Menifee Union School District
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LCAP Year: 2015 - 2016
Local Control and Accountability Plan and Annual Update Template

The Mission of the Menifee Union School District, *a partnership with students, families, and the changing, diverse Menifee Valley communities, is to develop life-long learners with the skills, knowledge, and desire to be respectful, compassionate, responsible and contributing citizens by providing a high-quality education in a nurturing, challenging learning environment in which all children are empowered to reach their full potential.*

The Menifee Union School District is a transitional kindergarten through grade eight District in Southwestern Riverside County. The current enrollment is over 9,600 students. The district has nine elementary schools, three middle schools, a state funded preschool, and a Special Day Class (SDC) preschool.

The District's diverse geographic area encompassing isolated, rural housing to planned community developments produces an equally diverse socio-economic and ethnic student population. Thirty seven percent of the students district-wide are socio-economically disadvantaged. The District had a total of 1,072 English Learners and 82 foster youth in 2014-15.

All required metrics are address in the LCAP; however, since Menifee Union School District is a Transitional Kindergarten through grade eight structure, high school required metrics are not included.

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state

priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including Special Education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English Learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English Learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need Subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the Subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

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Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English Learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process for LCAP	Impact on LCAP
Per Education Code section 42238.01, the District scheduled four meetings during the school year to review and update progress of the LCAP with both the District English Language Advisory Committee (DELAC) and the Parent Advisory Committee (PAC). The site committee member was representative of the demographic population of the representing site. In addition, an African American Parent Advisory Committee and Foster Forum group was formed. The initial window for engaging in a timely manner with the stakeholders occurred from January 2015 through the end of May, 2015.	As a result of meeting with stakeholders, the following priorities were defined, expanded, or added to the 2015-2016 LCAP: • Increased access to technology with a plan to start a 1:1 program and train staff, students, and parents. • Increased support for students learning English. Plan includes EL director, EL secretary, two EL Teachers on Special Assignment (TOSAs), and training time for teachers. • Increased support for students struggling in English Language Arts and Mathematics. Plan includes three middle school intervention specialists and an online intervention program to

Meetings were held with other parents, community members, pupils, local bargaining units from both certificated and classified employees, site English learner parents, foster youth parents, Title I parents, African American parents, and other stakeholders about the LCAP and its intent. The meeting agendas included both the annual update process and the involvement process. By spring time, analysis of data from the District survey and local assessments allowed both the reflection and projection of new actions and services to help the district meet or exceed the three goals.

Throughout the year, specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code 52062 and 47606.5, including engagement with representative parents of students identified in Education code 42238.01. In order to get feedback regarding the progress of the actions and goals and for input on new actions and services, principals organized student groups which included elementary students, middle school Associated Student Body (ASB) representatives and AVID and English Learners in the AVID Excel Program.

The District worked diligently with administrative staff to ensure leadership understood the ongoing intent and requirements of the Local Control and Accountability Plan (LCAP) process. Both the District's Local Education Agency Plan (LEAP) and Site Single Plans for Student Achievement (SPSA) were aligned to the District LCAP goals. Each school planned actions and services tied to the LCAP goals based on their site needs. Principals met with their School Site Councils (SSC) and PTA groups to examine progress on their Single Plan goals aligned to LCAP at each meeting. As they prepared their 2015-16 Single Plans for Student Achievement, they included data from the site level LCAP survey responses.

The survey was comprised of questions aligned to the eight State priorities identified in the legislation and the three District LCAP goals. The survey served a few purposes: to provide feedback and guidance as the district worked on meeting the expected annual measurements, use the data for refinement of existing actions and services or for identification of new actions and services in the plan.

The survey was available for four weeks and during that period, school phone messages were sent to all parents and emails were sent to all student families and staff members to remind them of the survey

assist in this area.
- Increased support for Special Education students. Plans include two Special Education Teachers on Special Assignment (TOSAs) with a focus on implementation of California Standards.
- Increased opportunities for parents to learn about California Standards, how to use technology, and assessments. Plan includes parent nights at sites.
- Increased communication and awareness of Foster Youth needs utilizing the Foster Forum for this process.
- Increased support for AVID program. Plan includes increased AVID tutor time at all three middle schools.
- Provide foster youth with individual devices that may be taken home each night with a web-based software intervention program.
- Additional opportunities to do Science Technology Engineering and Math (STEM) projects. District has a coach assigned to STEM to help with program implementation.
- Majority of students felt safe at school, but some cited bullying as a concern. LCAP includes a 3 year plan for implementing Positive Behavior Intervention Support and individual site plans for PBIS. In addition, counseling staff will increase for 2015-16.
- Students wanted help getting into college. District will investigate administration of PSAT 8 test opportunity for grade eight students.
- Students wanted their parents to attend college tours with them and this has been included in the LCAP.

A public hearing for LCAP was held on June 9th along with the budget public hearing for the proposed budget adoption. Only one person spoke during the hearing. The comment had to do with the LCAP process. The comment was in regard to reconvening a District LCAP Committee. Initially, the District had such a committee to create the LCAP in 2014- 2015.

The Superintendent responded in writing to the one comment on June 15, 2015. The district will recommend bringing back the LCAP Committee for the 15-16 school year. The district received no

opportunity.

The data included both qualitative and quantitative data. Simple graphs showing two or three year trends were presented. The data included district, site and subgroup information that referenced progress for the eight priorities and goals. Some questions pertained specifically to the district and some pertained to the sites. Results of the survey were reviewed with Parent Advisory and District English Language Advisory Committees.

Site administrators were then asked to share the data with their staffs, as some of the questions provided site level data, too. Individual site level meetings were conducted with the District providing a template Power Point with speaker notes for the site administration to use with their Site Councils, Parent/Teacher Association meetings, staff meetings, and English Learner Advisory Council groups. District personnel were also made available to attend site meetings, if the site preferred additional assistance.

In addition, the LCAP was reviewed at District Curriculum Committee meetings representing teachers from every site and grade level/department, site and department staff meetings, and with the Superintendent's Executive Council.

Additional student input included the Healthy Kids Survey which was administered at the end of the school year. Data from that survey will be tabulated to identify areas of strength and need.

In accordance with Education Code Section 50262 (a) (1) (2), the Superintendent of the district will respond in writing to comments received from both the PAC and DELAC groups.
The draft LCAP is posted online with an opportunity for public members to submit comments. Finally, in accordance with law, recommendations and comments from members of the public regarding specific actions and expenditures proposed will be received during the public hearing at the regularly schedule governing board meeting on June 9, 2015.

All of the input will be considered in completing the final document submitted for governing board approval on June 23, 2015. Specific recommendations from the above mentioned meetings will be included.

additional comments regarding any actions or services. Given the single comment, no additional changes were made to the LCAP following the LCAP Public Hearing.

Annual Update	Meeting Date
African American Parents	**2/19/15**
Business Partners	**2/19/15**
Classified Aides	**11/10/14, 2/12/15**
Community Church	**2/8/15**
Curriculum Advisory Committee	**4/8/15, 5/6/15**
District English Language Advisory Committee DELAC	**5/27/15**
Parent Advisory Committee (PAC)	**5/27/15**
Title I Parents at Parent Engagement	**10/22/14**

Annual Update	Meeting Date
Leadership Institute	**3/11/15, 4/30/15**
Foster Parents	**6/3/15**
English Language Advisory Committee	**LCAP was a standing agenda item at all site ELAC meetings.**
School Site Councils	**LCAP was a standing agenda item at all site SSC meetings.**
Survey Window for Teachers, Staff, Parents & Community	**2/25/15 – 3/27/15**
Meeting with Community Members/ Assistance League, Food Pantry, etc.	**3/26/15**

Annual Update Involvement Process	Impact on Annual Update
The Annual Update Involvement process was conducted simultaneously with the development of the 2015-16 actions and services. Each time the main two advisory groups met, ideas and recommendation for the new year emerged. Participants understand that this is a continuous process and the writing of the goals and actions is followed by specific actions and services that are measured and monitored with specific metrics. As data was available, the groups met and processed the new information. The process began by updating our Board of Education with an LCAP update an informational agenda item at a regularly scheduled board meeting. The District worked with administrative staff to ensure leadership understood the ongoing intent and requirements of the Local Control and Accountability Plan (LCAP) process. Both the District's Local Education Agency Plan (LEAP) and Site Single Plans for Student Achievement (SPSA) plans were aligned to the District LCAP goals. Each school planned actions and services tied to the LCAP goals.	The annual review was an ongoing process predicated on stakeholder involvement and use of metrics aligned to the eight state priorities. A District progress monitoring tool was created for each of the action items and that report was shared at the advisory committee meetings each time they convened. In addition, evidence folders were maintained for auditing purposes. This system of monitoring helped to insure that Expected Annual Measurable Outcomes were closely monitored to meet as many Actual Annual Measurable Outcomes as possible and to ensure implementation of actions and services was timely and well executed. As items were shared, suggestions were noted for the 2015-2018 LCAP.

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The District scheduled four meetings during the school year to review and update progress of the LCAP with both the District English Language Advisory Committee (DELAC) and the Parent Advisory Committee (PAC), made up of at least one representative from every site. The site committee member was representative of the demographic population of the site. In addition, an African American Parent Advisory Group planning committee and Foster Forum were formed.

The online survey results provided quantitative and qualitative feedback as to how stakeholders perceived the District was addressing the goals and eight priorities. Results were used to analyze 2014-15 actions and services and they provided a direction and focus for the 2015-16 services and actions. Metrics were presented in easy to understand graphs and displays. As much as possible, data was presented at the district and subgroup levels.

Site administrators were asked to share the data with their staffs, as some of the questions provided site level data, too. This qualitative and quantitative information was used as school teams reflected on their site level progress for their Single Plan for Student Achievement (SPSA) plan. Individual site level meetings were conducted and the District provided a template Power Point with speaker notes for the site administration to use with their Site Councils, Parent/Teacher Association meetings, staff meetings, and English Learner Advisory Council groups.

Throughout the year, specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code 52062 and 47606.5, including engagement with representative parents of students identified in Education code 42238.01.   Student groups included elementary students and middle school Associated Student Body (ASB) representatives and AVID and English Learners in the AVID Excel Program in grades 6, 7, and 8. The District continued a campaign of meeting with as many shareholder groups as possible including, Parent/Teacher Regional Council Meeting, PTA/PTSA Council, Site leadership team meetings, Menifee Rotary, Local church groups, business partners, and preschool staff.

A final meeting was held with the Parent Advisory Committee, the District English Learner Advisory Committee, a representative from the African American Parent Advisory Committee, and representatives from Menifee Teacher Association (MTA) and the Menifee Council of Classified Employees (MCCE) bargaining team member. The agenda included a detailed review of the LCAP 14-15 expected and actual measureable outcomes, service & actions, time for discussion and input, and comments and/or questions.

Impact:

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Annual Update	Meeting Date	Annual Update	Meeting Date
African American Parents	**2/19/15**	**Leadership Institute**	**3/11/15, 4/30/15**
Business Partners	**2/19/15**	**English Language Advisory Committee**	**LCAP was a standing agenda item at all site ELAC meetings.**
Classified Aides	**11/10/14, 2/12/15**	**School Site Councils**	**LCAP was a standing agenda item at all site SSC meetings.**
Community Church	**2/8/15**	**Survey Window for Teachers, Staff, Parents & Community**	**2/25/15 – 3/27/15**
Curriculum Advisory Committee	**4/8/15, 5/6/15**		
District English Language Advisory Committee DELAC	**5/27/15**	**Meeting with Community Members/ Assistance League, Food Pantry, etc.**	**3/26/15**
Foster Parents	**6/3/15**	**Parent Advisory Committee (PAC)**	**5/27/15**
Title I Parents at Parent Engagement	**10/22/14**		

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific Subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and Subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil Subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific Subgroups, including pupils with disabilities, both at the LEA level and at the school site level. The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and

concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, school wide, countywide, or charter wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupil subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.**Guiding Questions:**
1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and Subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for Subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to Subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English Learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL **#1**	The Menifee Union School District will recruit, hire and retain highly qualified staff, and provide on-going professional development in order to support optimum learning opportunities for student success in safe and orderly schools.	1_X_ 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Needs	**A. 100% of certificated staff is highly qualified**
	    METRIC: Baseline: 2013-14 100% 2014-15 100% as measured by:
	        ✓ "0 Complaints" on Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints
	        ✓ School Accountability Report Card (SARC)
	        ✓ "0 Complaints" on Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints
	B. 100% of Course offerings aligned to teacher certification
	    METRIC: Baseline: 2013-14 100% 2014-15 100% as measured by:
	        ✓ Master Course Directories aligned to certification
	        ✓ School Accountability Report Card (SARC)
	C. 100% of Certificated staff is Cross Cultural Language Acquisition Development (CLAD) or Bilingual Cross Cultural Language Acquisition Development (BCLAD) Staff
	    METRIC: Baseline: 2013-14 100% 2014-15 100% as measured by
	        ✓ School Accountability Report Card (SARC)
	D. 100% of teachers received staff survey feedback sheets completed surveys as evidenced by online completion records
	    METRIC: Baseline: 20% of participants responding in 2014-15
	        ✓ LCAP Survey 2014-15 completion Rate
	E. 100 % of students have standards aligned textbooks or materials
	    METRIC: "No Findings" results on annual textbook sufficiency report for all students having standards aligned textbooks or materials
	F. 100% of facilities are clean, safe, and orderly
	    METRIC: Baseline: 2013-14 100% 2014-15 100% as measured by
	        ✓ "No Findings" on Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints
	        ✓ Deferred Maintenance Plan
	        ✓ School Accountability Report Card (SARC) Report
	G. Establish a baseline for parents and students reporting overall positive feelings of school safety as evidenced by 2014-15 LCAP
	    METRIC: Baseline: 93.1% reported they feel their students attend safe schools.
	        ✓ LCAP Survey 2014-15 results from parents reporting they feel their children attend safe schools

Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

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GOAL #1: LCAP Year 1: 2015-16

<table>
<tr>
<td rowspan="2">Expected Annual Measurable Outcomes</td>
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A. Maintain 100% of students will have a teacher fully credentialed in the subject area and for the pupils they are teaching, as evidenced by Accountability Report Card (SARC) 100% of Certificated staff is highly qualified and with "No Findings" on the Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints.

B. Maintain 100% of course offerings aligned to teacher certification as evidenced by Master Course Directories aligned to certification and School Accountability Report Card (SARC).

C. Maintain 100% of certificated staff is Cross Cultural Language Acquisition Development (CLAD) or Bilingual Cross Cultural Language Acquisition Development (BCLAD) Staff as evidenced by Personnel records.

D. Increase by 20% the number of certificated and para professional staff who will complete staff development survey feedback sheets by utilizing Google Survey to administer electronic staff surveys to provide opportunities for input regarding professional development as evidenced by completion record.

E. Maintain "*No Findings*" results on annual textbook sufficiency report for all students having standards aligned textbooks or materials as evidenced by Board agenda.

F. Continue to maintain facilities in good repair, as evidenced by School Accountability Report Card (SARC) Report and "0 Complaints" on Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints as evidenced by Board agenda.

G. Increase by 5% the number of students will report overall positive feelings of school safety as reported in Healthy Kids Survey Results.

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</table>

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Retain Current Employees: **1.1** Implement a current and new employee training program for non-certificated and certificated staff. **1.2** Identify an Organization Management System (OMS) method of providing and monitoring trainings. System should include the ability to record whether or not the District is able to meet and exceed mandated federal and state employment requirements. (i.e., child abuse identification mandated reporting, blood-borne pathogen training, workplace safety training, etc.).	LEA	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**1.1** No cost associated at this time **1.2** Cost: $3,600 Funding Source: LCFF

MUSD 15 16 LCAP Board Approved 6.23.15
Submitted to RCOE 6.23.15   Revised: 7/6/15   1.24pm

Recruit and hire highly qualified employees: 1.3 Continue to develop, implement and monitor plans to refine employee recruitment and hiring practices and procedures to attract and select highly-qualified employees. 1.4 Continue to update job descriptions to include 21st century work skills. Implement and monitor the Teacher Induction Program which incorporates research-based methods to support new teacher success and retention and work with at-risk learners. 1.5 Select, hire, and train highly-skilled teachers as support providers for new teachers participating in the Teacher Induction Program. 1.6 Provide new teacher training for new employees. 1.7 Provide training for elementary teachers with combination classrooms.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	1.3 $5,000 Funding Source: LCFF 1.4 No cost associated at this time 1.5 Cost: $74,533 Funding Source: LCFF 1.6 Cost: $8,100 Funding Source: LCFF 1.7 Cost: $2,700 Funding Source: LCFF
Provide on-going staff development: 1.8 Based on professional development Google Survey data, LCAP Survey results and metrics for LCAP priorities, continue to plan and provide ongoing professional development for all staff. 1.9 In addition to district created staff development survey, continue to utilize Implementation Science Driver Tool to measure the effectiveness of current and ongoing Professional Development for all staff. 1.10 In order to provide staff development in a safe environment continue to implement Five Year Deferred Maintenance Plan.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	1.8 No cost associated at this time 1.9 No cost associated at this time 1.10 Cost: $353,000 Funding Source: LCFF
Provide support of music and PE programs: 1.11 Continue to support music Program servicing all schools. 1.12 Provide training and support of Physical Fitness programs.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	1.11 Cost: $9,000 Funding Source: LCFF 1.12 Cost: $30,000 Funding Source: Discretionary Fund

For Low Income students:		__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups	
1.13 Provide professional development during contracted staff development days for teachers to provide California State Standards aligned instruction to high needs and/or struggling students.			**1.13** No cost associated at this time
For English Learners: **1.14** Continue to train all teachers in the design and administration of the California English Language Development Test and new field test assessment. **1.15** Utilize middle school ELD web-based instructional program, Rosetta Stone and align it to 2012 English Language Development (ELD) standards. **1.16** Support levels 1 and 2 English Learners to increase English Language Proficiency using English in a Flash Program.	LEA	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**1.14** Cost: $1,050 Funding Source: LCFF **1.15** Cost: $15,840 Funding Source: Title III **1.16** Cost: $6,700 Funding Source: Lottery
For Foster Youth: **1.17** Provide training and support for teachers and administrators to meet the needs of foster youth.	LEA	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups	**1.17** No cost associated at this time

GOAL #1: LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes

A. Maintain 100% of students will have a teacher fully credentialed in the subject area and for the pupils they are teaching, as evidenced by Accountability Report Card (SARC) 100% of Certificated staff is highly qualified and with "No Findings" on the Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints.

B. Maintain 100% of 100% of Course offerings aligned to teacher certification as evidenced by Master Course Directories aligned to certification and School Accountability Report Card (SARC).

C. Maintain 100% of Certificated staff is Cross Cultural Language Acquisition Development (CLAD) or Bilingual Cross Cultural Language Acquisition Development (BCLAD) Staff.

D. Increase number of certificated and para professional staff who will complete staff development survey feedback sheets by utilizing Google Survey to administer electronic staff surveys to provide opportunities for input regarding professional development.
  - ✓ Identify an electronic method of providing and monitoring trainings which meet and exceed mandated federal and state employment requirements. (i.e., child abuse identification mandated reporting, blood-borne pathogen training, workplace safety training, etc.), as evidenced by selection of a method.

E. Continue to maintain facilities in good repair, as evidenced by School Accountability Report Card (SARC) Report and "0 Complaints" on Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints.
  - ✓ Continue to Implement Five Year Deferred Maintenance Plan, as evidenced by plan monitoring goals.

F. 5% more students will report overall positive feelings of school safety as reported in Healthy Kids Survey Results

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Retain Current Employees: **1.1a** Continue to implement a current and new employee training program for non-certificated and certificated staff. **1.2a** Utilize an Organization Management System (OMS) method of providing and monitoring trainings. System should include the ability to record whether or not the District is able to meet and exceed mandated federal and state employment requirements. (i.e., child abuse identification mandated reporting, blood-borne pathogen training, workplace safety training, etc.).	LEA	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**1.1a** No cost associated at this time **1.2a** Cost: $3,000 Funding Source: LCFF

MUSD 15 16 LCAP Board Approved 6.23.15
Submitted to RCOE 6.23.15   Revised: 7/6/15   1.24pm

Recruit and hire highly qualified employees: **1.3a** Continue to develop, implement and monitor plans to refine employee recruitment and hiring practices and procedures to attract and select highly-qualified employees. **1.4a** Continue to update job descriptions to include 21st century work skills. Implement and monitor the Teacher Induction Program which incorporates research-based methods to support new teacher success and retention and work with at-risk learners. **1.5a** Select, hire, and train highly-skilled teachers as support providers for new teachers participating in the Teacher Induction Program. **1.6a** Provide new teacher training for new employees. **1.7a** Provide training for elementary teachers with combination classrooms.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**1.3a** $5,000 Funding Source: LCFF **1.4a** No cost associated at this time **1.5a** Cost: $74,533 Funding Source: LCFF **1.6a** Cost: $8,100 Funding Source: LCFF **1.7a** Cost: $2,700 Funding Source: LCFF
Provide on-going staff development: **1.8a** Based on professional development Google Survey data, LCAP Survey results and metrics for LCAP priorities, continue to plan and provide ongoing professional development for all staff. **1.9a** In addition to district created staff development survey, continue to utilize Implementation Science Driver Tool to measure the effectiveness of current and ongoing Professional Development for all staff. **1.10a** In order to provide staff development in a safe environment, continue to implement Five Year Deferred Maintenance Plan.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**1.8a** No cost associated at this time **1.9a** No cost associated at this time **1.10a** Cost: $353,000 Funding Source: LCFF
Provide support of music and PE programs: **1.11a** Continue to support music Program servicing all schools. **1.12a** Provide training and support of Physical Fitness programs.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**1.11a** Cost: $12,000 Funding Source: LCFF **1.12a** Cost: $30,000 Funding Source: Discretionary Fund

	LEA	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	
For Low Income Students: **1.13a** Provide professional development during contracted staff development days for teachers to provide California Standards aligned instruction to high needs and/or struggling students.	LEA		**1.13a** No cost associated at this time
For English Learners: **1.14a** Train all teachers in the administration of the new EL assessment. **1.15a** Utilize middle school ELD web-based instructional program, Rosetta Stone, and align it to 2012 English Language Development (ELD) standards. **1.16a** Support levels 1 and 2 English Learners to increase English Language Proficiency using English in a Flash Program.	LEA	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**1.14a** Cost: $1,050 Funding Source: LCFF **1.15a** Cost: $15,840 Funding Source: Lottery **1.16a** Cost: $6,700 Funding Source: Lottery
For Foster Youth: **1.17a** Continue to provide training and support for teachers and administrators to meet the needs of Foster Youth.	LEA	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups	**1.17a** No cost associated at this time

GOAL #1: LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes	**A.** Maintain 100% of students will have a teacher fully credentialed in the subject area and for the pupils they are teaching, as evidenced by Accountability Report Card (SARC) 100% of Certificated staff is highly qualified and with "No Findings" on the Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints. **B.** Maintain 100% of 100% of Course offerings aligned to teacher certification as evidenced by Master Course Directories aligned to certification and School Accountability Report Card (SARC). **C.** Maintain 100% of Certificated staff is Cross Cultural Language Acquisition Development (CLAD) or Bilingual Cross Cultural Language Acquisition Development (BCLAD) Staff. **D.** Increase number of certificated and para professional staff who will complete staff development survey feedback sheet by utilizing Google Survey to administer electronic staff surveys to provide opportunities for input regarding professional development. ✓ Identify an electronic method of providing and monitoring trainings which meet and exceed mandated federal and state employment requirements. (i.e., child abuse identification mandated reporting, blood-borne pathogen training, workplace safety training, etc.), as evidenced by selection of a method. **E.** Continue to maintain facilities in good repair, as evidenced by School Accountability Report Card (SARC) Report and "0 Complaints" on Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints. ✓ Continue to Implement Five Year Deferred Maintenance Plan, as evidenced by plan monitoring goals. **F.** 5% more students will report overall positive feelings of school safety as reported in Healthy Kids Survey Results.

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Retain Current Employees: **1.1b** Continue to implement a current and new employee training program for non-certificated and certificated staff. **1.2b** Continue to utilize Organization Management System (OMS) method of providing and monitoring trainings. System should include the ability to record whether or not the District is able to meet and exceed mandated federal and state employment requirements. (i.e., child abuse identification mandated reporting, blood-borne pathogen training, workplace safety training, etc.).	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**1.1b** No cost associated at this time **1.2b** Cost: $3,000 Funding Source: LCFF

Recruit and hire highly qualified employees: **1.3b** Continue to develop, implement and monitor plans to refine employee recruitment and hiring practices and procedures to attract and select highly-qualified employees. **1.4b** Continue to update job descriptions to include 21st century work skills. Implement and monitor the Teacher Induction Program which incorporates research-based methods to support new teacher success and retention and work with at-risk learners. **1.5b** Select, hire, and train highly-skilled teachers as support providers for new teachers participating in the Teacher Induction Program. **1.6b** Provide new teacher training for new employees. **1.7b** Provide training for elementary teachers with combination classrooms.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**1.3b** $5,000 Funding Source: LCFF **1.4b** No cost associated at this time **1.5b** Cost: $74,533 Funding Source: LCFF **1.6b** Cost: $8,100 Funding Source: LCFF **1.7b** Cost: $2,700 Funding Source: LCFF
Provide on-going staff development: **1.8b** Based on professional development Google Survey data, LCAP Survey results and metrics for LCAP priorities, continue to plan and provide ongoing professional development for all staff. **1.9b** In addition to district created staff development survey, continue to utilize Implementation Science Driver Tool to measure the effectiveness of current and ongoing Professional Development for all staff. **1.10b** In order to provide staff development in a safe environment, continue to implement Five Year Deferred Maintenance Plan.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**1.8b** No cost associated at this time **1.9b** No cost associated at this time **1.10b** Cost: $353,000 Funding Source: LCFF
Provide support of music and PE programs: **1.11b** Continue to support music Program servicing all schools. **1.12b** Provide training and support of Physical Fitness programs.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**1.11b** Cost: $9,000 Funding Source: LCFF **1.12b** Cost: $30,000 Funding Source: Discretionary Fund

	LEA		
For Low Income students: **1.13b** Provide professional development during contracted staff development days for teachers to provide California State Standards aligned instruction to high needs and/or struggling students.	LEA	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**1.13b** No cost associated at this time
For English Learners: **1.14b** Continue to train all teachers in the administration of the new EL assessment. **1.15b** Utilize middle school ELD web-based instructional program, Rosetta Stone, and align it to 2012 English Language Development (ELD) standards. **1.16b** Support levels 1 and 2 English Learners to increase English Language Proficiency using English in a Flash Program.	LEA	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**1.14b** Cost: $1,050 Funding Source: LCFF **1.15b** Cost: $15,840 Funding Source: Lottery **1.16b** Cost: $6,700 Funding Source: Lottery
For Foster Youth: **1.17b** Continue to provide training and support for teachers and administrators to meet the needs of Foster Youth.	LEA	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups	**1.17b** No cost associated at this time

<table>
<tr><td rowspan="2" style="text-align:center;">GOAL
#2</td><td rowspan="2">The Menifee Union School District will effectively maximize learning for all students, staff, and parents in order to prepare students for college and career in the 21st century.</td><td>Related State and/or Local Priorities:</td></tr>
<tr><td>1__ 2 X 3 X 4 X 5 X 6 X 7 X 8 X
COE only: 9__ 10__
Local : Specify _____</td></tr>
</table>

Identified Need

A. 100% of staff will implement Units of Study in ELA and mathematics.
   METRIC:
      ✓ Completion of K-8 Units of Study in English Language Arts and Mathematics
B. Parent Involvement by LCAP Survey Results, District English Learner Advisory Committee (DELAC) Agendas, District Parent Advisory Committee (PAC) Agendas, District African American Parent Advisory Committee (AAPAC) Agenda
   METRIC:
      ✓ LCAP Survey Results, California Standards, Parent Night feedback forms, and meeting notes.
C. Academic Performance Index (API) 2013 results

2013/14	District	African American	Filipino	Hispanic	White	2 /more races	SED	EL	Sped	Reclassified
Academic Performance Index (**API**) results	853	817	927	826	874	881	818	775	729	N/A
California Student Testing and Reporting (STAR) **ENGLISH LANGUAGE ARTS**	65.45%	60.26%	84.29%	58.09%	71.74%	N/A	56.97%	23.36%	38.64%	74.06%
California Student Testing and Reporting (STAR) **MATH**	67.59%	53.85%	86.43%	61.59%	73.94%	N/A	59.74%	41.3%	45.7%	73.42%
California Student Testing and Reporting (STAR) **SCIENCE**	71.92%	60.38%	85.51%	65.49%	78.54%	77.23%	65.54%	20.34%	53.33%	77.77%
Smarter Balanced Assessment Consortium (**SBAC**) results PENDING										

D.

	District Attendance Rate	Chronic Absenteeism Rate	Truancy
2013/14	95.74%	6.72%	34.01%
2014/15	95.40%	11.44%	To be determined

   METRIC:
      ✓ Annual School Attendance Rates/Chronic Attendance Rate, Health Office staffing, including nurses, Health Technicians and LVNs, Results from LCAP Survey

Identified Need

E. CELDT Annual
2012/13- Advanced/Early Advanced: 45%
2013/14- Advanced/Early Advanced: 49%
2014/15- Advanced/Early Advanced: 56.8%
        METRIC: California English Language Development Test Results
F. Reclassification Rate:
2012/13: 4.4%
2013/14: 9.4%
2014/15: 10.9%
        METRIC: District Reclassification Rate
G. 8th Grade Drop-Out Rate

2012/13	0%
2013/14	0%

        METRIC:
Annual drop-out rates, by District, schools and Subgroups

H. Suspension Rates

	District	African American	Foster Youth	Hispanic	White	2/ more races	SED	EL	Sped	Reclassified
2013/14	5.03%	13.86%	3.84%	40.51%	37.53%	4.69%	64.61%	8.10%	31.13%	8.53%

        METRIC:
        ✓ Annual District Suspension rate, by District, schools and Subgroups

I. Expulsion Rates

	District
2012/13	0%
2013/14	0%

        METRIC:
        ✓ RCOE Needs Assessment Tool

<table>
<tr><td rowspan="20">Identified Need</td><td colspan="2">J. Enrollment in Advancement Via Individual Determination (AVID) Courses and number of sections offered.</td></tr>
</table>

J. Enrollment in Advancement Via Individual Determination (AVID) Courses and number of sections offered.

2012/13- Baseline:	495
2013/14	503

Enrollment in Advancement Via Individual Determination (AVID) Excel program

2012/13- Baseline:	115
2013/14	127

METRIC:
- ✓ Enrollment in AVID or AVID Excel
- ✓ Grade level course offerings for AVID or AVID Excel
- ✓ Number of students enrolling in 9th grade AVID program (as students matriculate to high school)

K. Enrollment in elementary and middle school band/music programs

	Elementary Schools	Middle Schools
2014/15- Baseline	1,620	665

METRIC:
- ✓ Number of students enrolled in elementary and middle school band/music programs

L. Physical Fitness Test (PFT) % of students meet five or more fitness standards

2013/14	71.9%
2014/15	71.83%

METRIC:
- ✓ Physical Fitness Test (PFT) reported results

M. Develop and maintain a systematic behavior and social skills support system at school sites

	Elementary School Ratio	Middle School Ratio
2014/15	1:3,250	1:775

METRIC:
- ✓ Counselor staff

N. Student Interviews and Input
METRIC:
- ✓ Healthy Kids Survey results
- ✓ Student interviews with elementary and middle school students.

O. As a Transitional Kindergarten through Grade 8 District, no high school Advanced Placement exam or Early Assessment Program data is available.

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

GOAL #2: LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes

A. Fully implement California State Standard Units of Study in English Language Arts with support of collaborative coaches, as evidenced by Pacing Guide and lesson planning.
- ✔ Pilot Units of Study in Mathematics with support of collaborative coaches.
- ✔ Continue to develop support resources to be used with Units of Study for working with all students, including English Language Development Standards and addressing differentiation for Subgroups, as evidenced by developed resources.
- ✔ Continue to utilize Curriculum Coordinators and District Collaborative Coaches to lead and facilitate the development and pilot of the Units of Study, as evidenced by Curriculum Coordinator calendars/schedules.
- ✔ Continue to provide on-going staff development for administrative, certificated, and para- professional staff to support staff in the implementation of the Units of Study, as evidenced by list of professional development, agendas and sign-ins.

B. Continue to increase information/resources for parents/guardians regarding standards, instruction, and assessment opportunities will be provided in a various formats, including, online District website and electronic resources, as evidenced website, by flyers, agendas and sign in sheets.
- ✔ Continue to utilize a variety of methods to communicate with parents regarding student learning, as evidenced by phone messenger log, flyers, District website, and newsletters sent home.
- ✔ Upon availability in Student Information System, Illuminate, utilize Parent Student Information System mobile app for accessing information for student performance and progress, as evidenced by availability and access frequency logging onto Parent Portal.

Expected Annual Measurable Outcomes	**C.** No Academic Performance Index was calculated by the state in the 14-15 school year. The District will identify baseline/growth percentages of students scoring at the "Standard Met" level in English Language Arts and Mathematics as evidenced by the comparison of 2014-15 and 2015-16 Smarter Balanced Assessment Consortium (SBAC) results.
	✓ English Learner students will meet State Target for Annual Measureable Achievement Objective (AMAO) 1 and II A and B.
	✓ Maintain or increase by 1% the number of English learner students reclassified over the previous year.
	✓ Decrease gap between English Learners (EL) and general student population by 1% on state and district assessments, as measured by English Learner Reclassification rate:
	  ▪ 2012/13: 4.4%
	  ▪ 2013/14: 9.4%
	  ▪ 2014/15: 10.9%
	✓ Decrease gap between significant Subgroups (including English Learner, Low Income, Foster Youth, African American, Special Education, SED) and general student population as measured by pending 2014/15 results on SBAC Assessments.
	✓ Administer in grades K-8 pilot Units of Study Assessments in English Language Arts and Mathematics, as evidenced by administration and scoring of assessments.
	✓ Analyze Units of Study assessment results with 2014-2015 baseline results of Smarter Balance Assessment Consortium (SBAC) baseline results, as evidenced by grade level or department Professional Learning Community (PLC) summary notes.
	✓ Continue to provide parent friendly information regarding baseline Smarter Balanced Assessment Consortium (SBAC) results and other California Assessment of Student Performance and Progress (CAASPP) results, as evidenced by communication documents and parent feedback.
	D. Increase District Attendance rate to 96% as evidenced by District Attendance rate.
	✓ Maintain Health Office Staffing to help monitor and promote good attendance, as evidenced by staffing ratio at sites and student attendance rates.
	✓ Continue to monitor and treat attendance through parent notification, SART, and SARB Meetings, as measured by 1% decrease in Chronic Absenteeism Rate.
	✓ Continue to collaborate with law enforcement for excessive truancies and absences, as evidenced by log entrances into student information system.
	✓ Maintain or increase by one additional Community Liaison Position for parent outreach and home visits for attendance verification as measured by increased District Attendance Rate.
	✓ Maintain the prior year District grade eight middle school dropout rate.
	✓ Begin to use Student Tracker System to monitor student success as they matriculate to the high school/college setting.
	
	E. As a Transitional Kindergarten –Grade Eight District, no High School dropout rate or graduation rate can be calculated.

Expected Annual Measurable Outcomes

F. Maintain or decrease the District suspension rate and utilize a system for monitoring suspension rate by Subgroups.
- ✓ As a Transitional Kindergarten –Grade Eight District, no High School Suspension rate can be calculated.

G. Maintain the District annual expulsion rate.
- ✓ As a Transitional Kindergarten –Grade Eight District, no High School Suspension rate can be calculated.

H. Explore expanding the AVID program to include elementary AVID as evidenced by an implementation plan and meeting agendas.

I. As a Transitional Kindergarten –Grade Eight District, no High School A-G course enrollment rate can be calculated.
- ✓ Compare local and state data for students enrolled District Music Program to determine how music students perform academically in core subjects
- ✓ Monitor data for students enrolled District Music Program how music students perform academically in core subjects.

J. Maintain or increase the percentage of students meeting six areas of the Physical Fitness Test by 1%.

K. Refine tiers of behavior intervention to be implemented at school sites.
- ✓ Maintain or increase the number of counselors and/or support personnel assigned to elementary and middle schools, as evidenced by list of counselors and/or support staff assigned to schools/ programs.

L. Implement Plan for Healthy Kids Survey (School Climate and Resilience and Youth Development Modules) based on survey results.
- ✓ Continue to train a feeder middle school in Social Skills Program(s).

M. As a Transitional Kindergarten through Grade 8 District, no high school Advanced Placement exam or Early Assessment Program data is available.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Collaborative Coaches **2.1** Expand the number of full time collaborative coach at each elementary site as funding permits. Currently staffed with six elementary coaches, two middle school coaches, and one STEM coach. **2.2** Provide professional development for coaching staff. **2.3** Provide two teacher release days with coach support for all elementary teachers and ELA/ Math middle school teachers.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.1** Cost: $892,045 Funding Source: LCFF/Title I **2.2** Cost: $10,000 Funding Source: Discretionary Fund **2.3** Cost: $95,200 Funding Source: Discretionary Fund

Implementation of English Language Arts Standards (ELA): **2.4** Under the direction of Curriculum Coordinators and with the support of coaching staff, continue refining units of study for ELA in grades TK-8 including a focus on Subgroups of English Learners, Low Income and Foster Youth. **2.5** Research, identify, and purchase California Standards aligned textbooks, resources manipulatives, and materials, including California State Board of Education approved materials, as needed. **2.6** Provide consultant training for development of ELA Units of Study. **2.7** Schedule 20 sessions of afterschool training for current ELA initiatives.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.4** Cost: $100,000 Note: includes sub cost and teacher extra duty Funding Source: Discretionary Fund **2.5** Cost: $250,000 Funding Source: Textbook/Lottery **2.6** Cost: $6,000 Funding Source: Discretionary Fund **2.7** Cost: $26,000 Funding Source: Discretionary Fund
Math: **2.8** Under the direction of Curriculum Coordinator and with the support of coaching staff continue writing / refining units of study for mathematics in grades TK-8 including a focus on Subgroups of English Learners, Low Income and Foster Youth. **2.9** Research, identify, and purchase California Standards aligned textbooks, resources manipulatives, and materials, including California State Board of Education approved materials, as needed. **2.10** Provide Context For Learning Training for coaches to support all teachers with consultant, Cathy Fosnot. **2.11** Provide Context For Learning After School training for grades 1-6. **2.12** Provide elementary release days to support Context For Learning Training.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.8** Cost: $100,000 Funding Source: Discretionary Fund **2.9** Cost: $250,000 Funding Source: Textbook/Lottery **2.10** Cost: $4,950 Funding Source: Discretionary Fund **2.11** Cost: $36,650 Funding Source: Discretionary Fund **2.12** Cost: $32,600 Funding Source: Discretionary Fund
History Social Science: **2.13** Under the direction of ELA Curriculum Coordinator, develop grades 6-8 History Social Science Units of Study aligned to California Standards including a focus on Subgroups of English Learners, Low Income and Foster Youth.	Middle Schools	_X _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.14** Cost: $5,600 Funding Source: Discretionary Fund

Next Generation Science Standards (NGSS): **2.15** Contract with Riverside County Office of Education for two days of professional development training on District Staff Development Days for single subject middle school science teachers to receive training and support in the implementation of the Next Generation Science Standards (NGSS). **2.16** Working with middle school science teachers and using NGSS implementation Plan and Timeline for Next Generation Science Standards (NGSS), provide days and time to create NGSS Units of Study.	LEA	_X _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.15** Cost: $2,000 Funding Source: Title II **2.16** Cost: $16,000 Funding Source: Title II/Discretionary Fund
STEM: **2.17** Continue to develop, support and implement Science Technology Engineering and Mathematics (STEM) Program cost to include materials, such as Defined Stem, sub release days, extra duty, and conference attendance. **2.18** Transition from tradition Science Fair to STEM Expo at sites and District wide.	LEA	_X _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.17** Cost: $25,000 Funding Source: Discretionary Fund **2.18** Cost: $4,000 Funding Source: Discretionary Fund/Title II
Provide Resources to support implementation of California Standards **2.19** Continue to utilize Haiku, a learning management system, for organizing and posting online Units of Study materials and resources. **2.20** For elementary schools with an enrollment of 750 students, hire one assistant principal. **2.21** For middle schools with an enrollment of 1,250 hire an additional assistant Principal. **2.22** For Grade Span Adjustment, continue to maintain Transitional Kindergarten- Grade 3 elementary class sizes at 27:1. **2.23** Curriculum Committee (C2) meetings to solicit input and provide reflection/ feedback for Units of study.	LEA	__X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.19** Cost: $5,009 Funding Source: LCFF **2.20** Cost: addressed as needed **2.21** Cost: addressed as needed **2.22** No additional cost at this time **2.23** Cost: $6,400 Funding Source: LCFF

	LEA		
Technology: 2.24 Implement Technology Strategic Plan. 2.25 Provide 1:1 Chrome Books in grades 6,7,8 and identify and provide grade span distribution of Chrome Books in grades 2,3,4, and 5. 2.26 Identify and provide tablet devices in grades Preschool, TK and 1. 2.27 Identify and purchase web-based resources/software. 2.28 Teachers, administrators and staff attend Ed Tech Team Technology Conference Summer of 2015. 2.29 Provide staff development in the area of technology utilizing district teacher leaders and staff. 2.30 Provide opportunities for teachers and administration to participate in the Leading Edge Program.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	2.24 No additional cost at this time 2.25 Cost: $1.67 million Funding Source: Discretionary Fund 2.26 Cost: $100,000 Funding Source: Discretionary Fund 2.27 Cost: $100,000 Funding Source: LCFF 2.28 Cost: $35,000 Funding Source: Discretionary Funds 2.29 Cost: $10,000 Funding Source: LCFF 2.30 Cost: $30,000 Funding Source: LCFF
Increase parent access to information and participation: 2.31 Continue to identify and implement enhancements to our district website with a focus on tools and resources for parents to help their students. 2.32 Continue to use electronic surveys such as Survey Monkey and Google Docs to gather parent input. 2.33 Continue to boost community liaison's face to face contact with the parents of English Learner, immigrant, foster youth, and homeless students. 2.34 Investigate most efficient ways to train staff and parents on mobile app for Parent/Student Information System, Illuminate.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	2.31 No additional cost at this time 2.32 Cost: $300 Funding Source: Lottery 2.33 No additional cost at this time 2.34 No additional cost at this time
Increase college and career monitoring methods: 2.35 Utilize Data Management System to monitor and analyze student academic data (EADMS). 2.36 Begin to utilize/ analyze Riverside County Student Tracker System to conduct longitudinal analysis of Menifee Union School District students completing high school and entering and graduating from college. 2.37 Explore and identify a plan regarding opportunities for students to take the PSAT 8 during the school year.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	2.35 No additional cost at this time 2.36 No additional cost at this time 2.37 No additional cost at this time

Increase system for monitoring student attendance: **2.38** Evaluate and continue implementing most effective researched-based methods of increasing student attendance and decreasing truancy rate. **2.39** Evaluate and continue implementing most effective researched-based methods of decreasing student drop outs. **2.40** Maintain classified health tech and LVN staffing to help monitor and promote good attendance. **2.41** Monitor attendance of all students, including Subgroups.	LEA	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.38** No additional cost at this time **2.39** No additional cost at this time **2.40** Cost: $456,082 Funding Source: LCFF **2.41** No additional cost at this time
Develop positive behavior and support system (PBIS): **2.42** Contract for an effective research-based 3 year program/services to fully implement PBIS and analyze data to create a plan for each site. **2.43** Support and train staff in Positive Behavior Intervention Support (PBIS) and analyze data to create a plan for each school site.	LEA	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.42** Cost: $91,700 Funding Source: LCFF **2.43** No additional cost at this time
Collect and analyze survey results to determine best ways to increase student engagement: **2.44** Implement plan for Healthy Kids Survey (School Climate and Resilience and Youth Development Modules) based on survey results. **2.45** Investigate and pilot the use of Boys Town Social Skills Program for at least one feeder middle school using counselors and psychologist to provide the training.	LEA	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.44** No additional cost at this time **2.45** No additional cost at this time
Collect, analyze and develop parent staff development: **2.46** Increase by 1% the percentage of parents responding favorably in reference to parent-school relationships. **2.47** Increase the locations and opportunities for parents to attend district-level parent education classes.	LEA	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.46** No additional cost at this time **2.47** No additional cost at this time

For all Subgroups: **2.48** Contract and utilize electronic systems to collect, analyze, monitor and plan for services to Subgroups. **2.49** Ongoing contract with Key Data Systems for researching, collecting, monitoring, and creating reports, data and surveys to support growth of all Subgroups using EADMS. **2.50** Utilize District Student Information System, Illuminate, to collect, monitor, and analyze student data and Subgroups. **2.51** Utilize existing resources as a Universal Screening Assessment. **2.52** Investigate use of Intervention Specialists district-wide and staff intervention specialist positions at all three middle school sites in 15/16. **2.53** Identify intervention material(s) such as Mindplay for working with at-risk students.	LEA	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups: Special Education, African American	**2.48** Cost: $33,467 Funding Source: Title II **2.49** Cost: $27,500 Funding Source: LCFF **2.50** Cost: $54,000 Funding Source: LCFF **2.51** No additional cost at this time **2.52** Cost: $200,000 Funding Source: LCFF **2.53** Cost: $100,000 Funding Source: LCFF
For Low Income students: **2.54** Provide Study Island Online Resources (Edmentum) for extra practice and support. **2.55** Increase AVID Tutor support from 3.5 to 7.0 hours, two days per week. **2.56** Continue to maintain contract with Riverside County Office of Education for Advancement Via Individual Determination (AVID) Program. **2.57** Implement expansion of AVID Program for include grade 6. **2.58** Continue to train all teachers in AVID Strategies/ Program. **2.59** Continue to collect achievement, attendance, and behavior data from AVID program enrollees. **2.60** Investigate utilizing AVID Elementary Program at four elementary schools in the district in the 15-16 school. **2.61** Provide Renaissance and Accelerated Reader Reading program to enhance opportunities for reading at home and at school.	LEA	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.54** Cost: $38,000 Funding Source: Lottery **2.55** Cost: $7,091 Funding Source: LCFF **2.56** Cost: $6,000 Funding Source: LCFF **2.57** Cost: $3,000 Funding Source: LCFF **2.58** No additional cost at this time **2.59** No additional cost at this time **2.60** No additional cost at this time **2.61** Cost: $80,000 Funding Source: LCFF

For English Learners: **2.62** Provide ELD Standards training on 2012 ELD Standards with one teacher representative per site and district coaches in attendance. **2.63** Advancement Via Individual Determination (AVID) Excel contract at all middle schools. **2.64** Provide two days for AVID Excel teachers to meet with a focus on Long Term English Learners. **2.65** Continue to offer English as a Second Language (ESL) courses in the District for parents. **2.66** Continue to provide online Learning A-Z Raz Kids TK – 5 Program for students to practice fluency reading at home. **2.67** Provide Summer Bridge AVID Excel Extended Year opportunities for Long Term English Learners. **2.68** Continue to monitor progress of re-designated students. **2.69** Maintain AVID Excel Tutor support, 3.5 hours two days per week X 3 middle schools.	LEA	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.62** Cost: $8,000 Funding Source: LCFF **2.63** Cost: $15,000 Funding Source: LCFF **2.64** Cost: $1,680 Funding Source: LCFF **2.65** No additional cost at this time **2.66** Cost: $23,000 Funding Source: Lottery **2.67** Cost: $18,000 Funding Source: LCFF/Title III **2.68** No additional cost at this time **2.69** No additional cost at this time
For African American students: **2.70** Provide one to two mini conferences for African American students and families using the *Preparing our African American Youth for College and Career*.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups	**2.70** Cost: Listed under Goal 3
For Hispanic students: **2.71** Investigate ways to meaningful engage Hispanic students and their families in order to close the achievement gap. Research: America's Hispanic Children, Gaining Ground, Looking forward, 2014.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Hispanic Students	**2.71** No additional cost at this time

	LEA		
For Foster Youth students: **2.72** Convene regular meetings of the Foster Forum to meet with foster providers in our district as an ongoing communication and action team. **2.73** Provide 1:1 devices for all foster youth students to have access to intervention program and as a learning tool. **2.74** Investigate and purchase *Mindplay* program for use with all foster youth students.	LEA	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.72** No additional cost at this time **2.73** Cost: $30,000 Funding Source: Discretionary Fund **2.74** Cost: $8,000 Funding Source: LCFF
For Special Education students: **2.75** Provide additional academic assessment and support for Special Education students who have not made adequate progress. **2.76** Create two Special Education Teacher on Special Assignment (TOSA) positions. **2.77** Increase Speech Therapists by .6 position. **2.78** Continue to coordinate the systems of SEIS, student information system, and the student data management system for monitoring academic achievement/progress. **2.79** Provide training and support for purchased appropriate resources, textbooks, program(s) for Moderate/Severe populations. **2.80** Conduct Special Education Study.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: GATE Students	**2.75** No additional cost at this time **2.76** Cost: $197,000 Funding Source: LCFF **2.77** Cost: $56,076 Funding Source: LCFF **2.78** No additional cost at this time **2.79** Cost: $20,000 Funding Source: LCFF/Lottery **2.80** Cost: $24,000 Funding Source: LCFF
For GATE students: **2.81** Continue to explore and purchase appropriate resources and materials for Gifted and Talented Education (GATE) students. Will purchase in 15/16.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: GATE Students	**2.81** Cost: $5,000 Funding Source: Discretionary Fund

	GOAL #2: LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes	**A.** Fully implement California State Standard Units of Study in English Language Arts with support of collaborative coaches, as evidenced by Pacing Guide and lesson planning.
	  ✓ Refine Units of Study in Mathematics with support of collaborative coaches.
	  ✓ Continue to develop support resources to be used with Units of Study for working with all students, including English Language Development Standards and addressing differentiation for Subgroups, as evidenced by developed resources.
	  ✓ Continue to utilize Curriculum Coordinators to lead and facilitate the development and pilot of the Units of Study, as evidenced by Curriculum Coordinator calendars/schedules.
	  ✓ Continue to utilize district collaborative coaches to support and coach in the development and implementation of the Units of Study, as evidenced by Curriculum Coordinator calendars/schedules.
	  ✓ Continue to provide on-going staff development for administrative, certificated, and para- professional staff to support staff in the implementation of the Units of Study, as evidenced by list of professional development, agendas and sign-ins.
	B. Continue to increase information/resources for parents/guardians regarding standards, instruction, and assessment opportunities will be provided in a various formats, including, online District website and electronic resources, as evidenced website, by flyers, agendas and sign ins.
	  ✓ Deploy a variety of methods to communicate with parents regarding student learning, as evidenced by phone messenger log, flyers, District website, and newsletters sent home.
	
	  ✓ Upon availability in Student Information System, Illuminate, utilize Parent Student Information System mobile app for accessing information for student performance and progress, as evidenced by availability and access frequency logging onto Parent Portal.

Expected Annual Measurable Outcomes	**C.** Use baseline data, the percentage of students by subgroup scoring at the Standard Met or Standard Exceeded levels in English Language Arts and Mathematics as measured using SBAC results, as evidenced by 2015-16 Smarter Balanced Assessment Consortium (SBAC) results. ✓ English Learner students will meet State Target for Annual Measureable Achievement Objective (AMAO) 1 and II A. ✓ Increase by 1% the percent of English learner students reclassified over the previous year. ✓ Gap between English Learners (EL) and general student population will decrease by 1% on state and district assessments, as measured by English Learner Reclassification rate of 10.9%. ✓ Administer in grades K-8 pilot Units of Study Assessments in English Language Arts and Mathematics, as evidenced by administration and scoring of assessments. ✓ Analyze Units of Study assessment results with 2014-2015 baseline results of Smarter Balance Assessment Consortium (SBAC) baseline results, as evidenced by grade level or department Professional Learning Community (PLC) summary notes. ✓ Continue to provide parent friendly information regarding baseline Smarter Balanced Assessment Consortium (SBAC) results and other California Assessment of Student Performance and Progress (CAASPP) results, as evidenced by communication documents and parent feedback. **D.** Increase or maintain to 96% attendance rate as evidenced by 95.6% 2014/15 attendance rate. ✓ Decrease by 1 % the Chronic Absenteeism Rate in the District, based on the prior year rate. ✓ Maintain Health Tech Staffing to help monitor and promote good attendance, as evidenced by staffing ratio at sites and student attendance rates. ✓ Continue to monitor and treat attendance through parent notification, and SART, and SARB Meetings, as measured by decrease in Chronic Absenteeism Rate. ✓ Continue to collaborate with law enforcement for excessive truancies and absences, as evidenced by log entrances into student information system. ✓ Maintain or increase by one additional Community Liaison Position for parent outreach and home visits for attendance verification as measured by increased District Attendance Rate. ✓ Maintain the prior year District grade eight middle school dropout rate. ✓ Begin to use Student Tracker System to monitor student success as they matriculate to the high school/college setting. **E.** As a Transitional Kindergarten –Grade Eight District, no High School dropout rate or graduation rate can be calculated. **F.** Maintain or decrease the District suspension rate and implement a system for monitoring suspension rate by Subgroups. ✓ As a Transitional Kindergarten –Grade Eight District, no High School Suspension rate can be calculated. **G.** Maintain District Annual Expulsion Rate by 0%. ✓ As a Transitional Kindergarten –Grade Eight District, no High School Suspension rate can be calculated. **H.** Implement plan to expand the AVID program to include elementary AVID as evidenced by an implementation plan and meeting agendas.

Expected Annual Measurable Outcomes	**I.** As a Transitional Kindergarten –Grade Eight District, no High School A-G course enrollment rate can be calculated.
	  ✓ Compare local and state data for students enrolled District Music Program to determine how music students perform academically in core subjects
	  ✓ Monitor data for students enrolled District Music Program how music students perform academically in core subjects.
	J. Maintain or increase the percentage of students meeting six areas of the Physical Fitness Test by 1%.
	K. Refine tiers of behavior intervention to be implemented at school sites.
	  ✓ Maintain or increase the number of counselors and/or support personnel assigned to elementary and middle schools, as evidenced by list of counselors and/or support staff assigned to schools/ programs.
	L. Continue to plan for Healthy Kids Survey (School Climate and Resilience and Youth Development Modules) based on survey results.
	  ✓ Continue to train a feeder middle school in the Boys Town Social Skills Program.
	M. As a Transitional Kindergarten through Grade 8 District, no high school Advanced Placement exam or Early Assessment Program data is available.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Collaborative Coaches:
2.1a Continue to expand the number of full time collaborative coach at each elementary site as funding permits.
2.2a Provide professional development for coaching staff.
 	
2.3a Provide two teacher release days with coach support for all elementary teachers and ELA/ Math middle school teachers.
	LEA	_x_ALL
		OR:
		__Low Income pupils
		__English Learners
		__Foster Youth
		__Redesignated fluent English proficient
		__Other Subgroups
			2.1a Cost: $892,045
			    Funding Source: LCFF/Title I
			
			2.2a Cost: $10,000
			    Funding Source: Discretionary Fund
			2.3a Cost: $95,200
			    Funding Source: Discretionary Fund

	LEA	x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	
Implementation of English Language Arts Standards (ELA):	LEA	x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	
2.4a Under the direction of Curriculum Coordinators and with the support of coaching staff, continue refining units of study for ELA in grades TK-8 including a focus on Subgroups of English Learners, Low Income and Foster Youth.			**2.4a** Cost: $100,000 Funding Source: Discretionary Fund
2.5a Research, identify, and purchase California Standards aligned textbooks, resources manipulatives, and materials, including California State Board of Education approved materials, as needed.			**2.5a** Cost: $250,000 Funding Source: Textbook/Lottery
2.6a Provide consultant training for development of ELA Units of Study.			**2.6a** Cost: $6,000 Funding Source: Discretionary Fund
2.7a Schedule 20 sessions of afterschool training for current ELA initiatives.			**2.7a** Cost: $26,000 Funding Source: Discretionary Fund
Math:	LEA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	
2.8a Under the direction of Curriculum Coordinator and with the support of coaching staff continue writing / refining units of study for mathematics in grades TK-8 including a focus on Subgroups of English Learners, Low Income and Foster Youth.			**2.8a** Cost: $100,000 Funding Source: Discretionary Fund
2.9a Research, identify, and purchase California Standards aligned textbooks, resources manipulatives, and materials, including California State Board of Education approved materials, as needed.			**2.9a** Cost: $250,000 Funding Source: Textbook/Lottery Fund
2.10a Provide Context For Learning Training for coaches to support all teachers with consultant, Cathy Fosnot.			**2.10a** Cost: $4,950 Funding Source: Discretionary Fund
2.11a Provide Context For Learning Training After School training for grades 1-6.			**2.11a** Cost: $36,650 Funding Source: Discretionary Fund
2.12a Provide after school training to support mathematics.			**2.12a** Cost: $32,600 Funding Source: Discretionary Fund
History Social Science:	Middle Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	
2.13a Under the direction of ELA Curriculum Coordinator, develop grades 6-8 History Social Science Units of Study aligned to California Standards including a focus on Subgroups of English Learners, Low Income and Foster Youth.			**2.13a** Cost: $5,600 Funding Source: Discretionary Fund

Next Generation Science Standards (NGSS): **2.14a** Contract with Riverside County Office of Education for two days of professional development training on District Staff Development Days for single subject middle school science teachers to receive training and support in the implementation of the Next Generation Science Standards (NGSS). **2.15a** Working with middle school science teachers and using NGSS implementation Plan and Timeline for Next Generation Science Standards (NGSS), provide days and time to continue to create NGSS Units of Study.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.14a** Cost: $2,000 Funding Source: Title II **2.15a** Cost: $16,000 Funding Source: Title II/Discretionary Fund
STEM: **2.16a** Continue to develop, support and implement Science Technology Engineering and Mathematics (STEM) Program Cost: to include materials, such as Defined Stem, sub release days, extra duty, and conference attendance.	LEA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.16a** Cost: $25,000 Funding Source: Discretionary Fund
Provide Resources to support implementation of California Standards: **2.17a** Continue to utilize Haiku, a learning management system, for organizing and posting online Units of Study materials and resources. **2.18a** For elementary schools with an enrollment of 750 students, hire one assistant principal. **2.19a** For middle schools with an enrollment of 1,250 hire an additional assistant Principal. **2.20a** For Grade Span Adjustment, continue to maintain Transitional Kindergarten- Grade 3 elementary class sizes at 26:1 **2.21a** Curriculum Committee (C2) meetings to solicit input and provide reflection/ feedback for Units of study.	LEA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.17a** Cost: $5,009 Funding Source: LCFF **2.18a** Cost: addressed as needed **2.19a** Cost: addressed as needed **2.20a** Cost: $695,961 Funding Source: LCFF **2.21a** Cost: $6,400 Funding Source: LCFF

Technology:
2.22a Continue to implement Technology Strategic Plan.
2.23a Provide 1:1 Chrome Books in grades 2-5.
 	
2.24a Continue to identify and provide tablet devices in grades Preschool, TK and 1.
2.25a Continue to identify and provide tables and other devices in grades TK, 1 and 2.
2.26a Teachers, administrators and staff attend Ed Tech Team Technology Conference Summer of 2015.
2.27a Provide staff development in the area of technology utilizing district teacher leaders and staff.
2.28a Provide opportunities for teachers and administration to participate in the Leading Edge Program.
	LEA	_X_ALL
		
		OR:
		__Low Income pupils
		__English Learners
		__Foster Youth
		__Redesignated fluent English proficient
		__Other Subgroups
			2.22a No additional cost at this time
			2.23a Cost: $1.64 million
			         Funding Source: Discretionary Fund
			2.24a Cost: $104,000
			         Funding Source: Discretionary Fund
			2.25a Cost: $100,000
			         Funding Source: LCFF
			2.26a Cost: $35,000
			         Funding Source: Discretionary Funds
			2.27a Cost: $10,000
			         Funding Source: LCFF
			2.28a Cost: $30,000
			         Funding Source: LCFF

Increase parent access to information and participation: **2.29a** Continue to identify and implement enhancements to our district website with a focus on tools and resources for parents to help their students. **2.30a** Continue to use electronic surveys such as Survey Monkey and Google Docs to gather parent input. **2.31a** Continue to boost community liaison's face to face contact with the parents of English Learner, immigrant, foster youth, and homeless students. **2.32a** Utilize mobile app for Parent/Student Information System, Illuminate.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.29a** No additional cost at this time **2.30a** Cost: $300 Funding Source: Lottery **2.31a** No additional cost at this time **2.32a** No additional cost at this time
Increase college and career monitoring methods: **2.33a** Utilize Data Management System to monitor and analyze student academic data, EADMS. **2.34a** Continue to utilize/ analyze Riverside County Student Tracker System to conduct longitudinal analysis of Menifee Union School District students completing high school and entering and graduating from college.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.33a** **1.32a** No additional cost at this time **2.34a** **1.33a** No additional cost at this time

Increase system for monitoring student attendance: **2.35a** Evaluate and continue implementing most effective researched-based methods of increasing student attendance and decreasing truancy rate. **2.36a** Evaluate and continue implementing most effective researched-based methods of decreasing student drop outs. **2.37a** Maintain classified health tech and LVN staffing to help monitor and promote good attendance. **2.38a** Monitor attendance of all students, including Subgroups.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.35a** No additional cost at this time **2.36a** No additional cost at this time **2.37a** Cost: $456,082 Funding Source: LCFF **2.38a** No additional cost at this time
Develop positive behavior and support system (PBIS): **2.39a** Evaluate and continue to implement most effective researched-based methods of decreasing student suspension rates and increasing student learning opportunities. **2.40a** Support and train staff in Positive Behavior Intervention Support (PBIS) and analyze data and monitor plans for each school site.	LEA	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.39a** Cost: $91,700 Funding Source: LCFF **2.40a** Cost: included in above #1
Collect and analyze survey results to determine best ways to increase student engagement: **2.41a** Continue to implement plan for Healthy Kids Survey (School Climate and Resilience and Youth Development Modules) based on survey results. **2.42a** Analyze the use of Boys Town Social Skills Program for at least one feeder middle school using counselors and psychologist to provide the training.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.41a** No additional cost at this time **2.42a** No additional cost at this time
Collect, analyze and develop parent staff development: **2.43a** Increase by 1% the percentage of parents responding favorably in reference to parent-school relationships. **2.44a** Increase the locations and opportunities for parents to attend district-level parent education classes.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.43a** No additional cost at this time **2.44a** No additional cost at this time

For all Subgroups: **2.45a** Contract and utilize electronic systems to collect, analyze, monitor and plan for services to Subgroups utilizing EADMS. **2.46a** Ongoing contract with Key Data Systems for researching, collecting, monitoring, and creating reports, data and surveys to support growth of all Subgroups. **2.47a** Utilize District Student Information System to collect, monitor, and analyze student data and Subgroups. **2.48a** Utilize existing resources as a Universal Screening Assessment. **2.49a** Continue use of Intervention Specialists district-wide and staff intervention specialist positions at all three middle school sites in 15/16. **2.50a** Continue to identify intervention material(s) such as Mindplay for working with at-risk students.	LEA	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups: Special Education, African American	**2.45a** Cost: $33,467 Funding Source: Title II **2.46a** Cost: $27,500 Funding Source: LCFF **2.47a** Cost: $54,000 Funding Source: LCFF **2.48a** No additional cost at this time **2.49a** Cost: $200,000 Funding Source: LCFF **2.50a** Cost: $200,000 Funding Source: Discretionary Fund/Lottery
For Low Income students: **2.51a** Continue to provide Study Island Online Resources (Edmentum) for extra practice and support. **2.52a** Continue AVID Tutor support of 7.0 hours, two days per week. **2.53a** Continue to maintain contract with Riverside County Office of Education for Advancement Via Individual Determination (AVID) Program. **2.54a** Continue to offer AVID Program for in grades 6, 7 and 8. **2.55a** Continue to train all teachers in AVID Strategies/ Program. **2.56a** Continue to collect achievement, attendance, and behavior data from AVID program enrollees. **2.57a** Implement AVID Elementary Program at four elementary schools in the District. **2.58a** Provide Renaissance and Accelerated Reader Reading program to enhance opportunities for reading at home and at school.	LEA	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.51a** Cost: $38,000 Funding Source: Lottery **2.52a** Cost: $7,091 Funding Source: LCFF **2.53a** Cost: $6,000 Funding Source: LCFF **2.54a** Cost: $3,000 Funding Source: LCFF **2.55a** No additional cost at this time **2.56a** No additional cost at this time **2.57a** Cost: $100,000 Funding Source: LCFF **2.58a** Cost: $80,000 Funding Source: LCFF

For English Learners: **2.59a** Continue to Provide ELD Standards training on 2012 ELD Standards with one teacher representative per site and district coaches in attendance. **2.60a** Continue to offer Advancement Via Individual Determination (AVID) Excel at all middle schools (contract). **2.61a** Continue to provide two days for AVID Excel teachers to meet with a focus on Long Term English Learners. **2.62a** Continue to offer English as a Second Language (ESL) courses in the District for parents. **2.63a** Continue to provide online Learning A-Z Raz Kids TK – 5 Program for students to practice fluency reading at home. **2.64a** Continue to provide Summer Bridge AVID Excel Extended Year opportunities for Long Term English Learners. **2.65a** Continue to monitor progress of re-designated students. **2.66a** Maintain AVID Excel Tutor support 3.5 hours two days per week to all three middle schools.	LEA	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups	**2.59a** Cost: $8,000 Funding Source: LCFF **2.60a** Cost: $15,000 Funding Source: LCFF **2.61a** Cost: $1,680 Funding Source: LCFF **2.62a** No additional cost at this time **2.63a** Cost: $23,000 Funding Source: Lottery **2.64a** Cost: $18,000 Funding Source: LCFF/Title III **2.65a** No additional cost at this time **2.66a** No additional cost at this time
For African American students: **2.67a** Continue to provide two mini conferences for African American students using the *Preparing our African American Youth for College and Career*.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroup African American	**2.67a** Cost: Listed under Goal 3
For Hispanic students: **2.68a** Establish a Hispanic parent network.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Hispanic Students	**2.68a** No additional cost at this time

For Foster Youth students: **2.69a** Continue to convene regular meetings of the Foster Forum to meet with foster providers in our district as an ongoing communication and action team. **2.70a** Continue to provide 1:1 devices for all foster youth students to have access to intervention program and as a learning tool. **2.71a** Continue to use *Mindplay* program all foster youth students.	LEA	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.69a** No additional cost at this time **2.70a** Cost: $30,000 Funding Source: Discretionary Fund **2.71a** Cost: $8,000 Funding Source: LCFF
For Special Education students: **2.72a** Continue to provide additional academic assessment and support for Special Education students who have not made adequate progress. **2.73a** Continue to utilize Special Education Teacher on Special Assignment (TOSA) positions. **2.74a** Continue to support students receiving speech services. **2.75a** Continue to coordinate the systems of SEIS, student information system, and the student data management system for monitoring academic achievement/progress. **2.76a** Provide training and support for purchased appropriate resources, textbooks, program(s) for Moderate/Severe populations. **2 .77a** Utilize Special Education study results to determine additional services.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Special Education Students	**2.72a** No additional cost at this time **2.73a** Cost: $197,000 Funding Source: LCFF **2.74a** Cost: $47,076 Funding Source: LCFF **2.75a** No additional cost at this time **2.76a** Cost: $20,000 Funding Source: LCFF/Lottery **2 .77a** Cost: $24,000 Funding Source: LCFF
For GATE students: **2.79a** Continue to explore and purchase appropriate resources and materials for Gifted and Talented Education (GATE) students. Will purchase in 15/16.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: GATE Students	**2.79a** **1.77a** Cost: $5,000 Funding Source: Discretionary Fund

GOAL #2: LCAP Year 3: 2017-18

<table>
<tr>
<td rowspan="3">Expected Annual Measurable Outcomes</td>
<td>A.</td>
<td>Fully implement California State Standard Units of Study in English Language Arts and Math with support of collaborative coaches, as evidenced by Pacing Guide and lesson planning.

✓ Continue to utilize support resources to be used with Units of Study for working with all students, including English Language Development Standards and addressing differentiation for Subgroups, as evidenced by developed resources.
✓ Continue to utilize Curriculum Coordinators to lead and facilitate the development and pilot of the Units of Study, as evidenced by Curriculum Coordinator calendars/schedules.
✓ Continue to utilize district collaborative coaches to support and coach in the development and implementation of the Units of Study, as evidenced by Curriculum Coordinator calendars/schedules.
✓ Continue to provide on-going staff development for administrative, certificated, and para- professional staff to support staff in the implementation of the Units of Study, as evidenced by list of professional development, agendas and sign-ins.

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<td>B.</td>
<td>Continue to increase information/resources for parents/guardians regarding standards, instruction, and assessment opportunities will be provided in a various formats, including, online District website and electronic resources, as evidenced website, by flyers, agendas and sign ins.

✓ Deploy a variety of methods to communicate with parents regarding student learning, as evidenced by phone messenger log, flyers, District website, and newsletters sent home.
✓ Upon availability in Student Information System, Illuminate, utilize Parent Student Information System mobile app for accessing information for student performance and progress, as evidenced by availability and access frequency logging onto Parent Portal.

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<td>C.</td>
<td>Maintain or increase the percentage of students scoring at the meet or excel standard level in English Language Arts and Mathematics as measured using SBAC results, as evidenced by 2015-16 Smarter Balanced Assessment Consortium (SBAC) results.

✓ English Learner students will meet State Target for Annual Measureable Achievement Objective (AMAO) 1 and II A.
✓ Maintain or increase by 1% the percent of English learner students reclassified over the previous year.
✓ Gap between English Learners (EL) and general student population will decrease by 1% on state and district assessments, as measured by English Learner Reclassification rate of 10.9%.
✓ Identify gap between Special Education students and general student population as measured by 2014/15 results on SBAC Assessments.
✓ Identify gap between Low Income (LI) and general student population as measured by 2014/15 results on SBAC Assessments.
✓ Administer in grades K-8 pilot Units of Study Assessments in English Language Arts and Mathematics, as evidenced by administration and scoring of assessments.

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<td rowspan="2">Expected Annual Measurable Outcomes</td>
<td>

✓ Analyze Units of Study assessment results with 2014-2015 baseline results of Smarter Balance Assessment Consortium (SBAC) baseline results, as evidenced by grade level or department Professional Learning Community (PLC) summary notes.

✓ Continue to provide parent friendly information regarding baseline Smarter Balanced Assessment Consortium (SBAC) results and other California Assessment of Student Performance and Progress (CAASPP) results, as evidenced by communication documents and parent feedback.

D. Maintain or increase 96% attendance rate as evidenced by prior year attendance rate.

    ✓ Decrease by 1 % the Chronic Absenteeism Rate in the District, based on the prior year rate.

    ✓ Maintain Health Tech Staffing to help monitor and promote good attendance, as evidenced by staffing ratio at sites and student attendance rates.

    ✓ Continue to monitor and treat attendance through parent notification, and SART, and SARB Meetings, as measured by decrease in Chronic Absenteeism Rate.

    ✓ Continue to collaborate with law enforcement for excessive truancies and absences, as evidenced by log entrances into student information system.

    ✓ Maintain or increase by one additional Community Liaison Position for parent outreach and home visits for attendance verification as measured by increased District Attendance Rate.

    ✓ Maintain the prior year District grade eight middle school dropout rate.

    ✓ Begin to use Student Tracker System to monitor student success as they matriculate to the high school/college setting.

E. As a Transitional Kindergarten –Grade Eight District, no High School dropout rate or graduation rate can be calculated.

F. Maintain or decrease the District suspension rate and implement a system for monitoring suspension rate by Subgroups.

    ✓ As a Transitional Kindergarten –Grade Eight District, no High School Suspension rate can be calculated.

G. Maintain the District Annual Expulsion Rate of 0.1%.

    ✓ As a Transitional Kindergarten –Grade Eight District, no High School Suspension rate can be calculated.

H. Implement plan for the AVID program to include elementary AVID as evidenced by an implementation plan and meeting agendas.

I. As a Transitional Kindergarten –Grade Eight District, no High School A-G course enrollment rate can be calculated.

    ✓ Compare local and state data for students enrolled District Music Program to determine how music students perform academically in core subjects

    ✓ Monitor data for students enrolled District Music Program how music students perform academically in core subjects.

J. Maintain or increase by 1% the percentage of students meeting six areas of the Physical Fitness Test.

K. Refine tiers of behavior intervention to be implemented at school sites.

    ✓ Maintain or increase the number of counselors and/or support personnel assigned to elementary and middle schools, as evidenced by list of counselors and/or support staff assigned to schools/ programs.

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L.	Continue to implement plan for Healthy Kids Survey (School Climate and Resilience and Youth Development Modules) based on survey results.
	✓ Continue to train a feeder middle school in the Boys Town Social Skills Program.
M.	As a Transitional Kindergarten through Grade 8 District, no high school Advanced Placement exam or Early Assessment Program data is available.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Collaborative Coaches: **2.1b** Expand the number of full time collaborative coach at each elementary site as funding permits. **2.2b** Provide professional development for coaching staff. **2.3b** Provide two teacher release days with coach support for all elementary teachers and ELA/ Math middle school teachers.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.1b** Cost: $892,045 Funding Source: LCFF/Title I **2.2b** Cost: $10,000 Funding Source: Discretionary Fund **2.3b** Cost: $95,200 Funding Source: Discretionary Fund
Implementation of English Language Arts Standards (ELA): **2.4b** Under the direction of Curriculum Coordinators and with the support of coaching staff, continue refining units of study for ELA in grades TK-8 including a focus on Subgroups of English Learners, Low Income and Foster Youth. **2.5b** Research, identify, and purchase California Standards aligned textbooks, resources manipulatives, and materials, including California State Board of Education approved materials, as needed. **2.6b** Provide consultant training for development of ELA Units of Study. **2.7b** Schedule 20 sessions of afterschool training for current ELA initiatives.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.4b** Cost: $100,000 Funding Source: Discretionary Fund **2.5b** Cost: $250,000 Funding Source: Textbook/Lottery **2.6b** Cost: $6,000 Funding Source: Discretionary Fund **2.7b** Cost: $26,000 Funding Source: Discretionary Fund

Math: **2.8b** Under the direction of Curriculum Coordinator and with the support of coaching staff continue writing / refining units of study for mathematics in grades TK-8 including a focus on Subgroups of English Learners, Low Income and Foster Youth. **2.9b** Research, identify, and purchase California Standards aligned textbooks, resources manipulatives, and materials, including California State Board of Education approved materials, as needed. **2.10b** Provide Context For Learning Training for coaches to support all teachers with consultant, Cathy Fosnot. **2.11b** Provide Context For Learning Training After School training for grades 1-6. **2.12b** Provide elementary release days to support Context For Learning Training.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.8b** Cost: $100,000 Funding Source: Discretionary Fund **2.9b** Cost: $250,000 Funding Source: Textbook/Lottery Fund **2.10b** Cost: $4,950 Funding Source: Discretionary Fun **2.11b** Cost: $36,650 Funding Source: Discretionary Fund **2.12b** Cost: $32,600 Funding Source: Discretionary Fund
History Social Science: **2.13b** Under the direction of ELA Curriculum Coordinator, develop grades 6-8 History Social Science Units of Study aligned to California Standards including a focus on Subgroups of English Learners, Low Income and Foster Youth.	Middle Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.13b** Cost: $5,600 Funding Source: Discretionary Fund
Next Generation Science Standards (NGSS): **2.14b** Contract with Riverside County Office of Education for two days of professional development training on District Staff Development Days for single subject middle school science teachers to receive training and support in the implementation of the Next Generation Science Standards (NGSS). **2.15b** Working with middle school science teachers and time to continue to develop and train units.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.14b** Cost: $2,000 Funding Source: Title II **2.15b** Cost: $16,000 Funding Source: Title II/Discretionary Fund

STEM: **2.16b** Continue to develop, support and implement Science Technology Engineering and Mathematics (STEM) Program cost to include materials, such as Defined Stem, sub release days, extra duty, and conference attendance.	LEA	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.16b** Cost: $25,000 Funding Source: Discretionary Fund
Provide Resources to support implementation of California Standards: **2.17b** Continue to utilize Haiku, a learning management system, for organizing and posting online Units of Study materials and resources. **2.18b** For elementary schools with an enrollment of 750 students, hire one assistant principal. **2.19b** For middle schools with an enrollment of 1,250 hire an additional assistant Principal. **2.20b** Continue Grade Span Adjustment, continue to maintain Transitional Kindergarten- Grade 3 elementary class sizes at 26:1 **2.21b** Curriculum Committee (C2) meetings to solicit input and provide reflection/ feedback for Units of study.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.17b** Cost: $5,009 Funding Source: LCFF **2.18b** Cost: addressed as needed **2.19b** Cost: addressed as needed **2.20b** No additional cost at this time **2.21b** Cost: $6,400 Funding Source: LCFF
Technology: **2.22b** Continue to implement Technology Strategic Plan **2.23b** Continue to provide 1:1 Chrome Books in grades 2-8. **2.24b** Maintain devices in Preschool, TK and 1. **2.25b** Continue to identify and provide tables and other devices in grades TK, 1 and 2. **2.26b** Provide staff development in the area of technology utilizing district teacher leaders and staff **2.27b** Provide opportunities for teachers and administration to participate in the Leading Edge Program.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.22b** No additional cost at this time **2.23b** Cost: TBD Funding Source: Discretionary Fund **2.24b** Cost: TBD Funding Source: Discretionary Fund **2.25b** Cost: TBD Funding Source: LCFF **2.26b** Cost: $10,000 Funding Source: LCFF **2.27b** Cost: $30,000 Funding Source: LCFF

Increase parent access to information and participation: **2.28b** Continue to identify and implement enhancements to our district website with a focus on tools and resources for parents to help their students. **2.29b** Continue to use electronic surveys such as Survey Monkey and Google Docs to gather parent input. **2.30b** Continue to boost community liaison's face to face contact with the parents of English Learner, immigrant, foster youth, and homeless students. **2.31b** Utilize app for Parent/Student Information System, Illuminate.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.28b** No additional cost at this time **2.29b** Cost: $300 Funding Source: Lottery **2.30b** No additional cost at this time **2.31b** No additional cost at this time
Increase college and career monitoring methods: **2.32b** Utilize Data Management System to monitor and analyze student academic data (EADMS). **2.33b** Continue to utilize/ analyze Riverside County Student Tracker System to conduct longitudinal analysis of Menifee Union School District students completing high school and entering and graduating from college	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.32b** No additional cost at this time **2.33b** No additional cost at this time
Increase system for monitoring student attendance: **2.34b** Evaluate and continue implementing most effective researched-based methods of increasing student attendance and decreasing truancy rate. **2.35b** Evaluate and continue implementing most effective researched-based methods of decreasing student drop outs. **2.36b** Maintain classified health tech and LVN staffing to help monitor and promote good attendance. **2.37b** Monitor attendance of all students, including Subgroups.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.34b** No additional cost at this time **2.35b** No additional cost at this time **2.36b** Cost: $456,082 Funding Source: LCFF **2.37b** No additional cost at this time
Develop positive behavior and support system (PBIS): **2.38b** Evaluate and continue to implement most effective researched-based methods of decreasing student suspension rates and increasing student learning opportunities. **2.39b** Analyze data and monitor plan for each school site.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.38b** Cost: $91,700 Funding Source: LCFF **2.39b** Cost: included in above #1

MUSD 15 16 LCAP Board Approved 6.23.15
Submitted to RCOE 6.23.15   Revised: 7/6/15   1.24pm

Collect and analyze survey results to determine best ways to increase student engagement: **2.40b** Continue Healthy Kids Survey (School Climate and Resilience and Youth Development Modules) based on survey results. **2.41b** Continue to implement Boys Town Social Skills Program.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.40b** No additional cost at this time **2.41b** No additional cost at this time
Collect, analyze and develop parent staff development: **2.42b** Increase by 1% the percentage of parents responding favorably in reference to parent-school relationships **2.43b** Increase the locations and opportunities for parents to attend district-level parent education classes.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.42b** No additional cost at this time **2.43b** No additional cost at this time
For all Subgroups: **2.44b** Contract and utilize electronic systems to collect, analyze, monitor and plan for services to Subgroups using EADMS. **2.45b** Ongoing contract with Key Data Systems for researching, collecting, monitoring, and creating reports, data and surveys to support growth of all Subgroups **2.46b** Utilize District Student Information System Illuminate to collect, monitor, and analyze student data and Subgroups **2.47b** Utilize existing resources as a Universal Screening Assessment. **2.48b** Continue use of Intervention Specialists district-wide and staff intervention specialist positions at all three middle school sites in 15/16. **2.49b** Continue to identify intervention material(s).	LEA	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups: Special Education, African American	**2.44b** Cost: $33,467 Funding Source: Title II **2.45b** Cost: $27,500 Funding Source: LCFF **2.46b** Cost: $54,000 Funding Source: LCFF **2.47b** No additional cost at this time **2.48b** Cost: $200,000 Funding Source: LCFF **2.49b** Cost: $200,000 Funding Source: Discretionary Fund/Lottery

	LEA		
For Low Income students: **2.50b** Continue Study Island Online Resources (Edmentum) for extra practice and support. **2.51b** Continue AVID Tutor support of 7.0 hours, two days per week. **2.52b** Continue to maintain contract with Riverside County Office of Education for Advancement Via Individual Determination (AVID) Program. **2.53b** Continue to offer AVID Program for grades 6, 7 and 8. **2.54b** Continue to train all teachers in AVID Strategies/ Program. **2.55b** Continue to collect achievement, attendance, and behavior data from AVID program enrollees **2.56b** Expand AVID Elementary Program. **2.57b** Provide Renaissance and Accelerated Reader Reading program to enhance opportunities for reading at home and at school.	LEA	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.50b** Cost: $38,000 Funding Source: Lottery **2.51b** Cost: $7,091 Funding Source: LCFF **2.52b** Cost: $6,000 Funding Source: LCFF **2.53b** Cost: $3,000 Funding Source: LCFF **2.54b** No additional cost at this time **2.55b** No additional cost at this time **2.56b** Cost: $100,000 Funding Source: LCFF **2.57b** Cost: $80,000 Funding Source: LCFF
For English Learners: **2.58b** Continue to provide ELD Standards training on 2012 ELD Standards with one teacher representative per site and district coaches in attendance. **2.59b** Continue to offer Advancement Via Individual Determination (AVID) Excel at all middle schools (contract). **2.60b** Continue to provide two days for AVID Excel teachers to meet with a focus on Long Term English Learners. **2.61b** Continue to offer English as a Second Language (ESL) courses in the District for parents. **2.62b** Continue to provide online Learning A-Z Raz Kids TK – 5 Program for students to practice fluency reading at home. **2.63b** Continue to provide Summer Bridge AVID Excel Extended Year opportunities for Long Term English Learners. **2.64b** Continue to monitor progress of re-designated students. **2.65b** Maintain AVID Excel Tutor support 3.5 hours two days per week for all three middle schools.	LEA	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups	**2.58b** Cost: $8,000 Funding Source: LCFF **2.59b** Cost: $15,000 Funding Source: LCFF **2.60b** Cost: $1,680 Funding Source: LCFF **2.61b** No additional cost at this time **2.62b** Cost: $23,000 Funding Source: Lottery **2.63b** Cost: $18,000 Funding Source: LCFF/Title III **2.64b** No additional cost at this time **2.65b** No additional cost at this time

For African American students: **2.66b** Continue to provide two mini conferences for African American students using the *Preparing our African American Youth for College and Career.*	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups African American	**2.66b** Cost: Listed under Goal 3
For Hispanic students: **2.67b** Continue to meet with Hispanic parent and families. Investigate ways to meaningful engage Hispanic students and their families in order to close the achievement gap. Research: America's Hispanic Children, Gaining Ground, Looking forward, 2014	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Hispanic Students	**2.67b** No additional cost at this time
For Foster Youth students: **2.68b** Continue to convene regular meetings of the Foster Forum to meet with foster providers in our district as an ongoing communication and action team. **2.69b** Continue 1:1 devices for all foster youth students to have access to intervention program and as a learning tool. **2.70b** Continue to utilize *Mindplay* program for use with all foster youth students	LEA	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups	**2.68b** No additional cost at this time **2.69b** Cost: $30,000 Funding Source: Discretionary Fund **2.70b** Cost: $8,000 Funding Source: LCFF

For Special Education students: **2.71b** Continue to provide additional academic assessment and support for Special Education students who have not made adequate progress. **2.72b** Continue to utilize two Special Education Teacher on Special Assignment (TOSA) positions. **2.73b** Continue to support students receiving Speech services. **2.74b** Continue to coordinate the systems of SEIS, student information system, and the student data management system for monitoring academic achievement/progress. **2.75b** Provide training and support for purchased appropriate resources, textbooks, program(s) for Moderate/Severe populations. **2.76b** Continue to utilize Special Education study results to provide maximum service for Special Education students.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Special Education Students	**2.71b** No additional cost at this time **2.72b** Cost: $197,000 Funding Source: LCFF **2.73b** Cost: $47,076 Funding Source: LCFF **2.74b** No additional cost at this time **2.75b** Cost: $20,000 Funding Source: LCFF/Lottery **2.76b** Cost: $24,000 Funding Source: LCFF
For GATE students: **2.77b** Continue to explore and purchase appropriate resources and materials for Gifted and Talented Education (GATE) students. Will purchase in 15/16.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: GATE Students	**2.77b** Cost: $5,000 Funding Source: Discretionary Fund

GOAL #3	The Menifee Union School District will engage and involve parents and stakeholders in the educational process of our students and by doing so, will increase levels of trust within the community.	Related State and/or Local Priorities: 1__ 2_X_ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need	A. Increase parent and community engagement and collect, analyze, feedback and survey information.
	     METRIC:
	     ✓ Annual Parent Survey, English As A Second Language (ESL) Parent Classes offered	

Goal Applies to	Schools: All Applicable Pupil Subgroups: All	

GOAL #3: LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes

A. Continue to support parents with training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
   ✓ Increase the locations and opportunities for parents/guardians to attend information nights regarding California Standards, technology, and college and career readiness.
   ✓ Increase by 5 percentage points the percentage of parents responding favorably in reference to parent-school relationships.
   ✓ Maintain or expand the current partnership for District English as a Second Language (ESL) courses and locations of ESL classes.
   ✓ Maintain or increase the number of Community Liaison positions to provide outreach services for bilingual and other underserved populations.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop communication system to help parents understand learning opportunities for their children. **3.1** Establish calendar and agenda for site meetings. Topics to include California Standards and working with students at home for parents and students. **3.2** Continue to support parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education. **3.3** Provide technology training opportunities for parents.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**3.1** Cost: $12,000 Funding Source: Discretionary Fund **3.2** No cost associated at this time **3.3** Cost: $1,000 Funding Source: Discretionary Fund

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Collect, analyze, and develop parent staff development. 3.4 Increase by 5% the percentage of parents responding favorably in reference to parent-school relationships. 3.5 Increase the locations and opportunities for parents to attend district-level parent education classes. 3.6 Expand the current partnership with Mount San Jacinto College for English as a Second Language (ESL) courses and locations to ESL classes.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	3.4 No cost associated at this time 3.5 No cost associated at this time 3.6 No cost associated at this time
For Low Income students: 3.7 Continue to provide support for parents and staff to low income students/parents with career/college readiness activities and guidance. 3.8 Increase counselor services at elementary and middle school by one position. Elementary Ratio: 1: 3,250 Middle School Ratio: 1: 775. 3.9 Continue to support Parent Education Training Program. 3.10 Plan to invite AVID parents to attend college visits. 3.11 Increase the number of Community Liaison positions and develop a plan to provide outreach services for underserved populations.	LEA	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	3.7 No cost associated at this time 3.8 Cost: $99,775 Funding Source: LCFF 3.9 Cost: $35,000 Funding Source: Discretionary Fund/ Title I 3.10 Cost: $3,000 Funding Source: LCFF 3.11 Cost: $44,154 Funding Source: LCFF
For English Learners: 3.12 Reclassify ELL Community Aide to Community Liaison. 3.13 Hire two Teacher on Special Assignments for English Learners (TOSA EL) to support full implementation of EL Standards. 3.14 Hire English Learner Director to support program. 3.15 Hire Secretary II for EL Director. 3.16 Continue convening Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) members. 3.17 Continue to have staff attend Family Involvement Network (FIN) meetings at Riverside County Office of Education.	LEA	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	3.12 Cost: $5,000 Funding Source: LCFF 3.13 Cost: $197,000 Funding Source: LCFF 3.14 Cost: $155,396 Funding Source: LCFF 3.15 Cost: $64,072 Funding Source: LCFF 3.16 Cost: $1,000 Funding Source: Title III 3.17 Cost: $600 Funding Source: Title III

For Foster Youth: **3.18** Provide academic support and remediation in order to decrease the adverse effects of school mobility on foster youth. **3.19** Continue to develop a partnership with Department of Mental Health and county for the provision of services to foster parents and students. **3.20** Continue to meet with network of foster parents at least 3 times per year to meet with district staff, including principals and counseling staff members to discuss best ways to support foster youth at school.	LEA	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups	**3.18** No cost associated at this time **3.19** No cost associated at this time **3.20** Cost: $1,000 Funding Source: LCFF
For African American Parents: **3.21** Convene African American Advisory Group to plan *Preparing our African American Youth for College and Career* mini summits during the 15/16 school year.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: African American	**3.21** Cost: $4,000 Funding Source: LCFF
For Special Education students: **3.22** Continue to increase and improve parent/guardian communication and support concerning the progress of Special Education students.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Special Education	**3.22** Cost: $2,500 Funding Source: LCFF
For Hispanic students: **3.23** Explore how to improve communication and services for Hispanic families in our district.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Hispanic	**3.23** Cost:: $1,000 Funding Source: LCFF

For Re-Designated fluent English proficient students: **3.24** Continue to increase and improve parent/guardian communication and support concerning the progress of re-designated students.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups	**3.24** No cost associated at this time

GOAL #3: LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes	**A.** Continue to support parents with training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education. ✓ Increase the locations and opportunities for parents to attend district-level parent education classes. ✓ Increase by 1% point the percentage of parents responding favorably in reference to parent-school relationships. ✓ Expand the current partnership for District English as a Second Language (ESL) courses and locations of ESL classes. ✓ Maintain or increase the number of Community Liaison positions to provide outreach services for bilingual and other underserved populations.

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Develop communication system to help parents understand learning opportunities for their children: **3.1a** Continue to schedule opportunities for parents/guardians to understand California Standards and how to help students at home. **3.2a** Continue to support parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education. **3.3a** Continue to provide technology training opportunities to parents.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**3.1a** Cost: $12,000 Funding Source: Discretionary Fund **3.2a** No cost associated at this time **3.3a** Cost: $1,000 Funding Source: Discretionary Fund

Collect, analyze, and develop parent staff development: **3.4a** Increase by 5% the percentage of parents responding favorably in reference to parent-school relationships. **3.5a** Increase the locations and opportunities for parents to attend district-level parent education classes **3.6a** Maintain the current partnership with Mount San Jacinto College for English as a Second Language (ESL) courses and locations to ESL classes.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**3.4a** No cost associated at this time **3.5a** No cost associated at this time **3.6a** No cost associated at this time
For Low Income students: **3.7a** Continue to provide support for parents and staff to low income students/parents with career/college readiness activities and guidance. **3.8a** Maintain or Increase counselor services at elementary and middle school by one position Elementary Ratio: 1: 3,250 Middle School Ratio: 1: 775 **3.9a** Continue to support Parent Education Training Program. **3.10a** Maintain or increase the number of Community Liaison positions and develop a plan to provide outreach services for underserved populations.	LEA	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**3.7a** No cost associated at this time **3.8a** Cost: $99,775 Funding Source: LCFF **3.9a** Cost: $35,000 Funding Source: Discretionary Fund/ Title I **3.10a** Cost: $44,154 Funding Source: LCFF
For English Learners: **3.11a** Continue to utilize ELL Community Aide to support English learner families. **3.12a** Continue to utilize two Teacher on Special Assignments for English Learners (TOSA EL) to support full implementation of EL Standards. **3.13a** Continue to utilize leadership of EL Director. **3.14a** Continue to utilize Secretary II for El Director. **3.15a** Continue convening Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) members. **3.16a** Continue to have staff attend Family Involvement Network (FIN) meetings at Riverside County Office of Education	LEA	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**3.11a** No additional cost associated at this time **3.12a** Cost: $197,000 Funding Source: LCFF **3.13a** Cost: $155,396 Funding Source: LCFF **3.14a** Cost: $64,072 Funding Source: LCFF **3.15a** Cost: $1,000 Funding Source: Title III **3.16a** Cost: $600 Funding Source: Title III

For Foster Youth: **3.17a** Continue to provide academic support and remediation in order to decrease the adverse effects of school mobility on foster youth. **3.18a** Continue to develop a partnership with Department of Mental Health and county for the provision of services to foster parents and students. **3.19a** Continue to meet with network of foster parents at least 3 times per year to meet with district staff, including principals and counseling staff members to discuss best ways to support foster youth at school.	LEA	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups	**3.17a** No cost associated at this time **3.18a** No cost associated at this time **3.19a** Cost: $1,000 Funding Source: LCFF
For African American Parents: **3.20a** Continue to convene African American Advisory Group to plan *Preparing our African American Youth for College and Career* mini summits during the 15/16 school year.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: African American	**3.20a** Cost: $4,000 Funding Source: LCFF
For Special Education students: **3.21a** Continue to increase and improve parent/guardian communication and support concerning the progress of Special Education students.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Special Education	**3.21a** No cost associated at this time
For Hispanic students: **3.22a** Continue to develop services and support for Hispanic students and their families.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Hispanic	**3.22a** Cost:: $1,000 Funding Source: LCFF

For Re-Designated fluent English proficient students: 3.23a Continue to increase and improve parent/guardian communication and support concerning the progress of re-designated students.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups	3.23a No cost associated at this time

GOAL #3: LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes	**A.** Continue to support parents with training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education. ✓ Increase the locations and opportunities for parents to attend district-level parent education classes. ✓ Increase by 1% point the percentage of parents responding favorably in reference to parent-school relationships. ✓ Expand the current partnership for District English as a Second Language (ESL) courses and locations of ESL classes. ✓ Maintain or increase the number of Community Liaison positions to provide outreach services for bilingual and other underserved populations.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop communication system to help parents understand learning opportunities for their children. 3.1b Continue to schedule opportunities for parents/guardians to understand California Standards and how to help students at home. 3.2b Continue to support parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education. 3.3b Continue to provide technology training opportunities to parents.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	3.1b Cost: $12,000 Funding Source: Discretionary Fund 3.2b No cost associated at this time 3.3b Cost: $1,000 Funding Source: Discretionary Fund

Collect, analyze, and develop parent staff development. **3.4b** Increase by 5% the percentage of parents responding favorably in reference to parent-school relationships. **3.5b** Increase the locations and opportunities for parents to attend district-level parent education classes. **3.6b** Maintain or expand the current partnership with Mount San Jacinto College for English as a Second Language (ESL) courses and locations to ESL classes.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**3.4b** No cost associated at this time **3.5b** No cost associated at this time **3.6b** No cost associated at this time
For Low Income students: **3.7b** Continue to provide support for parents and staff to low income students/parents with career/college readiness activities and guidance. **3.8b** Maintain or Increase counselor services at elementary and middle school by one position. Elementary Ratio: 1: 3,250 Middle School Ratio: 1: 775 **3.9b** Continue to support Parent Education Training Program. **3.10b** Maintain or increase the number of Community Liaison positions and develop a plan to provide outreach services for underserved populations.	LEA	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**3.7b** No cost associated at this time **3.8b** Cost: $99,775 Funding Source: LCFF **3.9b** Cost: $35,000 Funding Source: Discretionary Fund/ Title I **3.10b** Cost: $44,154 Funding Source: LCFF
For English Learners: **3.11b** Continue to utilize ELL Community Aide to support English learner families. **3.12b** Continue to utilize two Teacher on Special Assignments for English Learners (TOSA EL) to support full implementation of EL Standards. **3.13b** Continue to utilize leadership of EL Director. **3.14b** Maintain Secretary II for EL Director. **3.15b** Continue convening Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) members. **3.16b** Continue to have staff attend Family Involvement Network (FIN) meetings at Riverside County Office of Education	LEA	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups	**3.11b** Cost: $5,000 Funding Source: LCFF **3.12b** Cost: $197,000 Funding Source: LCFF **3.13b** Cost: $155,396 Funding Source: LCFF **3.14b** Cost: $64,072 Funding Source: LCFF **3.15b** Cost: $1,000 Funding Source: Title III **3.16b** Cost: $600 Funding Source: Title III

For Foster Youth: **3.17b** Continue to provide academic support and remediation in order to decrease the adverse effects of school mobility on foster youth. **3.18b** Continue to develop a partnership with Department of Mental Health and county for the provision of services to foster parents and students. **3.19b** Continue to meet with network of foster parents at least 3 times per year to meet with district staff, including principals and counseling staff members to discuss best ways to support foster youth at school.	LEA	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups	**3.17b** No cost associated at this time **3.18b** No cost associated at this time **3.19b** Cost: $1,000 Funding Source: LCFF
For African American Parents: **3.20b** Continue to convene African American Advisory Group to plan *Preparing our African American Youth for College and Career* mini summits during the 15/16 school year.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: African American	**3.20b** Cost: $4,000 Funding Source: LCFF
For Special Education students: **3.21b** Continue to increase and improve parent/guardian communication and support concerning the progress of Special Education students.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Special Education	**3.21b** No cost associated at this time
For Hispanic students: **3.22b** Continue to develop services and support for Hispanic students and their families.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Hispanic	**3.22b** Cost: $1,000 Funding Source: LCFF

For Re-Designated fluent English proficient students: **3.23b** Continue to increase and improve parent/guardian communication and support concerning the progress of re-designated students.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups	**3.23b** No cost associated at this time

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all Subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English Learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Annual UPDATE: LCAP Year: 2014-15

Original GOAL from prior year LCAP: **#1**	**The Menifee Union School District will recruit, hire and retain highly qualified staff, and provide ongoing professional development in order to support optimum learning opportunities for student success in safe and orderly schools.**	Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes	Actual Annual Measurable Outcomes
A. Maintain 100% of students will have a teacher fully credentialed in the subject area and for the pupils they are teaching, as evidenced by Accountability Report Card (SARC) 100% of Certificated staff is highly qualified. B. Maintain "No Findings" in the Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints. C. Maintain 100% of staff has Cross Cultural Language Acquisition Development (CLAD) or Bilingual Cross Cultural Language Acquisition Development (BCLAD) Staff Certification, as evidenced by District Staffing Report. D. Investigate and design an electronic annual staff survey to provide opportunities for input regarding professional development. E. Under the direction of the Personnel Department, investigate an electronic method of providing and monitoring trainings which meet and exceed mandated federal and state employment requirements. (i.e., child abuse identification,	**A. Maintained 100% of students had a teacher fully credentialed in the subject area and for the pupils they were teaching, as evidenced by Accountability Report Card (SARC) 100% of Certificated staff is highly qualified.** **B. Maintained "No Findings" in the Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints.** **C. Maintained 100% of staff has Cross Cultural Language Acquisition Development (CLAD) or Bilingual Cross Cultural Language Acquisition Development (BCLAD) Staff Certification, as evidenced by District Staffing Report.** **D. Utilized Google Survey as the electronic annual staff survey to provide opportunities for input regarding professional development.** **E. Staff reviewed Organization Management Systems for purchase in 15-16.**

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Expected Annual Measurable Outcomes	**Actual Annual Measurable Outcomes**
mandated reporting, blood-borne pathogen training, workplace safety training, etc.), as evidenced by selection and design of survey.	
F. Investigate an electronic method for monitoring all professional development opportunities for certificated and para professional staff, as evidenced by selection and design of survey.	**F.** **Utilized Google Survey for monitoring all professional development opportunities for staff, as evidenced by selection and design of survey.**
G. Maintain "No Findings" results on Annual Textbook Sufficiency Report for all students having standards-aligned textbooks or resources.	**G.** **Maintained "No Findings" results on Annual Textbook Sufficiency Report for all students having standards-aligned textbooks or resources.**
H. Continue to maintain facilities in good repair, as evidenced by School Accountability Report Card (SARC) Report and "0 Complaints" on Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints.	**H.** **Continued to maintain facilities in good repair, as evidenced by School Accountability Report Card (SARC) Report and "0 Complaints" on Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints.**
I. Implement Five Year Deferred Maintenance Plan, as evidenced by plan monitoring goals.	**I.** **Developed Five Year Deferred Maintenance Plan, as evidenced by plan monitoring goals.**
J. All certificated staff will have appropriate credentials / certificates for course offerings, as evidenced by School Accountability Report Card (SARC) Report.	**J.** **All certificated staff have appropriate credentials / certificates for course offerings, as evidenced by School Accountability Report Card (SARC) Report.**
K. District will provide a pacing guide of the priority and supporting standards with assessments included, as evidenced by published District Pacing Guide.	**K.** **District provided ELA and Math pacing guides identifying the priority and supporting standards with assessments included, as evidenced by posted District Pacing Guides on Haiku.**

Each Actual Action/Service below is rated 0-2 on its effectiveness in meeting the Planned Measureable Outcome:
2: Performance met or exceeded Expected Measureable Outcome
1: Performance improved: Did not meet Expected Outcome
0: Performance declined.

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Retain Current employees			
AU1.1 Assess and develop plans to refine employee training programs for non-certificated and certificated staff.	No funds allocated	**AU1.1** Assessed and began to develop and implement plans to refine employee training programs for non-certificated and certificated staff. Effectiveness: 2	No funds allocated
Scope of Service: __X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:		Scope of service: __X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	
Recruit and hire highly qualified Employees			
AU1.2 Assess, develop, and implement plans to refine employee recruitment and hiring practices and procedures to attract and select highly-qualified employees.	No funds allocated	**AU1.2** Assessed, began to implement plans to refine employee recruitment and hiring practices and procedures to attract and select highly-qualified employees. Effectiveness: 2	No cost associated at this time
AU1.3 Begin to update job descriptions to include 21st century work skills	No funds allocated	**AU1.3** Began to update job descriptions to include 21st century work skills and received Governing Board approval for updated job descriptions. Effectiveness: 2	No cost associated at this time

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AU1.4 Investigate and select a Teacher Induction Program which incorporates research-based methods to support new teacher success and retention and use of effective methods and strategies when working with at-risk learners (English Learners, students of poverty, etc.).	No funds allocated	**AU1.4** RCOE Teacher Induction Program was selected and implemented as the district program. Effectiveness: 2	Cost: $46,430 Funding Source: LCFF
AU1.5 Plan for ongoing professional development for all staff using data from survey results and metrics for LCAP.	No funds allocated	**AU 1.5** Five Certificated and four classified staff development days occurred in 2014-15 using goals from LCAP. Effectiveness: 2	No cost associated at this time
AU1.6 Continue to provide PD 360 Online Professional Development Program and evaluate program use for 15/16.	No funds allocated	**AU1.6** PD 360 Online Professional Development Program was used; however, low utilization rate was found and therefore, program will not be utilized in 2015-16. Effectiveness: 2	No cost associated at this time
Scope of Service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	

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Provide ongoing staff development.			
AU1.7 Create a tool to measure the effectiveness of current and ongoing Professional Development for all staff through survey and development of Science Implementation Driver Framework	No funds allocated	**AU1.7** Utilized 1.5 staff development days with RCOE staff, and C & I staff to assist with the development of Science Implementation Driver Framework with Curriculum and Instruction goals. Effectiveness: 1	No cost associated at this time
AU1.8 Implement Five Year Deferred Maintenance Plan.	Cost: $353,000 Funding Source: LCFF Deferred Maintenance	**AU1.8** Developed the Five Year Deferred Maintenance Plan and began to implement identified and appropriate actions and services of the plan. Effectiveness: 2	Cost: $353,000 Funding Source: LCFF Deferred Maintenance
Scope of Service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:		Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	
Expand Course Selections			
AU1.9 Research expansion of AVID Program into Grade 6.	No funds allocated	**AU1.9** Researched and planned for expansion of AVID Program into Grade 6 for 2015-16 and all three middle schools. Effectiveness: 2	No cost associated at this time at this time
AU1.10 Increase support for music program servicing all schools.	Cost: $9,000 Funding Source: LCFF	**AU1.10** Increased music budgets for all elementary and middle school instructors and contracted Visual and Performing Arts consultant to work with teachers at all five Staff Development Days to align California State Standards with music. Effectiveness: 2	Contract cost for Music Consultant: $1,800 Funding Source: LCFF Music Materials Cost: $9,000 Funding Source: LCFF

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AU1.11 Provide release time for physical fitness teachers to collaborate with feeder middle school grade 5 teachers.	Cost: $6,000 Funding Source: LCFF	**AU1.11** Created online resources from middle school Physical fitness teachers for Grade 5 teachers. Middle School teachers received 5 full days of staff development time aligned to California Standards and intervention. In addition, middle school teachers attended three full days of training regarding how to support and use California State Standards in Physical Education Courses. Effectiveness: 2	Cost: $12,000 Funding Source: Hospital Grant
Scope of Service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:		Scope of service: X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	
For low income pupils: Increase support time to AVID Program.			
AU1.12 For all middle schools, provide 3.5 hours two days per week for AVID tutor time to support the AVID Program.	Cost: $10,000 Funding Source: LCFF	**AU1.12** All middle schools were provided 3.5 hours two days per week for AVID tutor time to support the AVID Program; however, turnaround time for getting appropriate staffing through the hiring process will be accelerated in the 15-16. Effectiveness: 2	Confirm Cost: $7,091 Funding Source: LCFF
AU1.13 Continue to contract with AVID Center for program services.	Cost: $6,500 Funding Source: LCFF	**AU1.13** Contracted with AVID Center for program services. Effectiveness: 2	Cost: $6,345 Funding source: LCFF
AU1.14 Continue to train all teachers in AVID Strategies/Program.	No funds allocated	**AU1.14** Continued to train all teachers in AVID Strategies/Program on Staff Minimum Day and during Staff Development Days. RCOE provided 3 days of AVID training and support for certificated and classified AVID staff members. Effectiveness: 2	Cost: $1,000 Funding Source: IMF

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AU 1.15 Provide Renaissance Learning Accelerated Reading Program, Enterprise, to enhance opportunities for reading.	Cost: $80,000 Funding Source: LCFF	**AU 1.15** Provided Renaissance Learning Accelerated Reading Program, Enterprise, to enhance opportunities for reading. Effectiveness: 2	Cost: $80,469.59 Funding Source: LCFF
Scope of Service:		Scope of service:	
___ALL OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:		__ALL OR: _X_ Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	
For English Learners: Develop resources and programs to address needs of English learner Students.			
AU1.16 Train all teachers in the design and administration of the California English Language Development Test during contracted staff development day(s).	No funds allocated	**AU1.16** Scheduled to train all teachers in the design and administration of the California English Language Development Test in 15-16. Effectiveness: 2	No funds allocated
AU1.17 Pilot web-based technology, Rosetta Stone resources to support implementation of English Language Development (ELD) at the middle schools.	Cost: $20,000 Funding Source: Lottery	**AU1.17** Piloted web-based technology, Rosetta Stone, resources to support implementation of English Language Development (ELD) at the middle schools. Will continue to use program in 15-16. Effectiveness: 2	Cost: $18,720 Funding Source: Lottery
AU1.18 Support levels 1 and 2 English Learners to increase English Language Proficiency using English in a Flash Program.	Cost: $6,700 Funding Source: Title III Immigrant	**AU1.18** Supported levels 1 and 2 English Learners to increase English Language Proficiency using English in a Flash Program. Will continue to use program in 15-16. Effectiveness: 2	Cost: $5,613.75 Funding Source: Title III Immigrant
AU1.19 Continue to provide online Learning A-Z Raz Kids TK – 5 Program for students to practice fluency reading at home.	Cost: $23,000 Funding Source: Lottery	**AU1.19** Continued to provide online Learning A-Z Raz Kids TK – 5 Program for students to practice fluency reading at home. Effectiveness: 2	Cost: $23,017.18 Funding Source: Lottery

AU1.20 Provide Summer Bridge AVID Excel Extended Year opportunities for Long Term English Learners.	Cost: $15,000 Funding Source: LCFF	**AU1.20** Provided Summer Bridge AVID Excel Extended Year opportunities for Long Term English Learners. Effectiveness: 2	Cost: $19,000 Funding Source: LCFF
Scope of Service: __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:		Scope of service: __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	
For English Learners: Increase communication and support for parents of English Learner students.			
AU1.21 Provide training and support for English Language Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) members.	No funds allocated	**AU1.21** Provided training and support for English Language Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) members. Effectiveness: 2	Cost: $1,000 Funding Source: LCFF
AU1.22 Continue to utilize Community Liaison to support bilingual parents.	Projected Cost: $43,430 Funding Source: LCFF	**AU1.22** Continued to utilize Community Liaison to support bilingual parents. Effectiveness: 2	Cost: $45,000 Funding Source: LCFF
AU1.23 District and site staff/parent representatives attend Family Involvement Network (FIN) meetings at Riverside County Office of Education	Projected Cost: $300 Funding Source: LCFF	**AU1.23** District staff attended Family Involvement Network (FIN) meetings at Riverside County Office of Education. Effectiveness: 2	Cost: $293 Funding Source: LCFF
Scope of Service: _X_ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:		Scope of service: __ALL OR: __Low Income pupils X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing 2014-15 progress and/or changes to goals, changes in actions, services and expenditures, the following was determined: • 11 out of 11 measureable actual outcomes met or exceeded their expected outcomes (**BOLD**). The Implementation Science Plan was not accomplished; however RCOE spent two days training leadership staff. Plans are being made to utilize the information for the District's C & I Instructional Plan in 15-16. In addition, English Language Development Standards training will occur in 15-16. Additional staff has been approved to help meet this goal in 2015-16. These coaches will support the development of integrated and designated ELD in the District. • Slight differences between budgeted expenditures and estimated actual annual expenditures were noted. The district had not allocated funds to the New Teacher Induction Program, but given new staffing, allocated over $46,000 in LCFF to this support. For 2015-16: • Measureable Outcomes will be established for ELs, Low Income, Foster Youth, students with Disabilities, African American, Hispanic, GATE, and White Subgroups for this goal. • AVID: Investigate the expansion of AVID Elementary with implementation plans for 16-17. • Attendance: Continue working with attendance clerks and staff to utilize notification process with School Attendance Review Teams (SART) and School Attendance Review Boards (SARB). • PBIS: Plans to do more in-depth training are in section two of LCAP. • Family Involvement Network: Plans to increase number of participants in order to support parents/ guardians/families.

Annual UPDATE: LCAP Year: 2014-15

<table>
<tr>
<td>Original GOAL from prior year LCAP:

#2</td>
<td>The Menifee Union School District will effectively maximize learning for all students, staff, and parents in order to prepare students for college and career in the 21st century</td>
<td>Related State and/or Local Priorities:

1__ 2_X_ 3_X_ 4_X_ 5_X_ 6_X_ 7_X_ 8_X_
COE only: 9__ 10__
Local : Specify _____</td>
</tr>
<tr>
<td>Goal Applies to:</td>
<td colspan="2">Schools: All
Applicable Pupil Subgroups: All</td>
</tr>
</table>

Expected Annual Measurable Outcomes	Actual Annual Measurable Outcomes
A. Pilot Units of Study in English Language Arts with support by collaborative coaches.	**A. Piloted six Units of Study per grade level, K-8 in English Language Arts with support by collaborative coaches and coordinators.**
B. Using realigned pacing guide and standards aligned curriculum and resources, implement mathematics California Standards.	**B. Implemented realigned pacing guide and standards aligned curriculum and resources for mathematics California Standards.**
C. Mathematics for grades Kindergarten through Grade 8 will continue to be developed / completed, as evidenced by Units of Study	**C. Mathematics for grades Kindergarten, and Grade 6-8 continued to be developed as evidenced by Units of Study.**
D. Utilize Curriculum Coordinators to lead and facilitate the development and pilot of the Units of Study, as evidenced by Curriculum Coordinator calendars/schedules.	**D. Utilized Curriculum Coordinators to lead and facilitate the development and pilot of the Units of Study, as evidenced by Curriculum Coordinator calendars/schedules.**
E. Provide on-going staff development for administrative, certificated, and para- professional staff to support staff in the implementation of the Units of Study, as evidenced by list of professional development, agendas and sign-ins.	**E. Provided on-going staff development for administrative, certificated, and para- professional staff to support staff in the implementation of the Units of Study, as evidenced by list of professional development, agendas and sign-ins.**
F. Increase information / resources for parents/guardians regarding standards, instruction,	**F. Increased information / resources for parents/guardians regarding standards,**

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	Expected Annual Measurable Outcomes		Actual Annual Measurable Outcomes
	and assessment opportunities will be provided in various formats, including, online District website, electronic resources, parent education nights, as evidenced by website, flyers, agendas and sign ins		**instruction, and assessment opportunities provided in various formats, including, online District website, Haiku, electronic resources, two parent education nights, as evidenced by website, flyers, agendas and sign ins.**
	G. Research and develop a variety of methods to communicate with parents regarding student learning, as evidenced by phone messenger log, flyers, District website, and newsletters sent home.		**G. Researched and developed a variety of methods to communicate with parents regarding student learning, as evidenced by phone messenger log, flyers, District website, and newsletters sent home.**
	H. Identify baseline goals for increasing student achievement in English Language Arts and Mathematics as measured using Smarter Balanced Assessment Consortium (SBAC) results, as evidenced by SBAC baseline data results and Base Academic Performance Index (API).		**H.** When available, identify baseline goals for increasing student achievement in English Language Arts and Mathematics as measured using Smarter Balanced Assessment Consortium (SBAC) results, as evidenced by SBAC baseline data results and Base Academic Performance Index (API).
	I. English Learner students will continue meet State target for Annual Measureable Achievement Objectives (AMAO) 1and II A as evidenced by District 2014 Annual Measureable Achievement Objective and II A results.		**I.** English Learner students did not meet all State targets for Annual Measureable Achievement Objectives (AMAO) 1, but met AMAO II A and B as evidenced by District 2015 Annual Measureable Achievement Objective and II A results.
	J. Maintain or increase the percent of English learner students reclassified over the previous year, as measured by English Learner Reclassification rate of 9.4% in 2013/14.		**J.** **Increased by 1.5% the number of English learner students reclassified over the previous year, as measured by English Learner Reclassification rate of 10.9% in 14/15.**
	K. Identify baseline for all students and Subgroups on California State Standards District and State assessments, as measured by 2014/15 California Assessment of student performance and Progress (CAASPP) results.		**K.** As available, will identify baseline for all students and Subgroups performance on California State Standards District and State assessments, as measured by 2014/15 California Assessment of student performance and Progress (CAASPP) results
	L. Administer in grades K-8 pilot assessments from Units of Study to include Assessment Tasks and one performance /writing task per unit, as		**L.** **Administered in grades K-8 pilot assessments from Units of Study to include Assessment Tasks and one performance /writing task per unit, as**

Expected Annual Measurable Outcomes	Actual Annual Measurable Outcomes
evidenced by administration and scoring of assessments.	**evidenced by administration and scoring of assessments.**
M. Analyze results of Units of Study pilot assessments to determine best instruction, as evidenced by grade level or department Professional Learning Community (PLC) summary notes.	**M. Began to analyze results of Units of Study pilot assessments to determine best instruction, as evidenced by grade level or department Professional Learning Community (PLC) summary notes.**
N. Provide initial parent friendly information regarding baseline Smarter Balanced Assessment Consortium (SBAC) results and California Assessment of Student Performance and Progress (CAASPP) results, as evidenced by communication documents and parent feedback.	**N. Provided State Board of Education approved information to site English Language Acquisition Committee (ELAC) and School Site Councils, and Parent Teacher Organizations, and letter home to parents regarding pending baseline Smarter Balanced Assessment Consortium (SBAC) results and California Assessment of Student Performance and Progress (CAASPP) results, as evidenced by communication documents and parent feedback.**
O. Maintain attendance rate or increase rate of attendance, as evidenced by 95.74% 2013/14 attendance rate.	**O.** Decreased District attendance rate by .34% as measured by the 2014/15 District attendance rate of 94.0%.
P. Maintain Health Tech Staffing to help monitor and promote good attendance, as evidenced by staffing ratio at sites and student attendance rates.	**P. Maintained Health Tech Staffing to help monitor and promote good attendance, as evidenced by staffing ratio at sites and student attendance rates.**
Q. Decrease by 1 % the Chronic Absenteeism Rate in the District, based on the 2013-2014 Chronic Absenteeism rate of 6.72%.	**Q.** Increased the Chronic Absenteeism rate in the District by 4.72% in 2014/15.
R. Continue to monitor and treat attendance through parent notification, and SART, and SARB Meetings, as measured by decrease in Chronic Absenteeism Rate of 7.3% for 2012/13	**R. Continued to monitor and treat attendance through parent notification, and SART, and SARB Meetings, as measured by documents and scheduled meetings.**
S. Continue to collaborate with law enforcement for	**S. Continued to collaborate with law enforcement for**

Expected Annual Measurable Outcomes	Actual Annual Measurable Outcomes
excessive truancies and absences, as evidenced by log entrances into student information system.	**excessive truancies and absences, as evidenced by log entrances into student information system and staff development/meetings with District Attorney, attendance clerks and administrators.**
T. Maintain or increase by one additional Community Liaison Position for parent outreach and home visits for attendance verification as measured by increased District Attendance Rate.	**T. Maintained and will make recommendation for Governing Board to increase by one additional Community Liaison position in 2015-16 for parent outreach and home visits for attendance verification as measured by increased District Attendance Rate.**
U. Maintain the 2012/13 District grade eight middle school dropout rate of 0.0%.	**U. Maintained the 2012/13 District grade eight middle school dropout rate of 0.0%.**
V. Begin to use Student Tracker System to monitor student success as they matriculate to the high school/college setting.	**V. Requested Student Tracker Report to monitor student success as they matriculate to the high school/college setting.**
W. As a Transitional Kindergarten- Grade Eight District, no High School dropout rate or high school graduation rate can be calculated.	**W. As a Transitional Kindergarten- Grade Eight District, no High School dropout rate or high school graduation rate can be calculated.**
X. Maintain or decrease the District suspension rate- 2013/14: 5.03%.	**X. Maintain or decrease the District suspension rate to be determined.**
Y. As a Transitional Kindergarten –Grade Eight District, no High School Suspension rate can be calculated.	**Y. As a Transitional Kindergarten through Grade Eight District, no High School Suspension rate can be calculated.**
Z. Maintain or decrease the District Annual Expulsion rate by 0.1%.	**Z. Maintain the District Annual Expulsion rate of 0%.**
AA. As a Transitional Kindergarten –Grade Eight District, no High School Suspension rate can be calculated.	**AA. As a Transitional Kindergarten –Grade Eight District, no High School Suspension rate can be calculated.**

Expected Annual Measurable Outcomes	**Actual Annual Measurable Outcomes**
BB. Establish a baseline of data for students enrolled in AVID that matriculate to 9th grade AVID as evidenced by feeder high school enrollment of Menifee Union incoming AVID Excel 9th grade students.	**BB. Communicated with Perris High School to get a baseline of data for students enrolled in AVID that matriculate to 9th grade AVID in 2015-16, as evidenced by feeder high school enrollment of Menifee Union incoming AVID Excel 9th grade students.**
CC. As a Transitional Kindergarten –Grade Eight District, no High School A-G course enrollment rate can be calculated.	**CC. As a Transitional Kindergarten –Grade Eight District, no High School A-G course enrollment rate can be calculated.**
DD. Establish a baseline of data for students enrolled in District Band/Music Programs to determine how music students perform academically in core subjects of English Language Arts and Mathematics as compared to students not enrolled in Band/Music Programs.	**DD.** Using 14-15 SBAC results when available, District will establish a baseline of data for students enrolled in District Band/Music Programs to determine how music students perform academically in core subjects of English Language Arts and Mathematics as compared to students not enrolled in Band/Music Programs.
EE. Maintain or increase the percentage of students meeting six areas of the Physical Fitness Test by 1%.	**EE. Maintained the percentage of students meeting six areas of the Physical Fitness Test by 1%.**
FF. Maintain or increase the number of counselors and/or support personnel assigned to elementary and middle schools, as evidenced by list of counselors and/or support staff assigned to schools/ programs.	**FF. Maintained for 14-15 the number of counselors and/or support personnel assigned to elementary and middle schools, as evidenced by list of counselors and/or support staff assigned to schools/ programs.**
GG. Conduct Healthy Kids Survey (School Climate and Resilience and Youth Development Modules) and analyze data results to create a plan.	**GG.** Conducted Healthy Kids Survey (School Climate and Resilience and Youth Development Modules) and will analyze data results to create a plan when data is available.
HH. Investigate use of Positive Behavior Intervention Support (PBIS) District Implementation Survey results.	**HH.** Decision made to conduct systemically implement PBIS before a survey would be conducted. Plans to train and define the system will be in 2015-16 goals.
II. Pilot Boys Town Social Skills Program at one	**II.** Developed a timeline for training and implementation

	elementary school on strategies to reduce discipline violations through universal expectations and development of social skills.		in 15-16.
	JJ. As a Transitional Kindergarten through Grade 8 District, no high school Advanced Placement exam or Early Assessment Program data is available.		**JJ. As a Transitional Kindergarten through Grade 8 District, no high school Advanced Placement exam or Early Assessment Program data is available.**

Each Actual Action/Service below is rated 0-2 on its effectiveness in meeting the Planned Measureable Outcome:
2: Performance met or exceeded Expected Measureable Outcome
1: Performance improved: Did not meet Expected Outcome
0: Performance declined.

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Expand number of collaborative coaches to support implementation of California Standards.			
AU2.1 Full Time collaborative coach at each elementary site as funding permits. Currently staffed with five elementary coaches and two middle school coaches. The intent is to increase the coaching staff with four additional elementary collaborative coaching positions.	Cost of current Coaching Services: Elementary: $486,000 Middle School: $195,000 Funding Source: LCFF/Title	**AU2.1** Nine full time collaborative coaches were employed in the district during 2014-15. Effectiveness: 1	Cost: $838,000 Funding Source: LCFF/Title I
Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:		Scope of service: X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:	

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Provide release time and/or additional extra duty to curriculum writing teams Rigorous Curriculum Design (RCD) members.

AU2.2 Under the direction of Curriculum Coordinators and with the support of coaching staff, continue writing Units of Study for English Language Arts and Mathematics in grades K – 8.	Cost: $100,000 Funding Source: LCFF and Title II	**AU2.2** Coaches worked with committees on the development and delivery of six Units of Study per grade level for ELA, and grade K and 6-8 for Mathematics. For grades 1-5 beyond Unit 1, writing for those math units will proceed into the 2015-16 school year. Effectiveness: 2	Cost: $219,438 Funding Source: CCSS/Title II
Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:		Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:	

Provide resources to support implementation of California State Standards.

AU2.3 Research, identify, and purchase California aligned textbooks, resources, and materials, including California State Board of Education approved materials, as needed.	Cost: $500,000 Funding Source: IMF	**AU2.3** Researched, identified, and purchased California aligned textbooks, resources manipulatives, and materials, including California State Board of Education approved materials, as needed. Effectiveness: 2	Cost: $311,113 Funding Source: IMF
AU2.4 Purchase and develop Learning Management System, Haiku, to use for organizing and posting online Units of Study resources/materials/assessments.	Cost: $4,500 Funding Source: Lottery	**AU2.4** Purchased and developed Learning Management System, Haiku, to use for organizing and posting online Units of Study resources/materials/assessments. Effectiveness: 2	Cost: $4,554 Funding Source: Lottery
AU2.5 Increase C & I Office support from one 3.5 hours to 7.0 hours.	Cost: $40,000 Funding Source: LCFF	**AU2.5** Increased C & I Office support from one 3.5 hours to 7.0 hours. Effectiveness: 2	Cost: $20,965 Funding Source: LCFF
AU2.6 For elementary schools with an enrollment of 750 students, hire one assistant principal.	Cost: $260,000 Funding Source: LCFF	**AU2.6** For elementary schools with an enrollment of 750 students, hired one assistant principal for the identified site. Four elementary sites had assistant principals in 2014-15. Effectiveness: 2	Cost: $50,000 Funding Source: LCFF
AU2.7 For Grade Span Adjustment reduce Transitional Kindergarten- Grade 3 elementary class sizes from 28:1 to 27:1 = Nine additional teachers.	Cost: of $695,961 Funding Source: LCFF	**AU2.7** For Grade Span Adjustment Transitional Kindergarten- Grade 3 elementary class sizes were reduced from 28:1 to 27:1. Effectiveness: 2	Cost: $695,961 Funding Source: LCFF

AU2.8 Specifically for 2014-15, purchase "Context for Learning" books for Grade 1-5 teachers.	Cost: One time cost: $35,000 Funding Source: CCSS	**AU2.8** For 2014-15, purchased "Context for Learning" books for Grade 1-5 teachers. Effectiveness: 2	One time cost: $30,244.79 Funding Source: Lottery
AU2.9 Teachers utilize Text Dependent questioning/ evidence based reading and writing throughout the day.	No funds allocated	**AU2.9** Following additional training, teachers utilize Text Dependent questioning/ evidence based reading and writing throughout the day. Effectiveness: 2	No cost associated at this time at this time
AU2.10 All ELA/Math/Special Education teachers and staff receive four full days of staff development on implementation of Units of Study and California State Standards. Training to include English Language Arts and Mathematics core subjects.	No funds allocated	**AU2.10** All ELA/Math/Special Education teachers and staff received five full days of staff development on implementation of Units of Study and California State Standards. Training to include English Language Arts and Mathematics core subjects. Effectiveness: 2	$5,000 Funding Source: LCFF
AU2.11 Five release days for Curriculum Committee (C2) to meet in the role of Evaluation/ Reflection/ Feedback for the Units of study.	Cost: $50,000 Funding Source: CCSS	**AU2.11** Two after school meetings with Curriculum Committee (C-2) were held during the school year. Agenda included feedback and input regarding Unit of Study feedback. Effectiveness: 1	Cost: $15,000 Funding Source: CCSS
AU2.12 Provide coaching release time for all teachers =2 days per teacher, including Special Education teachers.	Total = $90,000 Funding Source: CCSS/LCFF	**AU2.12** With development of Units of Study, coaching staff focused on supporting teachers with materials and support. All teachers were provided up to a half day of release to plan and prepare for unit implementation. Effectiveness: 1	Cost: $30,000 Funding Source: CCSS/LCFF
AU2.13 Implement Technology Project Plan to include updating of projectors, installation of wireless retrofit.	Cost: $1,300,000 Funding Source: LCFF Cost: $1,088,000 Funding Source: CCSS	**AU2.13** Completed retrofit of Technology Plan that included updating of projectors and installation of wireless retrofit in all schools. Created a Five Year Technology Strategic Plan that addresses staff development, training, and software and hardware resources. Effectiveness: 2	Cost: $2.3 million includes $1,300,000 Funding Source: LCFF Cost: $1,088,000 Funding Source: Discretionary Fund Funding
AU2.14 Expand staffing of Technology Office to include an additional Network Engineer to support needs of district, as funding permits.	No funds allocated	**AU2.14** Expanded staffing of Technology Office with an additional Network Engineer to support needs of district. Effectiveness: 2	Cost: $38,000 Funding Source: LCFF
AU2.15 Maintain and/or provide one Chrome Cart with 36 computers for each site.	Cost: $50,000 Funding Source: LCFF	**AU2.15** Maintain and/or provided at least one Chrome Cart with 36 computers for each site. Effectiveness: 2	Cost: $50,000 Funding Source: LCFF

AU2.16 Release all teachers Grade 1-5, including Special Education, for Number Talks and Standards for Mathematical Practice training.	Sub Release Time Total = $40,000 Funding Source: LCFF	**AU2.16** Provided release time for all teachers Grade 1-5, including Special Education, for Number Talks and Standards for Mathematical Practice training. Effectiveness: 2	Cost: $40,000 Funding Source: LCFF/CCSS
AU2.17 Provide ELA/Math/Special Education teachers with posters of Essential Questions from their respective Units of Study.	Cost: of: $10,000 Funding Source: IMF	**AU2.17** Provided posters for first two units and then only provided online poster resource on Haiku for units 3-6. Effectiveness: 2	Cost: $1,000 Funding Source: IMF
AU2.18 Contract with Riverside County Office of Education for five days of professional development training on District Staff Development Days for single subject middle school science teachers to receive training and support in the implementation of the Next Generation Science Standards (NGSS).	One Time Cost: $5,000 RCOE Contract Funding source: Title II / LCFF	**AU2.18** Contracted with Riverside County Office of Education for five days of professional development training on District Staff Development Days for single subject middle school science teachers to receive training and support in the implementation of the Next Generation Science Standards (NGSS). Effectiveness: 2	Cost: $6,000 Funding source: Title II/LCFF
AU2.19 Develop implementation Plan and Timeline for Next Generation Science Standards (NGSS).	Teacher Release: $7,000 Funding Source: LCFF	**AU2.19** Began to develop Implementation Plan and timeline for Next Generation Science Standards (NGSS). Some middle school science teachers attended four days of staff development with RCOE consultant and some teachers were sent to State Next Generation Science Standards (NGSS) Roll Out training. Effectiveness: 2	Cost: $3,000 Funding Source: LCFF
AU2.20 Continue to develop, support and implement Science Technology Engineering and Mathematics (STEM) Program cost to include materials, such as Defined Stem, sub release days, extra duty, and conference attendance.	Cost: $25,000 Funding Source: IMF/LCFF/Title II	**AU2.20** Continued to develop, support and implement Science Technology Engineering and Mathematics (STEM) Program cost to include materials, such as Defined Stem, sub release days, extra duty, and conference attendance. Effectiveness: 2	Cost: $26,000 Funding Source: IMF/LCFF/ Title II
Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:		Scope of service: __X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:	

Increase parent participation and access to information.			
AU2.21 Identify and implement enhancements to our district website with a focus on tools and resources for parents to help their students.	No funds allocated	**AU2.21** Identified and implemented enhancements to our district website with a focus on tools and resources for parents to help their students. Effectiveness: 2	No cost associated at this time
AU2.22 Use electronic surveys such as Survey Monkey and Google Docs to gather parent input.	No funds allocated	**AU2.22** Used electronic survey, Survey Monkey, to gather parent input regarding LCAP Update and 15-16 plans. Effectiveness: 2	Cost: $300 Funding Source: Lottery
AU2.23 Meet with community liaison to brainstorm ways to boost her face to face contact with the parents of English Learner, immigrant, foster youth, and homeless students.	No funds allocated	**AU2.23** Met with community liaison to brainstorm ways to boost face to face contact with the parents of English Learner, immigrant, foster youth, and homeless students. Effectiveness: 2	No cost associated at this time
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:	
Increase College and Career monitoring methods.			
AU2.24 Evaluate current monitoring tools and services and research and develop method to monitor students for achievement in attainment of College and Career Readiness.	No funds allocated	**AU2.24** Continued to evaluate current monitoring tools and services and research and develop method to monitor students for achievement in attainment of College and Career Readiness. Effectiveness: 2	No cost associated at this time
AU2.25 Utilize Data Management System to monitor and analyze student academic data.	Cost: $ 30,500 EADMS Contract Funding Source: Title II Adt'l tests: $18,500 Lottery ACTUAL TOTAL: $49,000	**AU2.25** Utilized Data Management System to monitor and analyze student academic data. Effectiveness: 2	Cost: $48,783.25 Funding Source: Title II/Lottery

AU2.26 Begin to utilize Riverside County Student Tracker System to conduct longitudinal analysis of Menifee Union School District students completing high school and entering and graduating from college.	No funds allocated	**AU2.26** Coordinated with RCOE to utilize Riverside County Student Tracker System to conduct longitudinal analysis of Menifee Union School District students completing high school and entering and graduating from college. Data will be available for 15-16 school year. Effectiveness: 1	No cost associated at this time
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:	
Increase system for monitoring student attendance.			
AU2.27 Investigate and implement researched-based methods of increasing student attendance.	No funds allocated	**AU2.27** Pupil Personnel Director attended Attendance Summit and is developing system to train all appropriate personnel to report attendance records accurately in Student Information System, Illuminate. Effectiveness: 1	Cost: $225 Funding Source: LCFF
AU2.28 Investigate and implement researched-based methods of decreasing student drop outs.	No funds allocated	**AU2.28** Maintained "0" dropouts in grade 8. Effectiveness: 2	No funds allocated
AU2.29 Maintain health tech staffing to help monitor and promote good attendance.	Cost: $375,000 Funding Source: LCFF	**AU2.29** Maintained health tech staffing to help monitor and promote good attendance and conducted monthly meetings with health techs and nursing staff. Effectiveness: 2	Cost: $456,082 Funding Source: LCFF
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:	

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Develop positive behavior and support system (PBIS).			
AU2.30 Utilize researched-based methods of decreasing student suspension rates including, Positive Behavior and Support (PBIS), Democratic Discipline, and Boys Town.	No funds allocated	**AU2.30** Utilized researched-based methods of decreasing student suspension rates. Sites used Positive Behavior and Support (PBIS), Democratic Discipline, or Boys Town. Pupil Personnel Office is developing a three year plan for implementation to decrease suspension. Plan will include plans for PBIS, Boys Town and Democratic Discipline. Effectiveness: 1	No cost associated at this time
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:		Scope of service: ___X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:	
Increase support programs, including AVID, band/music.			
AU2.31 Establish baseline data for students enrolled in Advancement via Individualized Determination (AVID) Program who matriculate to 9th grade AVID.	No funds allocated	**AU2.31** When SBAC data is available, will create 2015-16 baseline data for students enrolled in Advancement via Individualized Determination (AVID) Program who matriculate to 9th grade AVID. Effectiveness: 1	No cost associated at this time
AU2.32 Music Instrument allocation for middle school and elementary programs.	Cost: $9,000 Funding Source: LCFF	**AU2.32** Increased Music Instrument allocation for middle school and elementary programs. Effectiveness: 2	Cost: $9,000 Funding Source: LCFF

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AU2.33 Establish baseline of data for students enrolled in District Band/Music Programs to determine how music students perform academically in core subjects of English Language Arts and Mathematics as compared to student not enrolled in Band/Music Programs.	No funds allocated	AU2.33 Plan to use 15-16 baseline of data for students enrolled in District Band/Music Programs to determine how music students perform academically in core subjects of English Language Arts and Mathematics as compared to student not enrolled in Band/Music Programs. Effectiveness: 1	No cost associated at this time
Scope of service:		Scope of service:	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:	
Collect and analyze survey results to determine best ways to increase student engagement.			
AU2.34 Conduct Healthy Kids Survey (School Climate and Resilience and Youth Development Modules) and analyze data to create a plan.	No funds allocated	AU2.34 Conducted Healthy Kids Survey (School Climate and Resilience and Youth Development Modules) and will analyze data results to create a plan when data is available. Effectiveness: 1	No cost associated at this time
AU2.35 Investigate use of Positive Behavior Intervention Support (PBIS) District Implementation Survey	Cost: $4,000 Funding Source: LCFF	AU2.35 Following more training in 2015-16 for PBIS, district will develop a tool to measure program impact. Effectiveness: 1	No cost associated at this time
AU2.36 Investigate and pilot the use of Boys Town Social Skills Program at one elementary School using counselors and psychologist to provide the training.	Cost: of Extra Duty: $2,400 Funding Source: LCFF	AU2.36 Boys Town Trainers are preparing to train. Developing a timeline for training and implementation in 15-16. Effectiveness: 1	No cost associated at this time
Scope of service:		Scope of service:	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:		X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:	

Increase communication and support for parents of low income and homeless students.			
AU2.37 Provide targeted assistance and staff support to low income students/parents in career/college readiness activities and guidance.	No funds allocated	**AU2.37** Provide targeted assistance and staff support to low income students/parents in career/college readiness activities, such as No Excuses University and college fairs. Effectiveness: 1	No cost associated at this time
AU2.38 Maintain or increase counseling services at elementary and middle schools. Current Staffing: Elementary Ratio: 1: 3250 Middle School Ratio: 1: 775	Cost: $400,000 Funding Source: LCFF	**AU2.38** Increased counseling services in District for 14/15 Effectiveness: 2	Cost: $69,000 Funding Source: LCFF
AU2.39 Investigate and select Parent Education Training Program.	Cost: $30,000 Funding Source: Title I	**AU2.39** Investigated and selected Parent Education Training Program, PELI, for all Title I schools. Effectiveness: 2	Cost: $35,000 Funding Source: Title I
Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:		Scope of service: __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:	
Increase communication and support for parents of re-designated students.			
AU2.40 Develop and plan to provide improved parent/guardian communication and support concerning the progress of re-designated students.	No funds allocated	**AU2.40** Developed and presented to District English Language Acquisition Committee (DELAC) information and criteria for updated reclassification process and support. Letter was also sent home in Spanish to inform parents. Teachers and administrators provided input in the development of the criteria. Effectiveness: 2	Cost: $1,000 Funding Source: LCFF
Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient__Other Subgroups:		Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient__Other Subgroups:	

Develop resources and programs to address needs of Foster Youth Students.			
AU2.41 Provide training for staff to develop skills, time and training necessary to support foster youth students.	Cost: $3,000 Funding Source: LCFF	**AU2.41** Provided initial training for administrators to develop skills, time and training necessary to support foster youth students. Trained Office Clerks in a new attendance maintenance system. Effectiveness: 2	Cost: $1,000 Funding Source: LCFF
AU2.42 Establish a partnership with Department of Mental Health and county for the provision of services to foster parents and students.	No funds allocated	**AU2.42** CWA Director attended Foster Summit and Riverside County Office of Education Network meetings with Mental Health Staff in attendance. Effectiveness: 1	No cost associated at this time
AU2.43 Utilize the skills of the Community Liaison staff member to coordinate and establish a network of foster parents to meet with district staff, including principals and counseling staff members to discuss best ways to support foster youth at school.	No funds allocated	**AU2.43** Utilized the skills of staff to coordinate and establish a network of foster parents to meet with district staff, including principals and counseling staff members to discuss best ways to support foster youth at school. Effectiveness: 1	No cost associated at this time
Scope of service: __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient__Other Subgroups:		Scope of service: __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient__Other Subgroups:	

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Develop resources and programs to address needs of Special Education students.			
AU2.44 Identify academic assessment and support for Special Education students.	No funds allocated	**AU2.44** Identified academic assessment and support for Special Education students. Effectiveness: 1	No cost associated at this time
AU2.45 Develop and plan to provide improved parent/guardian communication and support concerning the progress of Special Education students.	No funds allocated	**AU2.45** Developed and planned to provide improved parent/guardian communication and support concerning the progress of Special Education students. Effectiveness: 1	No cost associated at this time
Scope of service: ＿ALL OR: ＿Low Income pupils ＿English Learners ＿Foster Youth ＿Redesignated fluent English proficient _X_Other Subgroups: Special Education		Scope of service: ＿ALL OR: ＿Low Income pupils ＿English Learners ＿Foster Youth ＿Redesignated fluent English proficient _X_Other Subgroups: Special Education	
Contract and utilize electronic systems to collect, analyze, monitor and plan for services to Subgroups			
AU2.46 Ongoing contract with Key Data Systems for researching, collecting, monitoring, and creating reports and data to support growth of all Subgroups	Cost: $25,000 Funding Source: LCFF	**AU2.46** Maintained contract with Key Data Systems for researching, collecting, monitoring, and creating reports and data to support growth of all Subgroups Effectiveness: 2	Cost: $25,000 Funding Source: LCFF
AU2.47 Utilize District Student Information System to collect, monitor, and analyze student data and Subgroups. cost of Illuminate Contract Services.	Cost: $54,000 Funding Source: LCFF	**AU2.47** Utilized District Student Information System, Illuminate, to collect, monitor, and analyze student data and Subgroups. Cost of Illuminate Contract Services: Effectiveness: 2	Cost: $54,000 Funding Source: LCFF

AU2.48 Research and identify District-Wide Universal Screening Assessment tool.	No funds allocated	**AU2.48** Researched District-Wide Universal Screening Assessment tool, and will use existing assessments and data information system EADMS to monitor progress. Effectiveness: 2	No additional cost associated
Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:		Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing 2014-15 progress and/or changes to goals, changes in actions, services and expenditures, the following was determined:

- 27 out of 33 measureable actual outcomes were met or exceeded their expected outcomes (**BOLD**). Three metrics were dependent upon receiving SBAC results. That information will be reexamined when data is available. As a TK – grade eight district, five of the goals related to high school data. The goals not met had to do with AMAO I results. Although the District increased the percent of English Learners scoring Early Advanced or Advanced by 7.8% from 2013-14 to 2014-15, it was not enough to meet the new and increased target of 60.5%. Increased staffing to support teacher coaching and working with administrators is included in the LCAP for 15-16. In addition, the attendance rate went down by .25% and chronic absenteeism increased by 4.72%. The district started a new data management system and is now training attendance clerks and staff to better collect, monitor, analyze and respond to absenteeism and approve attendance for all.
- Scope of service for actions and services were mainly designated for all students. Single Plans for Student Achievement use the LCAP goals in their plans. District distributed site funds based on unduplicated student count. In addition, sites with higher percentages of Low income and/or English Learners will be supported with a higher percentage of coaching time and resources from the centralized District English learner and Special Education coaching staff.
- A few differences between budgeted expenditures and estimated actual annual expenditures are noted. The district doubled the amount allocated to implementation of California training and increased funds came from one time Common Core allocation. Less funds were expended for assistant principal staffing as elementary schools did not meet the enrollment criteria for staffing additional administrators at sites. An additional $5,000 was spent training Special Education staff.

- **For 2015-16:**
- Measureable Outcomes will be established for ELs, Low Income, Foster Youth, students with Disabilities, African American, Hispanic, GATE, and White Subgroups for this goal.
- English Learners: Utilize EL Teachers on Special Assignment (TOSAs) which will be provided in 2015-16 school year, to train and coach teachers of English Learners in order to meet all AMAO targets and provide staff development to help teachers understand the ELD/ELA standards with designated and integrated support.
- AVID Excel: Continue to provide support for Long Term English Learners.
- Attendance: Continue working with attendance clerks and staff to utilize notification process with School Attendance Review Teams (SART) and School Attendance Review Boards (SARB).
- PBIS: Plans to do more in-depth training are included in 2015-16 in section 2.
- Family Involvement Network: Plans to increase number of participants in order to support parents and guardians.

Annual UPDATE: LCAP Year: 2014-15

Original GOAL from prior year LCAP: **#3**	The Menifee Union School District will engage and involve parents and Stakeholders in the educational process of our students and by doing so, will increase levels of trust within the community.	Related State and/or Local Priorities: 1__ 2 X 3 X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes	**Actual Annual Measurable Outcomes**
A. Establish calendar and agenda for two regional and/or site meetings on California Standards, assessments, and instruction. B. Increase number of parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education. C. Survey parents to identify areas of interest for continued parent staff development. D. Establish a baseline for percentage of parents responding favorably in reference to parent-school relationships. E. Explore current partnership with Mount San Jacinto Junior College (MSJC) to expand the current partnership for District English as a Second Language (ESL) courses. F. Investigate increasing the number of Community Liaison positions and develop a plan to provide outreach services for bilingual and other underserved populations.	A. Established calendar and agenda for two regional and/or site meetings on California Standards, assessments, and instruction. B. Provided Parent Engagement Leadership Institute, (PELI) to provide research based information for parents and guardians on how to assist students academically and behaviorally, and how to navigate the educational system, including the pathway to higher education. C. Surveyed parents to identify areas of interest for continued parent staff development. Results will inform 2015-16 LCAP. D. Established a baseline for percentage of parents responding favorably in reference to parent-school relationships. E. Explored current partnership with Mount San Jacinto Junior College (MSJC) to expand the current partnership for District English as a Second Language (ESL) courses and increased course offering to an additional evening ESL class within the district. F. Investigated and for the 15-16 school year, plan to increase the number of Community Liaison positions to support outreach services for bilingual and other underserved populations.

Each Actual Action/Service below is rated 0-2 on its effectiveness in meeting the Planned Measureable Outcome:
2: Performance met or exceeded Expected Measureable Outcome
1: Performance improved: Did not meet Expected Outcome
0: Performance declined.

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop communication system to help parents understand learning opportunities for their children.			
3.1 Establish calendar and agenda for two regional and/or site meetings on California Standards, assessments, and instruction.	Cost: $2,000 Funding Source: LCFF	**3.1** Provided two regional and/or site meetings on California Standards, assessments, and instruction. Effectiveness: 2	Cost: $3,000 Funding Source: LCFF
3.2 Increase parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.	Cost: associated with Goal 2.	**3.2** Increase parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education. Effectiveness: 2	No additional cost associated
Scope of service:		Scope of service:	
__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:		__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	
Collect, analyze, and develop parent staff development.			
3.3 Establish a baseline for percentage of parents responding favorably in reference to parent-school relationships.	No funds allocated	**3.3** Established a baseline for percentage of parents responding favorably in reference to parent-school relationships. Effectiveness: 2	No additional cost associated
3.4 Survey parents to identify areas of interest for continued parent staff development.	No funds allocated	**3.4** Surveyed parents to identify areas of interest for continued parent staff development. Effectiveness: 2	No additional cost associated

3.5 Explore a partnership with Mount San Jacinto Junior College (MSJC) to expand the current partnership for District English as a Second Language (ESL) courses.	No funds allocated	**3.5** Explored a partnership with Mount San Jacinto Junior College (MSJC) to expand the current partnership for District English as a Second Language (ESL) courses and an evening ESL class was added for the 14-15 school year. **Effectiveness: 2**	No additional cost associated
Scope of service:		Scope of service:	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	
Develop resources and programs to address needs of Low Income Students.			
3.9 Identify additional professional development for teachers to provide California State Standards aligned instruction to high needs and/or struggling students.	No funds allocated	**3.9** Continued to identify additional professional development for teachers to provide California State Standards aligned instruction to high needs and/or struggling students. Training to take place in 15/16. Effectiveness: 2	No additional cost associated
3.10 Provide (Edmentum) Study Island Online Resources for extra practice and support.	Cost: $38,000 Funding Source: Lottery	**3.10** Provided (Edmentum) Study Island Online Resources for extra practice and support. **Effectiveness: 2**	Cost: $38,154.75 Funding Source: Lottery
Scope of service:		Scope of service:	
__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:		__ALL OR: X__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	
Increase support time to AVID EXCEL Program.			
3.11 Continue to contract with AVID Center for Advancement Via Individual Determination (AVID) Excel Program for English Learners.	Cost: $14,500 Funding Source: LCFF	**3.11** Continued to contract with AVID Center for Advancement Via Individual Determination (AVID) Excel Program for English Learners. Effectiveness: 2	Cost: $10,000 Funding Source: LCFF

3.12 For all middle schools provide 3.5 hours two days per week of AVID Excel tutor time to support the AVID Excel Program.	Cost: $10,000 Funding Source: LCFF	**3.12** Provided all middle schools with 3.5 hours two days per week of AVID Excel tutor time to support the AVID Excel Program. Effectiveness: 2	Cost: $7,091 Funding Source: LCFF
Scope of service:		Scope of service:	
__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:		__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:	
Monitor academic achievement of Special Education students.			
3.13 Identify academic assessment and support for reclassified students who have not made adequate progress.	No funds allocated	**3.13** Continued to identify academic assessment(s) and support for reclassified students who have not made adequate progress. Effectiveness: 1	No additional cost associated
3.14 Determine a system for monitoring academic achievement/progress or re-designated fluent English proficient subgroup in Student Information System of Illuminate.	No funds allocated	**3.14** Continue to determine a system for monitoring academic achievement/progress of re-designated fluent English proficient subgroup in Student Information System of Illuminate. Effectiveness: 1	No additional cost associated
3.15 Utilize Key Data for ongoing information/reports for Long Term English Learners and English learner Reclassified Student progress.	Cost: $3,500 Funding Source: Title III	**3.15** Utilized Key Data for ongoing information/reports for Long Term English Learners and English learner Reclassified Student progress. Effectiveness: 2	Cost: $3,500 Funding Source: Title III
3.16 Coordinate the systems of SEIS, Student Information system, and the Student data management system for monitoring academic achievement/progress of Special Education students.	No funds allocated	**3.16** Coordinated the systems of SEIS, Student Information system, and the Student data management system for monitoring academic achievement/progress of Special Education students. Effectiveness: 1	No additional cost associated
Scope of service:		Scope of service:	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Special Education		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Special Education	

Improve services for Special Education students			
3.17 Explore and purchase appropriate resources, textbooks, and program(s) for Moderate/Severe populations.	Cost: $20,000 Funding Source: Lottery	**3.17** Explored and purchased appropriate resources, textbooks, and program(s) for Moderate/Severe populations. Effectiveness: 2	Cost: $20,000 Funding Source: Lottery
3.18 Create a plan to support and implement an inclusive model of Special Education services, along with first best instruction.	Cost: $1,000 Funding Source: LCFF	**3.18** Increased Special Education staff to begin to plan to support and implement an inclusive model of Special Education services, along with first best instruction. Effectiveness: 2	Cost: $55,000 Funding Source: LCFF
Scope of service:		Scope of service:	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Special Education		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Special Education	
Improved services for Gifted and Talented Education (GATE) students			
3.19 Explore and purchase appropriate resources and materials for Gifted and Talented Education (GATE) students.	Cost: $7,000 Funding Source: LCFF	**3.19** With the development of Units of Study, will continue to explore appropriate resources and/or additional materials for Gifted and Talented Education (GATE) students. Plan to purchase identified resources in 15/16. Effectiveness: 1	No additional cost associated
Scope of service:		Scope of service:	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: GATE		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: GATE	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing 2014-15 progress and/or changes to goals, changes in actions, services and expenditures, the following was determined: • Six out of six measureable actual outcomes met or exceeded their expected outcomes (**BOLD**). Regional meetings were conducted and based on feedback from parent advisory groups, including DELAC and PAC, a decision was made to provide site-based opportunities for parents/guardians to learn about California Standards/instruction, assessments, and technology in 2015-16. The LCAP survey provided baseline participation information and responses doubled in 2014-15; however, District will make more effort in 15-16 to increase survey participation from all stakeholders. There is a demonstrated need to increase the community outreach support utilizing our community liaison. Parent Advisory groups provided ideas for a campaign to increase survey participation next year. • Minor to no differences between budgeted expenditures and estimated actual annual expenditures are noted for Goal 3. Plans to increase allocation to this goal are included in the 2015-16 LCAP. **For 2015-16:** • Measureable outcomes using LCAP baseline results in 2015-16 will be established. • Community Liaison: Increase to two the number of Community Liaison positions in the district. • Parent Engagement: Continue work with sites to support their Parent Involvement Leadership Initiative (PELI) Parent Involvement Action Plan. • Parent Training: Plan for site events for parents/guardians to learn about California Standards instruction/assessment and how to utilize technology/devices.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A.   In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

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Total amount of Supplemental and Concentration grant funds calculated:	$3,957,006
As a district with below 55 percent of enrollment of unduplicated pupils in the district in the LCAP year, the District utilized current research and educational theory to decide how to spend / allocate the additional resources. The unduplicated student count in the Menifee Union School District is estimated to be 46.19% in the 2015-16 school year. Based on this unduplicated count, the district will receive $3,957,006 in Supplemental Grant funding. A portion of the Supplemental funds were allocated to all schools for school site decision making based upon each school's percentage of students qualifying. School staff and School Site Councils will align their Single Plans for Student Achievement to the goals and actions in the approved Local Control and Accountability Plan. Additional funds were allocated to provide – • California Standards staff development for all ELA/Math, Next Generation Science Standards (NGSS), STEM, and History Social Science training for all staff, including Special Education teachers; • Additional online resources aligned to high needs and/or struggling students; • Additional technology training and devices for students and staff; • Training for staff to develop skills necessary to support foster youth guardians and students; • Summer Bridge AVID Excel extended year opportunities for Long Term English Learners; • Assessment and support for reclassified students who have not made adequate progress; • Training and support for English Language Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) members; • Assessment and staff support, and additional resources for Special Education students; • Systemic implementation of Positive Behavior Intervention and Support (PBIS); • Increased parent training on how to assist students academically and behaviorally; • Targeted assistance to low income students/parents in career/college readiness activities and guidance; • Mentoring African American students for College and Career mini conferences offered to students, parents and staff within the district.	

B.   In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English Learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

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6.04	%

Through a combination of staffing, programs, and staff development, Menifee Union School District will support and train teachers to target the unique needs of Low Income, Foster Youth, English Learners, Reclassified English Learners, Long Term English Learners, and Special Education Students. The 6.04% proportionality percentage for increase or improved services, including:

- **Low Income:** Study Island Standards-based Online Program, AVID Program and contract costs, Accelerated Reader Program, AVID Tutors, Train staffs in AVID strategies, Parent ED program, three intervention specialists, extended AVID tutor time, and an additional community liaison position.
- **English Learners:** Rosetta Stone for English Language Development (ELD) course, Raz Kids online program for oral language fluency practice, support for English Language Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) members, AVID Excel Summer Bridge Program, AVID Excel tutors, AVID Excel contract costs, two Teachers on Special Assignment (TOSA) for English Learners, an addition of an English learner director and EL secretary staff.
- **Re-designated English Learners:** Assessment to monitor progress, track and monitor progress of this subgroup, focus on developing language and progress of long term English Learners.
- **Foster Youth:** Provide 1:1 technology and intervention program for foster students, continue Foster Forum quarterly meetings, Train staffs in how best to work with foster youth, develop partnership with Mental Health Department, provide resources and counseling services.
- **For Special Education students:** Two Teachers on Special Assignment (TOSA) to support Special Education teachers and staff with the implementation of California Standards and to assist with students meeting Individualized Education Plan (IEP) goals, continue to identify and provide additional resources and assessments, increase parent/guardian communication meetings, continue to develop integrated electronic systems of SEIS and Illuminate, and create and implement plan to support inclusion model.
- **For African American student:** Plans up to two mini conferences for District's *Mentoring African American Youth for College and Career* program.

Funds were also allocated to all schools with Low Income, Foster Youth, and English Learner populations, based on the unduplicated count. Schools that previously did not get an allocation for these groups of students due to low percentages of low income, English Learner, and Foster Youth, are now getting a portion of the Local Control Funding Formula funds and will now be able to provide increased services to these students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]