences that push their learning, develop interests, and engage them in the possibility of college and careers.	$ 5,237	Y

		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. 2. Schedule career exploration workshops and seminars for transition to post secondary education at each high school. Funding Summary ● LCFF Contributing $5,237 (Gate Coordinator Stipends- (Gate or Enrichment programs are designed to support the learning needs of socio economically disadvantaged students by providing them opportunities to extend their learning)		
Action #10	**EL Progress & Reclassification**	Increase the number of EL students making steady progress and reaching proficiency (reclassification) within 5 years: 1. Plan for a successful implementation of English Learner Roadmap with professional development for administrators and teachers. 2. Design instructional strategies aligned to the EL Roadmap to better support English learners' progress. 3. Monitor and assess instructional strategies to foster student engagement in a welcoming environment. 4. Continue to provide training in ELD framework for teachers with emphasis on integration of content standards and ELD framework. 5. Continue to implement the ELA/ELD framework with ELD instruction at all grade levels. 6. Implement ELLevation program for progress monitoring of EL students with the focus on reclassification of students as English proficient before becoming Long-term English Learners. (LTELs). 7. Provide professional development to teachers on the ELLevation platform to build capacity of teachers as they serve multilingual learners. a. The program will empower students with academic language necessary for being successful learners. 8. Continue to monitor academic progress through the PLC process and provide intervention programs during the school day where needed. 9. Continue to offer Parent Institute of Quality Education (PIQE), family engagement workshops, both in English and Spanish, to empower,	$ 50,300	Y

		educate, and inspire parents to become active participants in their students' education. Funding Summary: ● LCFF Contributing $50,300 (ELD Materials and Professional Development).		
Action #11	**Long Term EL Progress**	Long-Term English Language Students will be automatically entered into the SST process to determine additional strategies, evidence-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. 2. Professional development will be offered to teachers with emphasis on long term English learners (LTELs) to better support their academic development and move them towards English proficiency. 3. Utilize ELLevation program to identify the LTELs and use strategic lessons designed to help them become English proficient.	$ 0.00 No Additional Cost	N
Action #12	**Reclassified EL Monitoring**	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. 3. Identify alternate reclassification processes for students with disabilities.	$ 0.00 No Additional Cost	N
Action #13	**SDAIE**	Teachers will craft lesson plans with an emphasis on language development: 1. With the EL Roadmap implementation, teachers will align their lesson strategies and approach with the four principles to provide an asset-oriented learning environment, where students can thrive and be successful. 2. Embedded SDAIE strategies will be used to support the progress of all students, but especially for English Learners. 3. Tiered vocabulary instruction supported by the use of visuals will be purposefully integrated into lessons across all content areas (Tier 1:	$ 0.00 No Additional Cost	N

		Common Vocabulary; Tier 2: Academic Vocabulary; Tier 3: Content-specific vocabulary)		
Action #14	**ELD Instruction**	Designated ELD instruction based on evidence-based practices, the ELD frameworks, and ELD/ELA standards will be offered for all English Learners: 1. English Learners will receive daily integrated and designated ELD instruction. 2. Designated ELD instruction will be provided to students in small groups based on their proficiency level until they are Reclassified Fluent English Proficient (RFEP). 3. Integrated ELD will be weaved throughout all content areas to increase literacy in all content areas. 4. Teachers will collaborate with EL paraprofessionals to use effective learning strategies and scaffold student learning. 5. Teachers will routinely examine texts and tasks used for instruction and identify academic vocabulary that might be challenging for students and provide scaffolds as necessary. 6. ELs with disabilities will receive daily designated ELD instruction in their identified setting based on their IEPs. Funding Summary: ● LCFF Contributing $274,813 (EL Instructional Paraprofessionals).	$ 274,813	Y
Action #15	**Middle School Drop Out Rate**	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 located and correct data will be entered into the system. 2. Improved efforts will be made by school sites to confirm when students move out of state. 3. Continue to implement the Get Focused, Stay Focused bridge program at CCMS to help middle school students achieve a successful transition into high school.	$ 0.00 No Additional Cost	N
Action #16	**Credit Monitoring**	Continue to closely monitor secondary students for credit deficiencies:	$ 540,893	Y

		1. Continue to offer Parent workshop, PIQE, which helps parents become more informed and engaged partners in their student's learning.		
		2. 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.		
		3. Secondary school principals will host parent informational meetings at every grade level and report on student progress and ways to support students who are in danger of becoming credit deficient.		
		4. Continue to provide counseling, both academic and/or social-emotional, as needed.		
		5. Counselors and principals will monitor students' academic progress and will immediately intervene and support students if they are in danger of failing and becoming credit deficient.		
		6. Continue to implement the Get Focused Stay Focused student success program at CCHS, and beyond.		
		7. Continue to implement senior portfolios to help students transition into college or careers. Funding Summary: - LCFF Base $195,103 (Counselor, Administrative Assistant) - LCFF Contributing $207,398 (Additional Counselor, Administrative Assistant) - Federal $127,431 (District Social Worker) - Other State $10,962 (Home & Hospital - Extra Duty)		
Action #17	**Credit Retrieval and Blended Learning**	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 study options for students who are credit-deficient through summer programs, online/on-demand and in-person tutoring offerings, extended hours on Saturdays, and during winter and spring recess sessions and during bridge programs. 2. Closely monitor students' progress with weekly grade checks so students are better informed about their own progress as well.	$ 121,556	Y

		Funding Summary: ● LCFF Contributing $121,556 (Credit Retrieval Teacher)		
Action #18	**Secondary Attendance Monitoring**	MUSD students have an average chronic absentee rate at 26.1%, 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 Attendance ~~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 evidence-based strategies to reduce chronic absenteeism and dropout rates. Funding Summary: ● LCFF Contributing $162,956 (Central Attendance / Student Services Technician and Administrative Assistant)	$ 162,956	Y
Action #19	**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 clubs/activities, and other school expectations.	$ 0.00 No Additional Cost	N
Action #20	**College/Career Readiness**	Many of our pupils will be first time college students in their families. Our remote location, cost of college classes, and lack of career-interest development are also obstacles to successful post-high school transitions. In order to mitigate this, MUSD will increase the options that students can complete to become "Prepared" for college and careers through the following: A) CTE Pathway and scoring 3+ on ELA or Math CAASPP and a 2+ in the other subject area**; or**	$ 316,253	Y

B) CTE Pathway + completion of 1 semester of Dual Enrollment with a passing grade**; or**

C) At least a standard "Standard Met" on both ELA and MATH on CAASPP**; or**

D) Completion of two semesters of Dual Enrollment with a passing grade**; or**

E) Completion of courses that meet A-G criteria + [CTE Pathway Completion] *or* [a 3+ on ELA or Math CAASPP and a 2+ in the other subject area] *or* [1 semester of Dual Enrollment with passing grade]

1. Ongoing academic counseling will be offered to inform students and parents about college/career readiness.

2. Students will be guided to explore their interests in opportunities after high school (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) at California City High School, and implement ERWC at Mojave Junior Senior High School.

6. Maintain and expand CTE pathways to include A&P, Business, Ag and Education 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 from high school having earned an Associate's Degree or better.

8. Increase the number and percent of students who demonstrate college preparedness pursuant to the Early Assessment Program (EAP).

Funding Summary:

- LCFF Contributing $122,957 (CTE Teacher)

- Other State $148,613 (CTE Administrator, CTE Teacher)

- Federal $44,684 (CTE Materials, Supplies, and Equipment).

| Action #21 | **Teacher Recruitment** | MUSD will implement a recruiting strategy for specialized and/or difficult-to-fill positions in order to improve the consistency and quality of instruction and avoid disruptions to pupil progress:

1. Develop a recruitment/retention plan.

2. Review all teacher assignments at the beginning of each year for appropriate credentials.

3. Revamped hiring process which would include orientation and training for new employees with a focus on our local context and how to better serve our high percentage of unduplicated students.

4. A well-defined process of disciplinary actions, when needed, resulting in dismissal.

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, and would 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.).

7. Maintain and increase incentive programs for certificated and classified staff to ensure their longevity in continuing educational programs in order to increase student learning outcomes.

Funding Summary:

● LCFF Base $51,613 (Recruitment and Settlements)

● LCFF Contributing $113,296 ("Grow Our Own" Teachers Program, Credential Reimbursement Program). | $ 164,910 | Y |
| Action #22 | **Capacity Building** | Use site-based mentor and orientation programs to help build the capacity of new employees in order to better prepare them to meet the needs of our students: | $ 65,878 | Y |

		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 evidence-based practices that have been shown to meet the needs of our pupils.
		
		5. Site administrators will meet weekly to provide moral and operational support with new teachers, offering them professional development, support, and timely feedback from walkthroughs in order to improve outcomes.
		
		6. Teachers in need of an improvement plan will be entered into the PAR process to offer assistance and support.
		
		Funding Summary:
		
		   ● LCFF Base $51,373 (Credential Reimbursement and Counseling)
		
		   ● LCFF Contributing $14,505 (Induction Program Mentors)		

Action #23	**CCSS Materials and Improved Implementation**	Teacher lesson plans will increase their fidelity to standards-aligned curriculum and units of study in order to improve the academic achievement of our students 1. Principals will conduct frequent classroom walkthroughs with a focus on standards-aligned instruction and evidence-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. 2. Programs and curriculum adopted by the Curriculum and Instruction Committee and by the board shall be followed with fidelity. 3. Standard-aligned lessons, units of study, and performance tasks should emphasize the 4 Cs (Communication, Collaboration, Creativity, and Critical thinking). 4. Principals will monitor teacher lesson plans weekly, which reflect the pacing guides and state standards for each grade level.	$ 321,351	Y

		5. Information regarding student progress towards meeting or exceeding CCSS will be reported to the board and community twice a year.
		
		6. 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.
		
		Funding Summary:
		
		    ● LCFF Contributing $302,024 (Assistant Superintendent - Curriculum, Student Services Coordinator).
		
		    ● Other State $18,525 (Curriculum Professional Development).		

Action #24	**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. Continue to provide support and instructional strategies utilizing ELLevation platform. 3. Maintain Teaching and Learning Teams (TLTs) and continue to develop units of study, pacing, and assessments in order to create a coherent system that ensures standards aligned instruction and assessments. 4. Provide all students with an equitable level of standards aligned materials, as documented through Williams visits. Continue implementation of Eureka Math for grades Kindergarten through 5th grade. Continue implementation of CPM math for grades 6th-8th, Algebra I, Algebra II, and Geometry. Explore/pilot Integrated Science and Social Science instructional materials. 5. Any complaints or other deficiencies identified will be promptly addressed. 6. Maintain the electronic housing system (S-Drive) for CCSS & NGSS modules in ELA, Math and Science. 7. Information will be provided three times on progress meeting this standard to the local governing board at regularly scheduled meetings and to stakeholders and the public through the accountability dashboard. Funding Summary:	$ 43,016	Y

		● LCFF Contributing $43,016 (Curriculum Supplemental Materials)		
Action #25	**District Technology**	Implement a district technology plan in order to guide the improvement of technology-based instruction to increase student engagement and academic outcomes, especially for socio-economically disadvantaged students who lack access to technology at home: 1. Review and revise the district technology plan annually-including planned activities that address the 2016 FCMAT Technology Review findings and recommendations with stakeholders. 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 an 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. 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). Funding Summary: ● LCFF Base $406,209 (Technology technicians, Network technician, computer replacement, Internet Service Provider) ● LCFF Contributing $147,173 (Tablets with WiFi access, credit retrieval software, summer technician support, additional materials, equipment, supplies, professional development using technology in the classroom)	$ 1,164,034	Y

		● Other State $189,915 (Materials, Equipment, and Supplies) ● Federal $94,381 (Technology Support Teachers, Professional Development) ● Local $326,356 (Infrastructure Software; monitoring, firewall, deepfreeze, ghost, student information system)		
Action #26	**Curriculum Integration**	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 socio-economically disadvantaged student with disabilities, 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 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. 4. 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. 5. Increase the support provided to teachers in order to improve classroom management skills and better meet the needs of our unduplicated students. Funding Summary: ● LCFF Contributing $79,277 (0.5 FTE Director of Curriculum Integration)	$ 79,277	Y
Action #27	**Extended Learning Opportunities and Learning Loss Mitigation**	**Supplemental Instruction and Support Strategies** 1. Provide extended learning opportunities for students through online/on-demand and in-person tutoring options. 2. Provide additional instructional days on Saturdays, during winter break and spring recess, during summer bridge programs, and summer school. 3. Partnership with consultants to create sustainable, equity-driven, and data-informed practices and systems to improve educational quality for all our students.	$ 4,991,812	N

4. Offer a robust in-person summer school program to provide instruction and activities in a less pressured learning environment that encourages and inspires a love for teaching and learning.

Funding Summary:

- Other State / Federal [ELO / ESSER I, II, III] $1,711,537 (In-person and Online Tutoring , Additional Mitigation Days during the school year $524,166, Additional Summer Program $46,843, Continuous Improvement Process (CIP) Expert Facilitators $1,000,000)

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

1. Explore and implement Project Lead The Way Pathways at the high school level in order to provide students with more program offerings.

2. Provide additional support staff in the primary grades to assist students with disabilities and english language learners in accessing the early literacy curriculum and improving reading outcomes.

3. Explore and implement a robust phonics program for Kindergarten through second grade, to promote early literacy.

4. Explore and implement new Social Studies instructional materials aligned with the Common Core State Standards History and Social Studies Framework.

5. Increase and improve access to personal use and classroom technology, for staff and students with the purchase of additional devices, replacement of outdated devices, and enhancing the capacity of network infrastructure.

6. Provide Teacher on Special Assignment (TOSA) to support ELD instruction, reclassification and progress monitoring of EL students and to limit the number of students becoming Long Term English Learners (LTELs).

Funding Summary:

- Other State / Federal [ELO / ESSER I, II, III] $2,179,406 (Additional Paraprofessionals $688,581, Project Lead the Way $503,514, Early Literacy Phonics Program $50,188, Social Studies Curriculum $200,753, Additional Technology $340,312, TOSAs $294,220)

Integrated student supports to address other barriers to learning

1. Introduce the AVID program to help students develop the skills they need to be successful in college These skills focus on writing, critical thinking, teamwork, organization and reading

2. Expand GATE learning strategies to promote academic achievement, by having high expectations and raising the level of instruction to create a rigorous learning environment.

3. Provide additional instructional support to students with speech or receptive language disorders by presenting information in an alternative way to enable students to participate in a more productive manner.

Funding Summary:

- Other State / Federal [ELO / ESSER I, II, III] $257,360 (AVID and GATE Training $156,984, Speech Language Paraprofessionals $100,376)

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility

1. Expand credit retrieval opportunities for students to meet graduation and a-g requirements during the school day, on Saturdays, during winter break and spring recess, and during summer school.

2. Provide additional staff during the school day to allow for more individual and small group instruction in an effort to reduce the need for credit retrieval.

3. Through transcript analysis and strategic master scheduling, academic counselors will monitor a-g progress and intervene if students are in danger of failing or becoming credit deficient.

Funding Summary:

- Other State / Federal [ELO / ESSER I, II, III] $741,671 (Additional Credit Recovery Opportunities $223,723, Additional Teaching Staff $294,225, Additional Counseling Staff/Time $223,723)

Funding Totals:

| | | ● Other State $2,121,980 | | |
| | | ● Federal $2,869,832 | | |

Goal Analysis [2021-2022]

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

MUSD has a deep belief in the power of connecting with the community we serve. Parent engagement is not currently at the level needed to ensure an adequate academic achievement. Therefore, our plan emphasizes the district's efforts to recruit parent input, parent participation and to provide opportunities for parent volunteers. The district's chronic absenteeism does not meet the district's current goals. The plan below is designed to increase opportunities for parents to provide input and become involved in school activities as means of school connectedness. The plan includes the implementation of PBIS and a focus on school safety.

Identified Needs of Unduplicated Students

1. School attendance rates are low for Foster Youth-85.26% and Socioeconomically Disadvantaged students 87.48%

2. Chronic Absentee rates are significantly high for unduplicated students groups: English Learners increased by 5.2 %; Students with Disabilities increased by 1.9%; Socioeconomically Disadvantaged increased by 0.9%

3. Suspension rates fall within the "high" or "very high" categories of the California State Dashboard for African American 21.9% and Socioeconomically Disadvantaged students 14.4%

Measuring and Reporting Results

Metric	Baseline	2020-2021	2021-2022	2022-2023	Desired Outcome for 2023–24
Priority 1C School facilities maintained in good repair	100% of facilities have good repair or higher rating with minimal deficiencies as measured on the Facilities Inspection Tool (FIT)		.	.	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	MUSD holds a minimum of 4 opportunities for parents to give their input during quarterly LCAP, African American Advisory Group, Parent Involvement Committee, and DELAC meetings as documented with invitations (flyers sent home, event calendars, social				MUSD will hold 4 opportunities for parents to give their input during quarterly LCAP, African American Advisory Group, Parent Involvement Committee, and DELAC 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 and ELAC Meetings as documented with

	media, In-Touch K-12, etc.). All MUSD Sites currently seek out input from parents on at least a quarterly basis through various advisory committees, such as School Site council and ELAC.				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 to promote the participation of parents of unduplicated pupils. Each school site promotes this event, as well as multiple others, through Facebook posts, In-Touch K12 messages, newsletters, flyers and beyond				Parents of unduplicated 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 parent-teacher conference
Priority 5A School attendance rates	Based on the most recent attendance rate data available (Local data from the 2019-20 school year through March 12th, prior to our COVID related closures), our overall attendance rate was 92.56%, with student groups at the following rates: EL: 94.69% Foster: 91.64% Homeless: 88.26% Socioeconomically Disadvantaged: 92.32% Students with Disabilities: 91.13%				Increase the district attendance rate up to 94%, with the following student rates: EL: 96.13% Foster: 93.08% Homeless: 89.7% Socioeconomically Disadvantaged: 93.76% Students with Disabilities: 92.57% African American: 92.48% Hispanic: 95.10% Two or More Races: 91.92% White: 94.27%

	African American: 91.04% Hispanic: 93.66% Two or More Races: 90.48% White: 92.83%				
Priority 5B Chronic absenteeism rates	Based on 2019-2020 attendance information, MUSD currently has a chronic absenteeism rate of 26.1%, with student groups at the following rates: EL: 20.1% Foster: 36.4% Homeless: 45.3% Socioeconomically Disadvantaged: 26.9% Students with Disabilities: 33.2% African American: 32.0% Hispanic: 22.9% Two or More Races: 27.4% White: 21.8%				Decrease chronic absenteeism rate by 1% annually, down to 23.1%, with student groups at the following rates: EL: 17.1% Foster: 33.4% Homeless: 42.3% Socioeconomically Disadvantaged: 23.9% Students with Disabilities: 30.2% African American: 29.0% Hispanic: 19.9% Two or More Races: 24.4% White: 18.8%
Priority 6A Pupil suspension rates	The 2019-2020 suspension rate for MUSD was 5.7%				Reduce suspension rate by 0.5%

Priority 6B Pupil expulsion rates	The current MUSD expulsion rate is 8 students out of a cumulative enrollment of 3,384 or 0.02%				Maintain a student expulsion rate lower than 1.0% for all student groups
Priority 6C Other local measures on sense of safety and school connectedness	Two student LCAP surveys were administered during the 2020-2021 school year to measure the sense of safety and connectedness. 72.3% of the total number of students surveyed felt safe and had a sense of well-being at school, and 74.8% 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.
Priority 7A, Extent to which pupils have access to and are enrolled in a broad course of study Ed Code 51210/51220, including unduplicated pupils and pupils with exceptional needs	Based on master schedules (Secondary) and lesson plans (Elementary), 100% of students have access to required areas of a broad course of study				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 51210/51220

Priority 7B Programs and services provided to unduplicated pupils as measured by local data including a review of designated and integrated ELD implementation and McKinney Vento services.	Based on our local data from the student reporting system and master schedules, 100% of our students receive designated and integrated ELD support.				As documented though master schedules, 100% of students including unduplicated and students with significant needs will have access to required designated and integrated ELD support.
Priority 7C Programs and services developed and provided to students with disabilities as measured by a review of Special Education Programs and services detailed in IEPs.	Using IEP Audits established by the District, 100% of Students with Disabilities had access to and received special education programs and services in the least restrictive environment.				100 % of students with disabilities will have access to and receive special education programs and services in the least restrictive environment.
Priority 8 Pupil outcomes in subjects described in Ed Code 51210/51220	(Baseline data from 2018-2019) Physical Fitness Test reveal the following percentages of students in the "Healthy Fitness Zone (HFZ) in Aerobic Capacity and Body Composition:				Annually increase by 1% students in the Healthy Fitness Zone (HFZ) in Aerobic Capacity (AC) and Body Composition (BC), up to: 5th Grade: AC 51.4%, BC-20.1% 7th Grade: AC-62.1%, BC-62.6% 9th Grade: AC-42.9%, BC-22.0%

5th Grade: AC 48.4%, BC-17.1% 7th Grade: AC-59.1%, BC-59.6% 9th Grade: AC-39.9%, BC-19.0%				

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Parent Engagement	Sites and the district will actively invite parents to be engaged in the decision making process through participation in advisory committees, councils, and groups: 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. African American Advisory Group meetings will be held at the district at least four times a year.	$ 46,118	Y

8. Use comparison data from school districts and universities with successful outcomes for socio-economically disadvantaged African American students to find best practices that can be replicated.

9. Provide transportation and childcare to increase participation of socio-economically disadvantaged parents in school and district activities.

Funding Summary:

- LCFF Contributing $30,000 (Transportation and Childcare)

- Federal $16,118 (Parent Engagement events and activities)

Action 2	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.	$ 0.00 No Additional Cost	N
Action 3	Increased Parent Participation	Sites and the district will actively invite parents to be engaged partners in the education of their children: 1. Explore training opportunities for staff in innovative ways to engage parents. 2. Continue and expand the school events such as Back To School Night, Science Fair, Carnivals, etc.to engage families and community members. Actively invite community members to school events and strengthen district and community partnership. 3. Continue to extend invitations and advertise school activities on campus on a regular basis using social media platforms, In-Touch, school websites, Class Dojo, etc. 4. Add staff as necessary to improve services offered to families of unduplicated students.	$ 60,486	Y

		5. Offer programs that assist families in engaging with their students in the educational process.		
		6. Facilitate professional development for EL parents through CABE.		
		7. Foster youth and homeless stakeholders will be represented on advisory committees to the fullest extent possible.		
		8. Adult education programs will be developed and offered in the evenings when possible.		
		9. Continue and expand PIQE program offerings for all parents.		
		10. Pilot alternative locations for parental access to technology on each school to provide easy access to parent portal and other important resources.		
		11. Use different electronic avenues to promote district events and enhance communication with parents (Facebook, Parent Portal, Class Dojo, Remind101, websites, In-Touch K12, etc.).		
		12. Both papercopy and electronic newsletters will be provided to keep parents and families connected and updated with school news and events.		
		13. Student Focus groups will be established in order to better understand the needs of academically underperforming or chronically absent student groups.		
		Funding Summary:		
		LCFF Contributing $28,000 (Translation /Interpretation Services)		
		Federal $32,486 (Parent Engagement events and activities, Parent Professional Development).		
Action 4	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 on school expectations for volunteers by using site handbooks, conduct agreements, and through feedback offered by site administration. 3. Sites will coordinate approved volunteers to match them with areas in the most need of assistance.	$ 465,836	N

		4. Volunteers will be included to receive notification when advisory committees and other parent groups are meeting or being formed.		
		5. Community list will be constructed for stakeholder notification for site and district level activities.		
		6. The district will explore methods to eliminate the financial burden of the volunteer approval process.		
		Funding Summary:		
		● LCFF Base $465,836 (School Site Secretaries)		
Action 5	**SPED Parent Involvement**	The 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 regarding a variety of services offered for students with exceptional needs, including but not limited to DIS services, enrichment, mainstreaming, and full participation in the general education curriculum when appropriate. 2. Parent workshops will be offered in the areas of early intervention, IEP participation, Speech, and Language development, age-appropriate milestones, home-to-school connections, and post-educational experiences. 3. Parents will be provided annual notifications with the county, community advisory committee meetings, which would include procedures on how to participate 4. Parents will have access to translation and interpretation services.	$ 0.00 No Additional Cost	N
Action 6	**PBIS Implementation and Restorative Practices**	**PBIS Implementation & Restorative Practices** (Meets Identified Unduplicated Student Needs # 1-3 in Goal 2, Page 162) Improve the ongoing support, training and direction for Positive Behavior Intervention Supports (PBIS) implementation at all schools in order to better meet the significant social/emotional needs of our students: 1. Share goals and strategies used in PBIS with parents and students. 2. Provide professional development on PBIS strategies for classified staff.	$ 1,542,317	Y

3. Expand implementation of PBIS to all three tiers, as guided by a hired coach/consultant, intervention coordinators, and deans.

4. Expectations for all parts of campuses will be defined, with schoolwide expectations.

5. The behavior matrix will be used to define behaviors and their progressive discipline steps.

6. Enhance 'Time to Teach' program to facilitate the full implementation of PBIS and improve classroom management skills in order to better meet the needs of our students.

7. Data will be analyzed frequently by PBIS teams and stakeholders to make informed adjustments in our school community.

8. Planned and structured supervision will be implemented across all campuses.

9. Implement restorative practices and alternative to suspension programs where possible to avoid the loss of instruction of our student groups.

10. Implementation of restorative practices will provide students with SEL support, individual and group counseling, self care and strategies for reintegrating them back to the classroom.

11. Increase SEL support with the addition of counseling and training on Youth Mental Health First Aid (YMHFA) on all sites.

12. A welcoming environment will be maintained across campuses, and positive relationships and interactions with students will be an area of focus.

Funding Summary:

- LCFF Base $232,852 (Campus/Playground Supervisors $194,897, 0.4 District Intervention Coordinator $37,955)

- LCFF Contributing $455,011 (Additional Instructional Paraprofessionals $153,957, Campus Safety Staff $140,486, Additional Behavior Intervention Dean $160,569)

- Federal $854,455 (0.6 District Intervention Coordinator, PBIS Stipends $18,951, PBIS Materials $20,278, PBIS Professional Development $7,896, School Site Behavior Intervention

		Coordinators $182,308, Behavior Intervention Dean $144,564, Behavior Intervention Counselors $202,105, District-wide Intervention Program Professional Development $221,420)		
Action 7	**Increased Sense of School Safety**	Site administrators, staff members, students and stakeholders will maintain comprehensive school safety plans and implement other strategies to foster a healthy school climate and improve the sense of safety: 1. Safety teams, along with input from School Site Councils, will annually review and refine comprehensive school safety plans. 2. Each site will frequently practice safety-related procedures, as outlined in state and federal mandates (fire drills, lock down procedures, earthquake drills, bus evacuation drills, etc.). 3. The safety team will coordinate quarterly during safety meetings and review procedures and protocols as necessary. 4. District staff will support sites to develop safety plans, monitor compliance with the plans, identify or develop, and schedule and monitor safety training requirements and protocols, perform regular site walks to identify safety concerns and ensure correction of any deficiencies in order to improve school climates. 5. Portions of Healthy Kids survey assist in identifying areas of need based on student and staff input. 6. District will reestablish an emergency operations team to assist sites by conducting regularly scheduled visits to identify potential hazards and safety risks. 7. To ensure timely communications, each site will have an adequate number of 2-way radios for high needs classrooms to the site office, and for site offices to the central support office. 8. BARK app will be used to identify potential safety and security risks. Funding Summary: ● LCFF Contributing $136,946 (Risk Management Coordinator, Crossing Guards)	$ 317,518	Y

		• Other State $180,572 (School Nurse/LVN, Health Aides, Health Aides)		
Action 8	**Cultural Awareness**	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. 2. Libraries will expand the selection of books to include Culturally Responsive books. 3. With a revised hiring protocol, the district will continue to hire employees who are equity-focused and will provide a culturally responsive learning environment for all students. Funding Summary: • Federal $87,373 (Professional Development, Library Books)	$ 87,373	N
Action 9	**Sports and Recreation**	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. Provide middle school stipends and transportation to maintain and increase middle school sports and enrichment programs. 4. Continue to provide and enhance extracurricular clubs and activities. 5. Expand extracurricular activities that focus on cultural and performing arts to increase student engagement, pride and confidence. 6. Renovation of school playgrounds to offer improved outdoor opportunities to all students. Funding Summary: • LCFF Base $178,120 (High School Club/Activity Stipends)	$ 349,564	Y

		● LCFF Contributing $171,445 (Middle School Club/Activity Stipends and Transportation)		
Action 10	**Increased Student Engagement**	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.):	$ 896,371	Y

Provide classes that incorporate student interests and increase courses that include content areas that students might not otherwise have adequate access to in our remote community (visual, performing and industrial arts, technology, etc.):

1. Site and District personnel will monitor gradebook participation, transcripts and master schedules to verify that students are enrolled in and have access to all required areas of coursework.

2. Provide students opportunities to experience visual and performing arts through cross-curricular projects and events.

3. Maintain access to high quality digital project based tools and resources for students and staff.

4. Continue to provide a variety of opportunities for middle school students

5. Continue to provide electives and opportunities to enhance and enrich learning experiences of high school students.

6. 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.

7. Increase summer course offering for credit retrieval for all students in grades 9-12.

8. Increase the summer enrichment for all students.

9. Provide Bridge academies for matriculating classes.

10. Maintain and expand college dual enrollment offerings.

11. Explore and implement Project Lead The Way pathways at the high school level in order to provide students with more program offerings.

12. Maintain and expand high school workability programs for students with special needs.

Funding Summary:

		• LCFF Contributing $772,422 (Project Lead the Way Teacher, Music Teacher, Computer Teacher, additional Dual Enrollment Courses, Summer Academy Staffing, Material, and Supplies, Additional Technology Technician) • Other State $123,949 (Extended School Year Teachers, Aides, Transportation)		
Action 11	**WASC**	California City High School and Mojave Jr./Sr. High schools will maintain their WASC accreditation: 1. WASC Self-study activities will be performed on an ongoing basis, not just during years of review. 2. District administration will schedule quarterly meetings with each high school in order to ensure alignment between WASC, SSC, and LCAP.	$ 0.00 No Additional Cost	N
Action 12	**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. 2. Strategies will be aligned with an increased focus on reading across all content areas.	$ 0.00 No Additional Cost	N
Action 13	**Increased Attendance**	Evaluate and refine best practices and methods used to reduce the level of chronic absenteeism: 1. Evaluate and refine the peer or buddy system at the transition grades. 2. Implement Link Crew for secondary schools. 3. Provide space and explore funding opportunities for a family resource center to assist struggling families with supplies needed to attend school. 4. Teachers will submit timely and accurate attendance daily. 5. Automated phone calls will be used through the In Touch system to notify parents of absences.	$ 2,668,669	Y

6. Student engagement—inside of the classroom and in other activities—should be prioritized to increase the desire to attend school.

7. Acknowledge and incentivize improvement in attendance.

8. Celebrate student success through "On-A-Roll" assemblies.

9. Continue to offer transportation for socio-economically disadvantaged students to promote daily student attendance and encourage participation.

10. Include bus aides for socio-economically disadvantaged SPED students to supervise and offer instructional activities.

11. Continue to offer nutritious meals at breakfast and lunch to promote daily student attendance and improved wellness.

12. Teachers and school sites will create opportunities to strengthen relationships with parents to engage in a positive way by increasing informal meetings like 'Coffee with the Principal,'' Chat with Staff,' and other outreach initiatives.

13. Actively seek out students in need of resources.

14. Continue to offer culturally responsive trainings to all staff to create a positive school climate.

15. Provide campus supervisors and paraprofessionals with tools and resources to organized activities during typically unstructured playtime for students.

16. Continue to implement district SARB process and contract with outside agencies when and if deemed necessary to provide additional resources.

Funding Summary:

- LCFF Base $681,330 (Funded transportation costs; Director, Bus Drivers, Mechanics, Capital, Equipment, Fuel, Materials, Supplies, Outside Services, School Clerks,

- LCFF Contributing $1,758,924 (Success/Drama Teacher, Military Academy and Administrative Justice Teacher, Music/Band Teacher, Credit Retrieval/Electives Teacher, Robotics Stipend and Supplies, Summer School Transportation, Additional Home-to-School Transportation costs, Saturday School Staff

- Other State $84,024 (Van Aides)

		● Local $144,389 (Van Drivers)		
Action 14	**Facilities and Improved School**	Research and implement improved strategies and services to foster a healthy and positive school environment to bolster the social and emotional progress of students:	$ 3,214,027	Y

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.

Funding Summary:

● LCFF Base $2,603,476 (Operations Supervisor and Administrative Assistant, Custodial Staff, Grounds Staff, Fleet Replacement, Repair, and Service, Operations Equipment, Materials, Supplies, and Services, Maintenance Supervisor, Maintenance Staff, Electrician, HVAC Technician, Capital Improvements, Maintenance Equipment, Materials, Supplies, and Services)

		● LCFF Contributing $610,551 (Night Security Patrol, Additional Custodial Support, Warehouse Clerk)		
Action 15	**Trauma-Informed Practices**	Implement Trauma Informed Practices 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. Funding Summary: ● Federal $48,341 (Professional Development)	$ 48,341	N
Action 16	**At-Risk Identification**	Develop a system for identifying and communicating the social/emotional needs of individual students and student groups 1. Identify the criteria that will be used for identifying students in need of services. 2. Develop data dashboards that integrate the identified "at risk" criteria. 3. Create contingency plans that trigger standard operating procedures for specific Adverse Childhood Experiences (such as homelessness). 4. Write and revise SSTs and procedures. SST procedures will be disseminated to sites to address the needs of students at risk (including homeless students) 5. Develop an intake process for any TIPS ACE (Adverse childhood Experience) to ensure support is in place for students in need. 6. Develop a communication plan, protocols, and procedures for staff to support students who are experiencing adverse childhood experiences to mitigate trauma.	$ 0.00 No Additional Cost	N

Action 17	**Educational Partnerships**	Provide increased community outreach efforts and coordinate input opportunities for community groups and organizations in order magnify outcomes:	$ 207,330	Y
		1. Pursue community connections that can create increased curricular possibilities.		
		2. Continue and expand NASA partnership to provide specialized STEM opportunities.		
		3. Organize frequent opportunities for community participation in the development of the LCAP, disaggregating annual expected measurable outcome data by student group.		
		4. Develop site plans to enhance family and community engagement.		
		5. Utilize social media, surveys and other communication resources to actively seek stakeholder feedback and organize community outreach activities.		
		6. Manage and oversee compliance to federal, state and local laws, rules and regulations (IDEA, Title I, FPM, CDE, OCR, etc.).		
		Funding Summary:		
		● LCFF Contributing $207,330 (0.5 FTE Director Educational Partnerships, Independent Study Teacher Stipends).		
Action 18	**Extended Learning Opportunities and Learning Loss Mitigation**	**Supplemental Instruction and Support Strategies**	$ 1,922,435	N
		1. Continue to provide social-emotional counseling and work with site-level staff to identify root causes of chronic absenteeism and collaboratively work through solutions to boost attendance.		
		2. Implementation of restorative practices will provide students with SEL support, individual and group counseling, self-care and strategies for reintegrating them back to the classroom.		
		3. Increase SEL support with the addition of counseling and training on Youth Mental Health First Aid (YMHFA) on all sites.		
		4. Provide additional transportation for students and families to increase participation in school and district activities.		

Funding Summary:

- Federal $1,007,101 (Additional Counseling Services/Hours $147,219, Additional Social Emotional Learning Staff $223,723, Additional Buses/Transportation $636,159)

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

1. Counselors will work with students to develop trust and build relationships to enhance school-to-home connections and improve student engagement.

2. Organize field trips to provide additional opportunities for students to connect academic studies with real-life experiences and to make learning fun again.

3. Enhance the learning environment by providing flexible furniture that allows for a variety of classroom set-ups to create individual and cooperative workspaces for instructional activities.

4. Establish partnerships with post-secondary institutions to rehabilitate the Red Rock School site to provide a field site for college classes and to provide a space for in-district field trips that inspire students to better understand their environment; lead to learning pathways in the sciences; and develop an interest in pursuing desert studies in college and as a career.

   Funding Summary:

   - Federal $652,445 (Additional Field Trips $100,376, Flex Furniture $401,505, Facility Preparation/Improvement $150,564)

Integrated student supports to address other barriers to learning

1. Expand PBIS to Tier 2 and develop SEL programs to strengthen connections, build relationships with students and families, and establish trust.

2. Provide a safe location and designated staff at each school site where

students can receive support and assistance when needed.

3. Provide a Foster Youth Liaison to promote school stability by ensuring and facilitating their access to their entitled educational rights.

4. Provide a Homeless Liaison to serve as the primary connection between homeless families and school staff to coordinate services and resources and to ensure that homeless students have the opportunity to succeed academically.

5. Expand training opportunities for PBIS to students and parents.

Funding Summary:

- Federal $105,687 (PBIS Training $41,687, Foster / Homeless Liaison $64,000)

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility

1. Family nights will be held to inform students and parents about college/career readiness; the college entrance application process; the FAFSA application process.

2. College and career fairs will be hosted to expose students to the wide variety of options that are available to them after graduation.

3. Continue to offer initial and follow-up training in Youth Mental Health First Aid training to staff.

4. Expand training in Youth Mental Health First Aid to students and families.

Funding Summary:

- Federal $157,292 (Additional Counseling Services / Hours $46,878, Youth Mental Health First Aid Training $110,414)

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP 2021-2022]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.28%	$7,934,981

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

Required Descriptions

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

The Mojave Unified School District (MUSD) had an unduplicated rate of 86.56% during the 2018-19 school year, 87.83% during the 2019-20 school year, 87.61% during the 2020-21 school year, and projects 86.76% for the 2021-22 school year. The certified 2020-21 CALPADS unduplicated rates for each of our six school sites are listed below:

California City High School: 80.79%

Mojave Jr./Sr. High School: 84.13%

California City Middle School: 85.94%

Hacienda Elementary School: 84.56%

Robert. P. Ulrich Elementary School: 85.31%

Mojave Elementary School: 90.56%

For the 2021-22 school year the district is projected to receive $7,687,449 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:

While we are aiming to increase achievement for all students, the actions developed for Goal 1 are developed specifically with the needs of our unduplicated students to address identify achievement gaps. On the most recent Dashboard Data available from 2018-2019, All students performed in the orange level in ELA and were 60.5 points below standard while Foster Youth and Homeless student group significantly lower and were red on this indicator. They were 113.7 points and 101.0 points below standards respectively and both student groups saw decreases while All students increased. While, ELs and SED students increased in ELA, they still performed slightly lower in ELA with ELs performing at 69.1 points below standard and SED 67.4 points below. Similar gaps were evident in math on the 2019 Dashboard. All students were 102 points below standards and were in the orange performance level while Homeless students were 127.1 points below and were red and declined significantly by 18.3 points. Foster Youth, ELs and SED saws increases in this indicator and were orange, however still performed lower when compared to all students. ELs were 108.7 points below standard while SED were 108.8 and Foster Youth were 121.7 points below standards.

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, 24, 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 support, which is where ELD instruction, SDAIE, and other intervention pieces come into 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).

Actions/Services	Consideration of Needs, Conditions or Circumstances of Unduplicated Pupil Groups
Goal 1, Action 2	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 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	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 91% for SED students; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; 8.3% 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.
	Goal 1, Action 5	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 91% for SED students; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; 8.3% 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 with the use of Learning Ally, 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.
	Goal 1, Action 6	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 91% for SED students; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; 8.3% of EL students completing a-g or CTE sequences/programs)
	Goal 1, Action 7	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 91% for SED students; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; 8.3% 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.
Goal 1, Action 9	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 91% for SED students; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; 8.3% 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.
Goal 1, Action 10	Our district currently has a demonstrated need to increase English Proficiency—on the most recent CA School dashboard 48.6% of English Learners made progress toward proficiency (ranking as Medium). 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. The ELLevation program will be utilized to serve this purpose.
Goal 1, Action 14	Our district currently has a demonstrated need to increase English Proficiency—on the most recent CA School dashboard 48.6% of English Learners made progress toward proficiency (ranking as Medium). 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/paraprofessionals, allows students to increase their proficiency in reading, writing, listening and speaking in English at an accelerated rate.
Goal 1, Action 16	Local data highlight the need to have counselors that closely monitor the credits of our English Learners (8.3% completing a-g or CTE sequences, estimated 4.2% dropout rate), Foster Youth (high levels of mobility); and Socioeconomically Disadvantaged pupils (nearly a 5% 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.
Goal 1, Action 17	There is a significant level of mobility experienced by our socioeconomically disadvantaged students (Our most recent analysis witnesses over 400 SED students enrolled in and out of our district during the last year of on-campus instruction, which represents approximately 15% of SED cumulative enrollment). This movement results in many of our unduplicated students entering 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.

Goal 1, Action 18	Unduplicated students are at a greater risk of having higher levels of chronic absenteeism (Estimated MUSD Chronic Absentee Rates: English Learners—10.22%, Foster Youth—19.80% and Socioeconomically Disadvantaged—19.81%), 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.
Goal 1, Action 20	CDE data clearly demonstrates that unduplicated pupils are significantly less likely to achieve college/career readiness (Graduation rates below 91% for SED pupils; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; less than 9% 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.
Goal 1, Action 21	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.
Goal 1, Action 22	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 91% for SED students; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; 8.3% 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.
Goal 1, Action 23	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 or low range on ELA and Math CAASPP; graduation rates below 91% for SED students; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; 8.3% 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.

Goal 1, Action 24	State and local data (EL, Foster and SED students scoring in the very low or low range on ELA and Math CAASPP; graduation rates below 91% for SED students; less than 10% of unduplicated pupils demonstrating college preparedness on EAP; 8.3% of EL students completing a-g or CTE sequences/programs) reveal that we have not yet created a cohesive system of standards aligned curriculum, instruction and assessments. Offering professional development, supplemental materials, and developing units of study to improve instruction for our unduplicated pupils is crucial. When this system is more fully integrated, teachers will more accurately be able to identify and address learning gaps, and provide more individualized responses to close the achievement gaps present among our unduplicated pupil groups.
Goal 1, Action 25	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 91% for our Socioeconomically Disadvantaged Students; 8.3% of EL students completing a-g or CTE sequences/programs; under 10% of unduplicated students demonstrating college preparedness on the EAP; nearly 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).

2) Based on recent surveys, a majority of our students lack non-cellular technology and robust connectivity to support distance learning and support programs. 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

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 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 91% for our Socioeconomically Disadvantaged Students; 8.3% of EL students completing a-g or CTE sequences/programs; under 10% of unduplicated students demonstrating college preparedness on the EAP; nearly 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).

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 1, 3 and 17). Based on our student population 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, 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). These services are especially important for our unduplicated students groups as data indicates a need in the area of student engagement and school connectedness. On the 2019 Dashboard, Chronic Absenteeism was a concern for All as districtwide, we were in the red performance level with a rate of 26.1%. ELs, Homeless and SED students were also red with Homeless student having the highest rate at 45.3% and experiencing a 5.6% increase. SED students had a slight increased had a rate of 29.6%. While ELs were slightly lower in Chronic Absenteeism, they experienced a larger increase (+ 5.2%) when compared to All students. In the area of suspensions, All students were Orange on the 2019 Dashboard with a suspension rate of 5.7 and saw decline of 2.4%. Homeless students were orange with a rate of 6.8% and a slight increase of 0.4%. SED students (5.9%) and Foster Youth (6.5%) had higher suspension rates but they did decline from the previous year.

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.

Actions/Services	Consideration of Needs, Conditions or Circumstances of Unduplicated Pupil Groups
Goal 2, Action 1	In order to improve outcomes (Graduation rates under 91% for our Socioeconomically Disadvantaged Students; 8.3% of EL students completing a-g or CTE sequences/programs; under 10% of unduplicated students demonstrating college preparedness on the EAP; nearly 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) for our unduplicated students, actively inviting and engaging their parents in the decision making process is going to be a necessary step. This is an area in need of improvement, as

	the district has struggled to increase participation at events. To improve this key area, transportation and childcare will be provided to eliminate barriers to participation for the families of our unduplicated pupils.
Goal 2, Action 3	Research shows that students with exceptional needs (Graduation rates under 91% for our Socioeconomically Disadvantaged Students; 8.3% of EL students completing a-g or CTE sequences/programs; under 10% of unduplicated students demonstrating college preparedness on the EAP; nearly 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) 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. PIQE will be utilized to provide support to parents of English Learners to increase their participation.
Goal 2, Action 6	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.
Goal 2, Action 7	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.
Goal 2, Action 9	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.
Goal 2, Action 10	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 91% for our Socioeconomically Disadvantaged Students; 8.3% of EL students completing a-g or CTE sequences/programs; under 10% of unduplicated students demonstrating college preparedness on the EAP; nearly 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). 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 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.
Goal 2, Action 13	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 chronic absentee rates in the double digits: EL—10.22%, Foster—19.80%, SED—19.81%). 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.
Goal 2, Action 14	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 92% for our Socioeconomically Disadvantaged Students; Less than 10% of EL students completing a-g or CTE sequences/programs; under 10% of unduplicated 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.
Goal 2, Action 17	Our unduplicated pupils have an increased need of support academically and emotionally (Graduation rates under 91% for our Socioeconomically Disadvantaged Students; 8.3% of EL students completing a-g or CTE sequences/programs; under 10% of unduplicated students demonstrating college preparedness on the EAP; nearly 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). 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.

Actions Continued From Previous LCAPs:

The following LEA/School-wide actions are being carried over from the 2017-2020 LCAP into this new three-year cycle. Stakeholder feedback and analysis of data to determine the effectiveness of these actions have supported the decision to continue these actions into the next three years. While the past year and a half have been full of changes for our school community, it is the desire of stakeholders that we continue with previous actions as we attempt to return to a more stable educational environment:
Goal 1, Action 2 (Improved Early Literacy)
Goal 1, Action 3 (Improved Professional Learning Communities)
Goal 1, Action 5 (Improved Instruction)
Goal 1, Action 6 (Improved Assessment and Monitoring)
Goal 1, Action 7 (Intervention)

Goal 1, Action 9 (Targeted Learning Opportunities)
Goal 1, Action 10 (EL Progress & Reclassification)
Goal 1, Action 14 (ELD Instruction)
Goal 1, Action 16 (Credit Monitoring)
Goal 1, Action 17 (Credit Retrieval and Blended Learning)
Goal 1, Action 18 (Secondary Attendance Monitoring)
Goal 1, Action 20 (College/Career Readiness)
Goal 1, Action 21 (Teacher Recruitment)
Goal 1, Action 22 (Capacity Building)
Goal 1, Action 23 (CCSS Materials and Improved Implementation)
Goal 1, Action 24 (Instructional and supplemental materials in ELA/ELD & Math)
Goal 1, Action 25 (District Technology)
Goal 1, Action 26 (Curriculum Integration)

Recent academic data demonstrate the effectiveness of the continued actions within Goal 1:
ELA: Socioeconomically Disadvantaged students increased 8.2 points and moved from red to yellow on the CA School Dashboard; English learners increased by 11.8 points and moved from orange to yellow on the CA School Dashboard.
Math: Socioeconomically Disadvantaged students increased 7.8 points and moved from red to orange on the CA School Dashboard; English Learners increased by 11 points; Foster Youth increased by 5.4 points.
College and Career Readiness: Socioeconomically Disadvantaged students increased by 2% and ranked in Green on the CA School Dashboard; English Learners increased by 12.5%.

Goal 2, Action 1 (Parent Engagement)
Goal 2, Action 3 (Increased Parent Participation)
Goal 2, Action 6 (PBIS Implementation & Restorative Practices)
Goal 2, Action 7 (Increased Sense of School Safety)
Goal 2, Action 9 (Sports and Recreation)
Goal 2, Action 10 (Increased Student Engagement)
Goal 2, Action 13 (Increased Attendance)
Goal 2, Action 14 (Facilities & Improved School Environment)
Goal 2, Action 17 (Educational Partnerships)

Recent discipline and engagement data demonstrate the effectiveness of the continued actions within Goal 2:
Suspension Rates: The Socioeconomically Disadvantaged student suspension rate declined by 2.7%; the English Learner suspension rate was 1.7%, earning a Green on this indicator on the CA School Dashboard.
Chronic Absenteeism: Our most recent Foster Youth rate declined by 7.1% on the CA School Dashboard, moving from a red to an orange.

It should also be noted that the development of these actions was shaped by the ongoing participation in the Continuous Improvement Process (CIP), and has been informed by data through extensive root cause analysis. The actions described are evidence-based, and have already shown promising results with initial implementation (Suspension rates trending down for unduplicated students, improvement in Distance from Standard measures in both ELA and Math by more than 9 points, etc.).

In some cases, the framework of the action was carried over, but other services were added to meet the needs of unduplicated pupils as revealed during the annual update process, and through stakeholder engagement.

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

Please see the tables above, which a full description of how each action will increase and/or improve services. increased/improved services for our unduplicated pupils, In addition to these descriptions, further information is provided below on how the district has revamped its programs and services to better meet the needs of all English language learners and increase and improve services by the required percentage. These specific actions under **Goal 1,** support and provide services for the EL students:

EL Progress and Reclassification (Action 10):

Our district currently has a demonstrated need to increase English Proficiency—on the most recent CA School dashboard 48.6% of English Learners made progress toward proficiency (ranking as Medium). The district has aligned its practices and procedures with the EL Roadmap and began providing professional development to the teachers and administrators. With this alignment, all instructional strategies and activities will be designed to reflect the four principles of the Roadmap in order to better support the progress of EL learners. MUSD will continue to monitor and assess these strategies to foster a welcoming and engaging learning environment for students. Additionally, all teachers will receive training and support in the implementation of ELA/ELD Framework in all content areas. The EL department is revamped to ensure timely monitoring of reclassified students as well as progress monitoring of all EL students. The district will utilize a digital platform for this purpose and will keep all staff abreast of progress and modifications of services for all EL students. Additional staff has been added to each site to better support the EL students. Professional development for teachers and administrators has been expanded to include the EL Roadmap implementation. The district has also created the EL Master Plan to define the plan for EL students, districtwide, and all the resources for students, parents, and staff.

ELD Instruction (Action 14)

Our district currently has a demonstrated need to increase English Proficiency—on the most recent CA School dashboard 48.6% of English Learners made progress toward proficiency (ranking as Medium).The district uses evidence-based best practices to ensure that students receive designated and integrated ELD instruction every day. Teachers are trained to provide small-group instructions to students which are designed based on their proficiency levels. Teachers work collaboratively with added paraprofessionals to provide support to students during instructional blocks and progress monitoring for students who are reclassified as RFEPs.

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

Required Descriptions:

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

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

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

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

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Local Control and Accountability Plan (LCAP) Expenditure Tables Template

Developed by the California Department of Education, January 2020

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 32,635,322	$ 3,352,174	$ 2,607,060	$ 7,774,774	46,369,330	$ 37,199,363	$ 9,169,967

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
000	00	General Operations - District Wide		$ 4,192,516	$ -	$ -	$ 431,152	$ 4,623,668
001	01	Pacing, Essential Standards		$ -	$ 146,766	$ -	$ -	$ 146,766
001	02a	Improved Early Literacy		$ 707,985	$ -	$ -	$ -	$ 707,985
001	02b	Improved Early Literacy		$ 2,228,900	$ -	$ -	$ 15,433	$ 2,244,332
001	03	Improved Professional Learning Communities		$ 36,021	$ -	$ -	$ -	$ 36,021
001	04	Goal Setting		$ -	$ -	$ -	$ -	$ -
001	05a	Improved Instruction		$ 1,698,812	$ -	$ -	$ -	$ 1,698,812
001	05b	Improved Instruction		$ 6,506,250	$ 142,504	$ 335,846	$ 599,501	$ 7,584,101
001	06	Improved Assessment & Monitoring		$ 32,061	$ -	$ -	$ -	$ 32,061
001	07	Intervention		$ 260,229	$ 120,364	$ 26,095	$ 354,517	$ 761,204
001	08	Special Education & 504s		$ 6,290,697	$ -	$ 1,774,374	$ 340,635	$ 8,405,706
001	09	Targeted Learning Opportunities		$ 5,237	$ -	$ -	$ -	$ 5,237
001	10	EL Progress & Reclassification		$ 50,300	$ -	$ -	$ -	$ 50,300
001	11	Long Term EL Progress		$ -	$ -	$ -	$ -	$ -
001	12	Reclassified EL Monitoring		$ -	$ -	$ -	$ -	$ -
001	13	SDAIE		$ -	$ -	$ -	$ -	$ -
001	14	ELD Instruction		$ 274,813	$ -	$ -	$ -	$ 274,813
001	15	Middle School Drop Out Rate		$ -	$ -	$ -	$ -	$ -
001	16a	Credit Monitoring		$ 207,398	$ -	$ -	$ -	$ 207,398
001	16b	Credit Monitoring		$ 195,102	$ 10,962	$ -	$ 127,431	$ 333,495
001	17	Credit Retrieval and Blended Learning		$ 121,556	$ -	$ -	$ -	$ 121,556
001	18	Secondary Attendance Monitoring		$ 162,956	$ -	$ -	$ -	$ 162,956
001	19	Student Acclimation		$ -	$ -	$ -	$ -	$ -
001	20	College/Career Readiness		$ 122,957	$ 148,613	$ -	$ 44,684	$ 316,253
001	21a	Teacher Recruitment		$ 113,296	$ -	$ -	$ -	$ 113,296
001	21b	Teacher Recruitment		$ 51,614	$ -	$ -	$ -	$ 51,614
001	22a	Capacity Building		$ 14,505	$ -	$ -	$ -	$ 14,505
001	22b	Capacity Building		$ 51,373	$ -	$ -	$ -	$ 51,373
001	23a	CCSS Materials and Improved Implementation		$ 302,024	$ -	$ -	$ -	$ 302,024
001	23b	CCSS Materials and Improved Implementation		$ 802	$ 18,525	$ -	$ -	$ 19,327
001	24	Instructional and supplemental materials in ELA/ELD & Math		$ 43,016	$ -	$ -	$ -	$ 43,016
001	25a	District Technology		$ 147,173	$ -	$ -	$ -	$ 147,173
001	25b	District Technology		$ 406,209	$ 189,915	$ 326,356	$ 94,381	$ 1,016,861
001	26	Curriculum Integration		$ 79,277	$ -	$ -	$ -	$ 79,277
001	27	Extended Learning Opportunities and Learning Loss Mitigation		$ -	$ 2,121,980	$ -	$ 2,869,832	$ 4,991,812
002	01	Parent Engagement		$ 30,000	$ -	$ -	$ 16,118	$ 46,118
002	02	FPM Compliance		$ -	$ -	$ -	$ -	$ -
002	03	Increased Parent Participation		$ 28,000	$ -	$ -	$ 32,486	$ 60,486
002	04	Parent Volunteers		$ 465,836	$ -	$ -	$ -	$ 465,836
002	05	SPED Parent Involvement		$ -	$ -	$ -	$ -	$ -
002	06a	PBIS Implementation and Restorative Practices		$ 455,011	$ -	$ -	$ -	$ 455,011
002	06b	PBIS Implementation and Restorative Practices		$ 232,852	$ -	$ -	$ 854,455	$ 1,087,306
002	07	Increased Sense of School Safety		$ 136,946	$ 180,572	$ -	$ -	$ 317,518
002	08	Cultural Awareness		$ -	$ -	$ -	$ 87,373	$ 87,373
002	09a	Sports and Recreation		$ 171,445	$ -	$ -	$ -	$ 171,445
002	09b	Sports and Recreation		$ 178,119	$ -	$ -	$ -	$ 178,119
002	10	Increased Student Engagement		$ 772,422	$ 123,949	$ -	$ -	$ 896,371

Total Expenditures Table

Totals			LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals			$ 32,635,322	$ 3,352,174	$ 2,607,060	$ 7,774,774	46,369,330	$ 37,199,363	$ 9,169,967
002	11	WASC	$ -	$ -	$ -	$ -		$ -	
002	12	High Reliability Schools	$ -	$ -	$ -	$ -		$ -	
002	13a	Increased Attendance	$ 1,758,924	$ -	$ -	$ -		$ 1,758,924	
002	13b	Increased Attendance	$ 681,331	$ 84,024	$ 144,389	$ -		$ 909,744	
002	14a	Facilities and Improved School	$ 610,551	$ -	$ -	$ -		$ 610,551	
002	14b	Facilities and Improved School	$ 2,603,477	$ -	$ -	$ -		$ 2,603,477	
002	15	Trauma Informed Practices	$ -	$ -	$ -	$ 48,341		$ 48,341	
002	16	At-Risk Identification	$ -	$ -	$ -	$ -		$ -	
002	17	Educational Partnerships	$ 207,330	$ -	$ -	$ -		$ 207,330	
002	18	Extended Learning Opportunities and Learning Loss Mitigation	$ -	$ 64,000	$ -	$ 1,858,435		$ 1,922,435	

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 8,550,244	$ 25,677,393
LEA-wide Total:	$ 6,725,598	$ 20,903,502
Limited Total:	$ 325,113	$ 325,113
Schoolwide Total:	$ 1,499,534	$ 4,448,777

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
000	00	General Operations - District Wide	LEA-wide	Socioeconomically Disadvantaged, English Learners, Foster Youth	All	$ 4,192,516	$ 4,623,668	No
001	02a	Improved Early Literacy	Schoolwide		Elementary Schools	$ 707,985	$ 707,985	Yes
001	02b	Improved Early Literacy	Schoolwide		Elementary Schools	$ 2,228,900	$ 2,244,332	No
001	03	Improved Professional Learning Communitie	LEA-wide	Socioeconomically Disadvantaged	All	$ 36,021	$ 36,021	Yes
001	04	Goal Setting	LEA-wide		All	$ -	$ -	No
001	05a	Improved Instruction	LEA-wide	Socioeconomically Disadvantaged, English Learners	All	$ 1,698,812	$ 1,698,812	Yes
001	05b	Improved Instruction	LEA-wide		All	$ 6,506,250	$ 7,584,101	No
001	06	Improved Assessment & Monitoring	LEA-wide	Socioeconomically Disadvantaged	All	$ 32,061	$ 32,061	Yes
001	07	Intervention	LEA-wide	Socioeconomically Disadvantaged	All	$ 260,229	$ 761,204	Yes
001	08	Special Education & 504s	LEA-wide		All	$ 6,290,697	$ 8,405,706	No
001	09	Targeted Learning Opportunities	Schoolwide	Socioeconomically Disadvantaged	High Schools	$ 5,237	$ 5,237	Yes
001	10	EL Progress & Reclassification	Limited	English Learners	All	$ 50,300	$ 50,300	Yes
001	11	Long Term EL Progress	Limited		All	$ -	$ -	No
001	12	Reclassified EL Monitoring	Limited		All	$ -	$ -	No
001	13	SDAIE	Limited		All	$ -	$ -	No
001	14	ELD Instruction	Limited	English Learners	All	$ 274,813	$ 274,813	Yes
001	15	Middle School Drop Out Rate	Schoolwide		Middle Schools	$ -	$ -	No
001	16a	Credit Monitoring	Schoolwide	Socioeconomically Disadvantaged	Middle Schools, High Schools	$ 207,398	$ 207,398	Yes
001	16b	Credit Monitoring	Schoolwide		Middle Schools, High Schools	$ 195,102	$ 333,495	No
001	17	Credit Retrieval and Blended Learning	Schoolwide	Socioeconomically Disadvantaged	Middle Schools, High Schools	$ 121,556	$ 121,556	Yes
001	18	Secondary Attendance Monitoring	Schoolwide	Socioeconomically Disadvantaged	Middle Schools, High Schools	$ 162,956	$ 162,956	Yes
001	19	Student Acclimation	LEA-wide		All	$ -	$ -	No
001	20	College/Career Readiness	Schoolwide	Socioeconomically Disadvantaged	High Schools	$ 122,957	$ 316,253	Yes
001	21a	Teacher Recruitment	LEA-wide	Socioeconomically Disadvantaged	All	$ 113,296	$ 113,296	Yes
001	21b	Teacher Recruitment	LEA-wide		All	$ 51,614	$ 51,614	No
001	22a	Capacity Building	LEA-wide	Socioeconomically Disadvantaged	All	$ 14,505	$ 14,505	Yes
001	22b	Capacity Building	LEA-wide		All	$ 51,373	$ 51,373	No
001	23a	CCSS Materials and Improved Implementatic	LEA-wide	Socioeconomically Disadvantaged	All	$ 302,024	$ 302,024	Yes
001	23b	CCSS Materials and Improved Implementatic	LEA-wide		All	$ 802	$ 19,327	No
001	24	Instructional and supplemental materials in E	LEA-wide	Socioeconomically Disadvantaged	All	$ 43,016	$ 43,016	Yes
001	25a	District Technology	LEA-wide	Socioeconomically Disadvantaged	All	$ 147,173	$ 147,173	Yes
001	25b	District Technology	LEA-wide		All	$ 406,209	$ 1,016,861	No
001	26	Curriculum Integration	LEA-wide	Socioeconomically Disadvantaged, English Learners, Foster Youth	All	$ 79,277	$ 79,277	Yes
001	27	Extended Learning Opportunities and Learni	LEA-wide		All	$ -	$ 4,991,812	No
002	01	Parent Engagement	LEA-wide	Socioeconomically Disadvantaged	All	$ 30,000	$ 46,118	Yes
002	02	FPM Compliance	LEA-wide		All	$ -	$ -	No
002	03	Increased Parent Participation	LEA-wide	Socioeconomically Disadvantaged	All	$ 28,000	$ 60,486	Yes
002	04	Parent Volunteers	LEA-wide		All	$ 465,836	$ 465,836	No
002	05	SPED Parent Involvement	LEA-wide		All	$ -	$ -	No
002	06a	PBIS Implementation and Restorative Practi	LEA-wide	Socioeconomically Disadvantaged	All	$ 455,011	$ 455,011	Yes
002	06b	PBIS Implementation and Restorative Practi	LEA-wide		All	$ 232,852	$ 1,087,306	No
002	07	Increased Sense of School Safety	LEA-wide	Socioeconomically Disadvantaged	All	$ 136,946	$ 317,518	Yes
002	08	Cultural Awareness	LEA-wide		All	$ -	$ 87,373	No
002	09a	Sports and Recreation	Schoolwide	Socioeconomically Disadvantaged	Middle Schools, High Schools	$ 171,445	$ 171,445	Yes

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 8,550,244	$ 25,677,393
LEA-wide Total:	$ 6,725,598	$ 20,903,502
Limited Total:	$ 325,113	$ 325,113
Schoolwide Total:	$ 1,499,534	$ 4,448,777

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
002	09b	Sports and Recreation	Schoolwide		Middle Schools, High Schools	$ 178,119	$ 178,119	No
002	10	Increased Student Engagement	LEA-wide	Socioeconomically Disadvantaged	All	$ 772,422	$ 896,371	Yes
002	11	WASC	Schoolwide		High Schools	$ -	$ -	No
002	12	High Reliability Schools	Schoolwide		High Schools	$ -	$ -	No
002	13a	Increased Attendance	LEA-wide	Socioeconomically Disadvantaged	All	$ 1,758,924	$ 1,758,924	Yes
002	13b	Increased Attendance	LEA-wide		All	$ 681,331	$ 909,744	No
002	14a	Facilities and Improved School	LEA-wide	Socioeconomically Disadvantaged	All	$ 610,551	$ 610,551	Yes
002	14b	Facilities and Improved School	LEA-wide		All	$ 2,603,477	$ 2,603,477	No
002	15	Trauma Informed Practices	LEA-wide		All	$ -	$ 48,341	No
002	16	At-Risk Identification	LEA-wide		All	$ -	$ -	No
002	17	Educational Partnerships	LEA-wide	Socioeconomically Disadvantaged, English Learners, Foster Youth	All	$ 207,330	$ 207,330	Yes
002	18	Extended Learning Opportunities and Learni	LEA-wide		All	$ -	$ 1,922,435	No

Annual Update Table Year 1

	Totals:	Planned Expenditure Total	Estimated Actual Total
	Totals:	$ 46,369,330	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned	Total Estimated Actual Expenditures
000	00	General Operations - District Wide	No	$ 4,623,668	
001	01	Pacing, Essential Standards	No	$ 146,766	
001	02a	Improved Early Literacy	Yes	$ 707,985	
001	02b	Improved Early Literacy	No	$ 2,244,332	
001	03	Improved Professional Learning Communities	Yes	$ 36,021	
001	04	Goal Setting	No	$ -	
001	05a	Improved Instruction	Yes	$ 1,698,812	
001	05b	Improved Instruction	No	$ 7,584,101	
001	06	Improved Assessment & Monitoring	Yes	$ 32,061	
001	07	Intervention	Yes	$ 761,204	
001	08	Special Education & 504s	No	$ 8,405,706	
001	09	Targeted Learning Opportunities	Yes	$ 5,237	
001	10	EL Progress & Reclassification	Yes	$ 50,300	
001	11	Long Term EL Progress	No	$ -	
001	12	Reclassified EL Monitoring	No	$ -	
001	13	SDAIE	No	$ -	
001	14	ELD Instruction	Yes	$ 274,813	
001	15	Middle School Drop Out Rate	No	$ -	
001	16a	Credit Monitoring	Yes	$ 207,398	
001	16b	Credit Monitoring	No	$ 333,495	
001	17	Credit Retrieval and Blended Learning	Yes	$ 121,556	
001	18	Secondary Attendance Monitoring	Yes	$ 162,956	
001	19	Student Acclimation	No	$ -	
001	20	College/Career Readiness	Yes	$ 316,253	
001	21a	Teacher Recruitment	Yes	$ 113,296	
001	21b	Teacher Recruitment	No	$ 51,614	
001	22a	Capacity Building	Yes	$ 14,505	
001	22b	Capacity Building	No	$ 51,373	
001	23a	CCSS Materials and Improved Implementation	Yes	$ 302,024	
001	23b	CCSS Materials and Improved Implementation	No	$ 19,327	
001	24	Instructional and supplemental materials in ELA	Yes	$ 43,016	
001	25a	District Technology	Yes	$ 147,173	
001	25b	District Technology	No	$ 1,016,861	
001	26	Curriculum Integration	Yes	$ 79,277	
001	27	Extended Learning Opportunities and Learning l	No	$ 4,991,812	
002	01	Parent Engagement	Yes	$ 46,118	
002	02	FPM Compliance	No	$ -	
002	03	Increased Parent Participation	Yes	$ 60,486	
002	04	Parent Volunteers	No	$ 465,836	
002	05	SPED Parent Involvement	No	$ -	
002	06a	PBIS Implementation and Restorative Practices	Yes	$ 455,011	
002	06b	PBIS Implementation and Restorative Practices	No	$ 1,087,306	
002	07	Increased Sense of School Safety	Yes	$ 317,518	
002	08	Cultural Awareness	No	$ 87,373	
002	09a	Sports and Recreation	Yes	$ 171,445	
002	09b	Sports and Recreation	No	$ 178,119	
002	10	Increased Student Engagement	Yes	$ 896,371	
002	11	WASC	No	$ -	
002	12	High Reliability Schools	No	$ -	
002	13a	Increased Attendance	Yes	$ 1,758,924	
002	13b	Increased Attendance	No	$ 909,744	
002	14a	Facilities and Improved School	Yes	$ 610,551	
002	14b	Facilities and Improved School	No	$ 2,603,477	
002	15	Trauma Informed Practices	No	$ 48,341	
002	16	At-Risk Identification	No	$ -	
002	17	Educational Partnerships	Yes	$ 207,330	
002	18	Extended Learning Opportunities and Learning l	No	$ 1,922,435	